

PROPOSALS TO PROVIDE SERVICES TO CCSD THROUGH ESSER III FUNDS

<ol style="list-style-type: none"> 1. Ascue's Paint and Body Shop 2. CORE4SUCCESS 3. Pattison's Academy 4. Mu Alpha Chapter of Omega Psi Phi Fraternity 5. DancED 6. Capri Griffith-Gonzalez 7. Holy City Children 8. Heal with HeARTS 9. ACE Mentors of Greater Charleston 10. Charleston Metro Chamber of Commerce (renamed) 11. Four Rivers Community Development Corp (4RCDC) 12. Kindergarten Kounts® 13. Kids On Point 14. Be A Mentor 15. Emergency Broadband 16. Wings for Kids 17. Charleston Animal Society 18. MyNDSpace 19. DEEP SC 20. Engaging Creative Minds 21. The Pink House Neighborhood Resource Center 22. OH STEM 23. Charleston Stage 24. Liberty Hill Improvement Council 25. Charleston RISE 26. Azalea Drive Church of Christ - Drive Foundation 27. Youth Empowerment Services (Y.E.S.) 28. Charleston Hope 29. Pasley and Associates 30. Boys & Girls Clubs of the Crescent Region 31. BEGIN WITH BOOKS 32. M.A.D. USA 33. taking the 1st step 34. Fresh Future Farm 	<ol style="list-style-type: none"> 35. Tri-County Cradle to Career 36. Community Resource Center 37. Reading Partners 38. Big Brothers Big Sisters of the Lowcountry 39. The Navigation Center 40. Charleston Gaillard Center 41. The Green Heart Project 42. R3, Inc. 43. IXL Learning, Inc. 44. Carolina Teen Center 45. Naquita Page-Dawson 46. A Plus Disinfect, LLC 47. Lowcountry Education Local Organizing Committee (LOC) 48. Our Lady of Mercy Outreach Center 49. Vision To Learn 50. Entrepreneur Centers for Youth 51. Snowden Community Civic Center 52. Maxim Healthcare Staffing 53. Soul Harvesters Outreach Ministry - Conflict Resolution 54. Soul Harvesters Outreach Ministry - Health & Nutrition 55. Soul Harvesters Outreach Ministry - Mentoring Empowerment Youth Program 56. Art Pot 57. Charity Foundation 58. North Charleston POPS 59. Charleston Digital Corridor 60. 3rd Serve 61. Wando Rugby Football Club 62. CCSD Office of Family & Community Engagement (FACE) 63. Every 1 Voice Matters 64. MyNDSpace 65. Music Academy of the Two Rivers 66. Dr. Len Young, Tomatis Method, Listening Clarity Inc.
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1. Ascue's Paint and Body Shop

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

To add value by giving young people the ability to work in a collision repair shop environment to get a better understanding of the value classroom education brings to skill / trade work.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Ascues Paint and Body will provide a safe work space for young students that attend Charleston County Schools to observe, ask questions and engage the skills and trades of automotive body repair.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The intended impact of this partnership opportunity will focus on the value of classroom education and the connection to the skill trade of collision repair industry and the many areas that it could help students to grow: Socially and emotionally this opportunity will give CCSD students a skill in society which can be used not only in the collision repair industry but other industries such as manufacturing, welding, painting resurfacing and machine operation. As students grow they need experiences to reach and enhance their social emotional and mental health needs. If this program is executed properly there is a good chance many of these needs could be met by students that otherwise would not have this opportunity.

Program Delivery Format: 1-on-1, Small Group, Workshop/Assembly, Field Experience, Workplace Student Internship/Apprenticeship, After-school Programming

Program Frequency: Monthly

Program Grade(s): 5, 6, 7, 8, 9, 10, 11, 12

Program Target Students: All Students

Program Service Type: College & Career Readiness

CCSD Schools Served: Academic Magnet High, Baptist Hill Middle-High, Buist Academy, Burke High, C.E. Williams Middle School for Creative and Scientific Arts, Camp Road Middle, Charleston County School of the Arts, Daniel Jenkins Academy, Early College High School, Haut Gap Middle, Jerry Zucker Middle School of Science, Liberty Hill Academy, Lucy Beckham High, North Charleston High, Northwoods Middle, St. Andrew's School of Math and Science, St. James-Santee Elementary-Middle, St. John's High, Wando High, West Ashley High, West Ashley CAS, Virtual Academy, Charleston Charter for Math and Science, Greg Mathis Charter High School, James Island Charter High School, Orange Grove Elementary Charter School, Pattison's Academy for Comprehensive Education

Students Served: 20

How many years has your program been in CCSD schools?: 20

What specific student need(s) does this program/service address?: Work based learning

How was the need(s) identified?: CCSD Administrators

Student Impact: Our organization does not have data to determine impact

How will you measure the success of your proposal if implemented?: Will work with CCSD to determine this

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

Program Budget: \$350,000

Funding Source(s): Invoicing CCSD

Funding Request(s): \$350,000 -

https://drive.google.com/file/d/1Jt2wHBmRH_v4sgyVnhZstqyvHqhnkx-s/view

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2. CORE4SUCCESS

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

CORE4SUCCESS' vision is to support adolescent males ages 11-19 during their critical teenage years, as they transition from boyhood into manhood. We will do this by providing communities of caring mentors and role models who listen, accept, encourage, and support teenage boys on their journey to become good men.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Our mission is to empower adolescent males by providing the necessary tools and skills to become valuable contributors to society through promoting physical and mental health awareness, emphasizing financial literacy, and fostering leadership development.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

CORE4SUCCESS intends to connect with young men ages 11-19 (5th through 12th grade) through ecological support which starts with the community and culture first, the neighborhood, the school, peers, family and then the child himself. We will do this by increasing contact through collaboration between home and school. The young men will be mentored on a 1-to-1 basis as well as in a group setting where they will learn leadership development and skills. CORE4SUCCESS will also offer tutoring services and homework assistance. CORE4SUCCESS will offer professional counseling sessions as needed with a board certified licensed professional counselor. We will offer assistance with peer relations and effective coping skills, conflict resolution, behavior modification and emotional support.

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

Program Frequency: Daily (or multiple times every week)

Program Grade(s): 5, 6, 7, 8, 9, 10, 11, 12

Program Target Students: Males, 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), 5th grade transitioning into middle school.

Program Service Type: All of the above listed services to our program participants.

CCSD Schools Served: Academic Magnet High, Baptist Hill Middle-High, Burke High, C.E. Williams Middle School for Creative and Scientific Arts, Camp Road Middle, Charleston County School of the Arts, Charleston Progressive Academy, Daniel Jenkins Academy, Deer Park Middle, Haut Gap Middle, Jerry Zucker Middle School of Science, Liberty Hill Academy, Military Magnet Academy, Morningside Middle, North Charleston High, Northwoods Middle, R.B. Stall High, Simmons-Pinckney Middle, St. Andrew's School of Math and Science, St. John's High, Wando High, West Ashley High, Charleston Charter for Math and Science, Greg Mathis Charter High School, James Island Charter High School

Students Served: 25

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Academics, mental health, physical health, leadership development and financial literacy.

How was the need(s) identified?: Based on the lack of resources available to young men in at risk communities along with my experience and professional background, I saw the need for this program in our schools, homes and communities for everyone to work together to promote positive outcome goals.

Student Impact: Based on a future relationship/partnership with CCSD, we will have data within 6 months of implementation of this program.

How will you measure the success of your proposal if implemented?: We will measure success by conducting initial assessments, case notes and weekly summaries, program retention rate, the engagement and motivation, behavioral changes and generalization every 6th and 12 month.

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

Program Budget: \$1.456 million (year 1- \$400,000, Year 2- \$480,000, Year 3- \$576,000)

Funding Source(s): Donations, Invoicing CCSD

Funding Request(s): \$1,456,000.00 (Year 1- \$400,000, Year 2- \$480,000, Year 3- \$576,000) - <https://drive.google.com/file/d/1w8e092rAOo7FtOhapSCBlgPGushm5wKP/view>

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3. PATTISON'S ACADEMY - Therapeutic Summer Camp

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Pattison's Academy's Summer Camp is a four week summer camp for children with multiple severe disabilities ages 3-25; it is the only one of its kind in the Charleston area. Our camp challenges participants with extensive physical activity while, at the same time, providing educational enrichment and individual physical, occupational and speech therapy. A key impact of our camp is to prevent regression of the life skills and social development milestones achieved during the school year and to enable parents to remain in the workforce.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Our Therapeutic Summer Camp provides physical, social and cultural enrichment for approximately 50 children and young adults ages 3-25, with multiple severe disabilities. It is the only therapeutic summer camp available in the Lowcountry. Without our summer camp, many of our children would be home-bound and relegated to a period of inactivity, which has a negative impact on their physical and psychological well-being. Our camp challenges participants with extensive physical activity, while at the same time providing necessary individual physical, occupational & speech therapy as identified through a pre-camp evaluation.

The goal of our camp is to build substantial and demonstrable life skills, as well as to improve the social development of our population. One important component of our camp is Community Based Instruction (CBI). While on-site programming provides individualized instruction to target our camper's unique therapeutic, educational and social goals, Community Based Instruction takes this program off-site to the broader Charleston community. Whether successfully navigating a power wheelchair around obstacles at the Aquarium, scanning groceries at Publix, or using a communication device to order lunch at a RiverDogs Game, Community Based Instruction gives participants the opportunity to demonstrate mastery of newly-developed independent living skills, building capability and confidence in navigating the external community. Our camp not only impacts our unique and often under-served set of children by meeting their individual targets, it also enriches the Charleston community. Exposing our community to the capabilities and character of our population will improve the sensitivity and competency of our fellow citizens. Our Community Based Instruction Partners include business and organizations such as the South Carolina Aquarium, Riverdogs, South Carolina Stingrays, Carolina Ice Palace, WL Stephens Aquatic Center, Charleston Artist's Guild, MUSC, ECPI, CSU and Trident Tech.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The children that we serve typically fall on the severe and profound extreme of the disability continuum and almost all of our children are considered immunocompromised. The combinations of severe cognitive impairment, severe neurological impairment and severe orthopedic handicap/physical limitations render our children non-ambulatory, non-verbal and in complete dependence of a family member or caregiver. As a result, these children and families require a unique intensity and breadth of services to have an equal opportunity to reach their potential, the majority of which are found at our Therapeutic Summer Camp. Our children are immuno-compromised and considered to be the most at risk for COVID-19, therefore our families followed the quarantine protocol, and isolation prevented our students from receiving in-person services to achieve their education and therapeutic goals. Now that we are able to provide in-person services once again, we are respectfully asking for your support for our upcoming Therapeutic Summer Camp as growth is expected, both in scope and number-of-children-served, as we plan to add additional participants to our program as well as expand on the number of Community Based Instruction sites. Our Camp will directly benefit 50 campers as well as their families and caregivers by allowing them to remain in the

workforce throughout the summer. Without this program, most of our Campers would be home-bound. Additionally, by continuing education and therapy for our children throughout the summer, we are easing the caretaking efforts among the families of our children. Participants will learn and build upon the fine-motor skills and basic self-care skills that allow them to live more independent.

Program Delivery Format: Small Group, Field Experience, Summer Program

Program Frequency: Mon-Fri for 4 Weeks in July 2022

Program Grade(s): All Grades

Program Target Students: Students with Disabilities

Program Service Type: Health & Human Services

CCSD Schools Served: Pattison's Academy for Comprehensive Education

Students Served: 50

How many years has your program been in CCSD schools?: 12

What specific student need(s) does this program/service address?: Prevents regression of children with severe disabilities during the summer months

How was the need(s) identified?: The need was identified after realizing that there are no programs offering these services to this specific population in our community

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented? "At the close of each day, counselors, therapists and administrators meet to discuss activities and what measures can be taken to improve each day. A parent survey is conducted at the completion of camp to determine the quality of the summer camp and measures that can be taken for the next summer. Additionally, we use the data from standardized measures to ensure child achievement and adjust programming accordingly. Our campers participate in annual standardized developmental testing before and after camp to measure progress towards parent identified physical, social, academic and emotional priorities. The Pediatric Evaluation of Disability Inventory (PEDI) is performed to assess increases in life skill independence and decreases in required caregiver assistance. The CPCHILD measures increases in health, comfort, well being, and ease of care giving for the child. As a result of the funding provided by this grant, we anticipate improvements in these scores before and after camp."

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

Program Budget: \$88,375

Funding Source(s): Grants, Donations

Funding Request(s): \$10K <https://drive.google.com/file/d/1ZcaErNfwbuJBHVOneX-iwio444LbwWr/view>

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4. Mu Alpha Chapter of Omega Psi Phi Fraternity "Bridge Builder"

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

To be a part of a "driving force" in generating change in the lives of young African--American males.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Have a positive impact on African males 4th and 5th grade at Julian Mitchell Elementary in the areas of social, academic, and mental well being

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

As previously done, there will be bi-weekly meeting with 4th and 5th grade boys. The emphasis would be on academic improvement, improving social skill, conflict resolution skills, anger management, etc. This would be done via group conversations, 1:1, videos, guest speakers, etc. During the Summer several students would have the opportunity to attend a Summer camp where they would meet other young men from S.C. and N.C. addressing the same topics mentioned above as well as others.

Program Delivery Format: 1-on-1, Small Group, After-school Programming, Summer Camp

Program Frequency: Bi-weekly (every two weeks)

Program Grade(s): 4, 5

Program Target Students: Males, Low-Income or Title I Schools

Program Service Type: Mentoring

CCSD Schools Served: Julian Mitchell Elementary

Students Served: 10

How many years has your program been in CCSD schools?: 9

What specific student need(s) does this program/service address?: Pro--social skills, academics, food, clothing

How was the need(s) identified?: assessed by school staff

Student Impact: organization's data has found our program to have a STRONG impact

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

 MA Mentoring Update II (3) - Reginald Terry

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

Program Budget: \$6,200.00

Funding Source(s): Donations, Fundraising event

Funding Request(s): \$6,200.00 -  Expenses - Reginald Terry.docx

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5. DancED

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Our intended outcome is to partner with CCSD to provide dance education to all students in a safe and welcoming environment while cultivating relationships.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

DancED is an organization that offers DANCE EDUCATION to schools and their students during their regular school day, after-school/extended day programs and summer camps, teaching kids that may not otherwise ever have the opportunity to explore DANCE and all it has to offer! Adding DANCE to a child's education improves their Confidence, Problem-Solving Abilities, Collaborative Skills, Physical Health, and so much more! We teach all styles of DANCE- hip-hop, tap, modern, improvisation, jazz and ballet through interactive games and activities. Together let's enrich Education through Dance!

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

By providing dance education during their after-school programs, DancED will help support students severely impacted with an opportunity to learn dance (when they otherwise may never have a chance to do so), tap into their capabilities, create healthy relationships and connect dance to math! Dance also gives the students a goal to strive for and be proud of.

Program Delivery Format: After-school Programming

Program Frequency: Weekly

Program Grade(s): All Grades

Program Target Students: All Students

Program Service Type: Arts & Cultural Enrichment

CCSD Schools Served: Angel Oak Elementary, Ashley River Creative Arts Elementary, Charleston County School of the Arts, Drayton Hall Elementary, Harbor View Elementary, James Island Elementary, James Simons Montessori, Jennie Moore Elementary, Lambs Elementary, Malcolm C. Hursey Montessori, Mary Ford Early Learning and Family Center, Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns, Memminger Elementary, Montessori Community School, North Charleston Creative Arts Elementary, North Charleston Elementary, Sanders-Clyde Elementary, Simmons-Pinckney Middle, St. Andrew's School of Math and Science, Stiles Point Elementary, Virtual Academy, Orange Grove Elementary Charter School

Students Served: 800

How many years has your program been in CCSD schools?: 7

What specific student need(s) does this program/service address?: Wallace Bonds/Expanded Learning Creative movement

How was the need(s) identified?: Lack of offering during the school day and financial needs of most students

Student Impact: An independent evaluation (research study) has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: An end-of the year performance for the students

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

Program Budget: \$70 per class

Funding Source(s): Invoicing CCSD

Funding Request(s): Our rate is \$70 a class, so it all depends on how many schools/days a week our program is offered - <https://drive.google.com/file/d/1OAlsE8ltog8YfBt7HltVAwk7zbXfSEx/view>

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6. Capri GriffithGonzalez

- ❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**
Provide mental health counseling for CCSD students
- ❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**
create programs for students
- ❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**
With this partnership we will help prevent and relieve youth of anxiety in CCSD

Program Delivery Format: 1-on-1, Small Group, Workshop/Assembly

Program Frequency: Daily (or multiple times every week)

Program Grade(s): All Grades

Program Target Students: All Students

Program Service Type: Mental and Behavioral Health

CCSD Schools Served: Early College High School, North Charleston Elementary, North Charleston High, Northwoods Middle, Pepperhill Elementary, R.B. Stall High, Wando High, West Ashley High, Virtual Academy

Students Served: 100

How many years has your program been in CCSD schools?: 0

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

How was the need(s) identified?: Recent increase in office services

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: Successful discharge of services; use of coping skills

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

Program Budget: \$100,000

Funding Source(s): Fee-for-Service (families/participants pay)

Funding Request(s): \$100,000

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7. Holy City Children

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

To continue to strengthen our partnership with CCSD to help as many children as possibly unite under the cause of service of their community.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Unity through Service. We bring students from different backgrounds together in a series of field trips. Each field trip has an educational, get to know you, and service oriented aspect. We'll create the space for children to work with one another in different locations throughout Charleston County. We partner with the City of Charleston, Charleston County Parks and Rec, Greenheart, Low Country Senior Center, Charleston Animal Society, and Charleston County Sheriff's Department to help strengthen and bring awareness to those existing organizations.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Once the mandates are lifted we have an excellent program to help kids get back to engaging with one another. Service oriented activities are proven to help build self confidence, leadership, and teamwork. It's also proven to help with test scores, attendance and less behavioral outbursts. The program allows children to socialize with other children that they would have never met. After the separation and isolation that the last year and a half has caused the program makes children feel good about themselves by helping others. Assisting each child with a brand new positive perspective alongside a sense of accomplishment that each child needs.

Program Delivery Format: Whole Class

Program Frequency: Monthly

Program Grade(s): 2

Program Target Students: Males, Females, Low-Income or Title I Schools, Students with Disabilities, Non-native English Speakers, Elementary School Students (Grades K-5)

Program Service Type: The program helps the children learn valuable soft skills like leadership, kindness, empathy, teamwork and self confidence. It also provides a level playing field for students from ALL social and economic backgrounds. Creating Unity through Service.

CCSD Schools Served: Ashley River Creative Arts Elementary, Ladson Elementary, Matilda Dunston Elementary, Mt. Pleasant Academy

Students Served: 240

How many years has your program been in CCSD schools?: 3

What specific student need(s) does this program/service address?: The program helps each build skills like leadership and team work. The program also focuses on teaching kindness and empathy. It helps them socially and emotionally while bridging the socio-economic gap.

How was the need(s) identified?: Research, observation, interviews, and attending district meetings where parents voice their concerns.

Student Impact: An independent evaluation (research study) has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: Through Surveys(Children, Parents, Partners, and Students), Quantitative and Qualitative Data, and testimonials.

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

Program Budget: \$82, 444.85

Funding Source(s): Grants, Donations

Funding Request(s): \$49,117 -

<https://drive.google.com/file/d/1yvBAEbnCIJzXRoxcm-SCBcktr7MARjrl/view>

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8. Heal with HeARTS

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Heal with Hearts” Partnership Goals with CCSD

- Build Community Partnerships to strengthen the impact on helping children express themselves creatively by providing visual and performing arts classes
- Engage children in ART, Music, & Dance projects with Professional Mentors that will promote the expressive arts in the community.
- Through project-based learning of the Expressive Arts, provide Educational Programs and teach career skills enabling Artists to mentor youth in the community.
- Provide a Visual Arts and Performing Arts Exhibit in the community to highlight student learning

❖ **MISSION: DESCRIBE WHAT YOU’LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Heal with Hearts' mission is to provide educational and therapeutic outreach in the Visual and Performing Arts to children and families with financial, physical and social difficulties.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

As Heal with Hearts(HwH) and CCSD strengthen our community partnership, our objectives include Students participating in classes with expert teachers, Creative Arts therapists and professional artists to mentor students. Students will have access to musical instruments, their own visual arts supplies and learning various dance and movement skills to support well being.

The expressive arts are integrated into SC Academic Learning Standards. Students learn about the art process, writing process and STEM educational project based learning.

HwH Dance Program includes Dance and Movement Therapy, an expressive way to help people with social, cognitive, emotional and physical development. A dance therapist facilitates movement activities to strengthen communication skills, positive self concept, and emotional development.

HwH Visual Art and Music Programs support academic , social , emotional and mental health coping skills for children experiencing trauma and distress.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly, Workplace Student Internship/Apprenticeship, After-school Programming

Program Frequency: Daily (or multiple times every week)

Program Grade(s): All Grades

Program Target Students: 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)

Program Service Type: Education Outreach, Creative Arts Therapy, Tutoring

CCSD Schools Served: Academic Magnet High, Angel Oak Elementary, Ashley River Creative Arts Elementary, Buist Academy, Burke High, C.E. Williams Middle School for Creative and Scientific Arts, Charleston County School of the Arts, Charleston Progressive Academy, Edmund A. Burns Elementary, Harbor View Elementary, Haut Gap Middle, James Island Elementary, James Simons Montessori, Jennie

Moore Elementary, Jerry Zucker Middle School of Science, Julian Mitchell Elementary, Ladson Elementary, Mary Ford Early Learning and Family Center, Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns, Memminger Elementary, Montessori Community School, Mt. Zion Elementary, North Charleston Creative Arts Elementary, Sanders-Clyde Elementary, Simmons-Pinckney Middle, Stono Park Elementary, Virtual Academy, Allegro Charter School for Music, Charleston Charter for Math and Science, Charleston Development Academy, East Cooper Montessori Charter School, James Island Charter High School, Pattison's Academy for Comprehensive Education

Students Served: 800

How many years has your program been in CCSD schools?: We have been in over 18 schools in CCSD.

What specific student need(s) does this program/service address?: Heal with Hearts programs service low income students and families in Charleston County and the surrounding areas. Our mission focused on student with learning difficulties , mental and physical health challenges and children that do not have the resources of educational and therapeutic support.

How was the need(s) identified?: Our mission was created over 8 years ago to support low income families needing support and resources

Student Impact: Our organization's data has found our program to have a STRONG impact

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

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

Program Budget: \$10,000

Funding Source(s): Grants, Donations, Invoicing CCSD

Funding Request(s): \$5000 -

[HTTPS://DRIVE.GOOGLE.COM/FILE/D/1LVTUZWYZK2Y8OB-AU6DFFO4PNFXYQ6VZ/VIEW](https://drive.google.com/file/d/1LVTUZWYZK2Y8OB-AU6DFFO4PNFXYQ6VZ/view)

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9. ACE Mentors of Greater Charleston

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

To grow to more schools with this successful program

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

We currently have programs in 3 CCSD high schools. We provide a mentoring team for each school which leads the students through a Spring semester program and project in the areas of Architecture, Construction Management, and Engineering. We target juniors and seniors and try to impress upon them to enter a college program in either Arch., Construction, or Engineering.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

We teach the students about Engineering, architecture, and construction management. We design a simple building with them. We provide a mentor team in these disciplines to directly influence them and teach this what their profession is really like. We award several college scholarships at the end of the year at our banquet.

Program Delivery Format: Small Group, Whole Class, Workshop/Assembly, Field Experience, After-school Programming, programs can be during school or after school

Program Frequency: we meet every 1-2 weeks depending on testing schedules, holidays, etc.

Program Grade(s): 10, 11, 12

Program Target Students: All Students, Low-Income or Title I Schools, Students with Disabilities, Non-native English Speakers, High School Students (Grades 9-12), We mostly target underprivileged students

Program Service Type: College & Career Readiness

CCSD Schools Served: Baptist Hill Middle-High, Burke High, Charleston Progressive Academy, Early College High School, Liberty Hill Academy, Lucy Beckham High, Malcolm C. Hursey Montessori, Military Magnet Academy, North Charleston High, R.B. Stall High, St. Andrew's School of Math and Science, St. John's High, Wando High, West Ashley High, Cooper River CAS, East Cooper CAS, West Ashley CAS, Charleston Charter for Math and Science, Greg Mathis Charter High School, James Island Charter High School

Students Served: 45

How many years has your program been in CCSD schools?: 11

What specific student need(s) does this program/service address?: Career & Technology, among others

How was the need(s) identified?: Uncertainty and interest in Architecture, Construction, and Engineering. We either identify an entire class in the related engineering fields, or ask for interested students in an after school program.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: By the number of partial college scholarships we can award. Also by the attendance in numbers of students.

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

https://drive.google.com/open?id=1-eF2bo43MeP2PxCspgcDOOaZ_2hzIf8g

Program Budget: \$10,000

Funding Source(s): Donations, We do a golf tournament fund raiser as well (as allowed by Covid)

Funding Request(s): \$5,000 - https://drive.google.com/file/d/1ekimbbMYkZL2g_uv0iWrf38hktzIkh6f/view

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10. Charleston Metro Chamber of Commerce (renamed)

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Increase the healthcare career knowledge of CCSD students.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Provide students with healthcare career exploration instruction and activities.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The Healthcare Career Orientation and Training (HCOT) curriculum will expose middle and high school students to the vast healthcare field. In addition, HCOT will expose underrepresented students populations to opportunities in the healthcare career pathways that are attainable upon graduation. Students will hear from guest speakers within the industry, visit healthcare facilities and hands-on-training. Students will receive stipends, which will allow students who otherwise would not attend because of affordability. At the completion of HOCT students will have accumulated 20 hours of worked based learning.

Program Delivery Format: Workshop/Assembly, Field Experience, Summer Training Program

Program Frequency: Two Week Summer program

Program Grade(s): 8, 9, 10, 11, 12

Program Target 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)

Program Service Type: College & Career Readiness

CCSD Schools Served: Baptist Hill Middle-High, Buist Academy, Burke High, C.E. Williams Middle School for Creative and Scientific Arts, Camp Road Middle, Charleston County School of the Arts, Daniel Jenkins Academy, Deer Park Middle, Early College High School, Haut Gap Middle, Jerry Zucker Middle School of Science, Laing Middle, Lucy Beckham High, Military Magnet Academy, Morningside Middle, Moultrie Middle, North Charleston High, Northwoods Middle, R.B. Stall High, Simmons-Pinckney Middle, St. Andrew's School of Math and Science, St. James-Santee Elementary-Middle, St. John's High, Thomas C. Cario Middle, Wando High, West Ashley High, Cooper River CAS, East Cooper CAS, West Ashley CAS, Virtual Academy, Charleston Charter for Math and Science, James Island Charter High School

Students Served: 100

How many years has your program been in CCSD schools?: 10

What specific student need(s) does this program/service address?: College and Career Readiness

How was the need(s) identified?: Healthcare Industry needs as identified in the 2020 talent demand study.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: Pre and Post Event Survey.

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

<https://drive.google.com/open?id=10kdMAJ4rEkN6NCStca0yCgJCxdfqi1fu>

Program Budget: \$90,000.00

Funding Source(s): Grants, Invoicing CCSD, ARP ESSER funds

Funding Request(s): \$90,000.00 over three years -

https://drive.google.com/file/d/1-UbquSMHjsRbfZZDiPzGMseTv9VMn2_g/view

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11. Four Rivers Community Development Corp (4RCDC) -

After-School Learning Hub

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

By the end of the school year, every student in their appropriate grade levels will show evidence of at least one year of growth in mathematics, reading/writing, and enhancement/enrichment through participation in programs such as chess, golf, dance, gardening, and art.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Enhance and improve the quality of life for youth, and their parents/guardians through education, training services, programs, and employment; thereby, strengthening families and transforming communities within Charleston County.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Our major impact will be in reading, mathematics, and social interaction through enhancement programs such as chess, golf, art, gardening, and dance. Other major areas will include the services of a nurse, counselor, and a social worker.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly, Field Experience, After-school Programming, EPIC After-School Program

Program Frequency: Daily (or multiple times every week)

Program Grade(s): Pre-K, Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Program Target Students: Males, Females, Low-Income or Title I Schools, Students with Disabilities, Non-native English Speakers, Middle School Students (Grades 6-8), Elementary School Students (Grades K-5), Early Childhood Students (preK)

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: A.C. Corcoran Elementary, Charleston County School of the Arts, Chicora Elementary, Deer Park Middle, Hunley Park Elementary, Jerry Zucker Middle School of Science, Ladson Elementary, Lambs Elementary, Malcolm C. Hursey Montessori, Mary Ford Early Learning and Family Center, Matilda Dunston Elementary, Meeting Street Elementary at Brentwood, Midland Park Primary, Military Magnet Academy, Morningside Middle, North Charleston Creative Arts Elementary, North Charleston Elementary, Northwoods Middle, Pepperhill Elementary, Pinehurst Elementary, W.B. Goodwin Elementary

Students Served: 40

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Reading, Mathematics, and Emotional

How was the need(s) identified?: Identified through parent survey and student report cards.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: Our program will be measured by action plans, weekly evaluations of staff, parent survey pre/post, and EPIC i-Ready-adaptive diagnostics.

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

Program Budget: \$461,171

Funding Source(s): Grants, Donations, Invoicing CCSD, In-kind services

Funding Request(s): \$359,376 -

<https://drive.google.com/file/d/1vIxN0gLajScmdyEulElzB85lhJwHRgNr/view>

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12. Kindergarten Kounts®

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

By partnering with CCSD we will setting our youngest and most vulnerable students and families with the resources and tools that they need to build a solid foundation in the area of mathematics.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Under this partnership I will provide learning kits, professional development and family engagement workshops to the pre-k and kindergarten students of CCSD. This partnership will be ongoing, teachers and families will have access to the program and services both online and in person.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The goal of the kindergarten kounts® program is to build a strong math foundation for 4 and 5 year olds while providing the teachers and families with the same tools and resources to support learners at home. Our program is based on the "confidence before content" model that we have created. This model focuses on using daily affirmation cards and statements to meet the social emotional needs of the learners and the adults that lead the learning.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly

Program Frequency: Depends of the needs of the schools that sign up for the program. Our program is personalized but usually bi-weekly or monthly works best

Program Grade(s): Pre-K, Kindergarten

Program Target Students: Low-Income or Title I Schools, Early Childhood Students (preK)

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: A.C. Corcoran Elementary, Chicora Elementary, Edmund A. Burns Elementary, Hunley Park Elementary, James B. Edwards Elementary, Jane Edwards Elementary, Jennie Moore Elementary, Ladson Elementary, Mamie P. Whitesides Elementary, Mary Ford Early Learning and Family Center, Matilda Dunston Elementary, Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns, North Charleston Elementary, Oakland Elementary, Pepperhill Elementary, Pinehurst Elementary, Sanders-Clyde Elementary, Stono Park Elementary, W.B. Goodwin Elementary, West Ashley Head Start, Charleston Development Academy

Students Served: 250

How many years has your program been in CCSD schools?: 0

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

How was the need(s) identified?: Pilot program, cradle to career data, trident united way data, parental feedback

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: I would measure the data by providing pre and post assessments, leading focus groups with families and teachers, have conversations

with the learners about how the program is meeting their needs, use photo and video submissions to assess student learning and lead workshops to teach families and teachers how to facilitate the learning..

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

<https://drive.google.com/open?id=1nJJQjnQyuCu7lyfimw-PWqWZq-OMvcnC>

Program Budget: \$37,500 if we serve 250 students, 50 parents and 10 teacher for a 18 week period

Funding Source(s): Grants, Donations, Invoicing CCSD

Funding Request(s): \$18,750 -

<https://drive.google.com/file/d/1931Sw3XwXe-PQ0FyGiGX6v0M1TcCvDR8/view>

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13. Kids On Point - Summer Camp

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Our vision is to deepen our partnership with the district (now 12 years strong) and continue to increase the number of under-served, black, and brown students served in our year-round afterschool and summer program.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Under this partnership Kids on Point will offer a free 6-week summer enrichment and year-round afterschool program to underserved students in CCSD schools, specifically schools located on the Charleston Peninsula and North Charleston's Neck area. We will service 150 rising K-12th grade students in Year 1, 200 in Year 2, and 250 in Year 2. Support will be provided in the following areas: Academic Enrichment: KOP works directly with CCSD teachers to craft and deliver experiential learning opportunities in core and other subjects, specifically incorporating strategies such as hands-on learning, working in teams and problem-solving. Research shows that experiential learning contributes to student engagement, deeper learning, improved academic outcomes and enhanced work and life skills.

Physical Wellness: There are many factors that contribute to a student's academic outcome including their physical wellness. Our program offers students daily opportunities to participate in a variety of sports, fitness, and nutrition activities including swim lessons, soccer, gymnastics, and cooking classes.

Field-Trips: Weekly field-trips to important cultural, historic, and environmental sites are central to our experiential learning curriculum.

Accessibility: Students are provided with transportation, a nutritious breakfast, lunch, and snack through CCSD's summer feeding program.

College and Career: Rising 10th -12th graders work with our staff and certified college counselors to find summer jobs and/or internships.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

During the pandemic, school districts across the country reported unprecedented rates of absenteeism and disengagement. According to the Annie E. Casey Foundation there is currently a need for sweeping services and support — both inside and outside of the classroom — to effectively reconnect students to schools. Our impact will be to reconnect students to schools, skilled and caring instructors, and positive peer relationships through engaging experiential learning opportunities that are more appealing than traditional school (especially during the pandemic) to both students and families; because they are fun, have small group sizes, and often happen outdoors. Research shows that experiential learning contributes to student engagement, deeper learning, improved academic outcomes and enhanced work and life skills. Experiential learning is something that upper-and middle class students may have been experiencing more of during the pandemic as their parents worked from home and engaged them in more one-on-one reading, craft or baking projects, and time outside and in nature. Kids On Point's ability to deliver outcomes to our students is measured both in the short-term and in the long-term. Success to KOP are high levels of student achievement like high school and college matriculation (quantitative) and strong program quality indicators such as student attendance and retention (quantitative), instructional quality (qualitative), and positive stakeholder perspectives (qualitative).

Outcome 1: Program retention. Our annual retention rate is 90% compared to an 87% SEA average.

Outcome 2- Program Quality. Third party observations are conducted every semester with the Out-of-School Time Observation Instrument from the Policy Studies Associates, Inc.- KOP scored a 4.0 in Staff Instructional Strategies, and a 4.60 in Content and Structure, slightly lower than the benchmark of 5.

Outcome 3- Student and Parent Feedback- Yearly students take the Survey of Academic and Youth Outcomes-Youth Survey from the National Institute on Out of School Time and rate their own experience and outcomes such as the presence of supportive adults, feeling challenged, and academically engaged. KOP scored higher than the 3 out 5 benchmark in 5 out 5 of the domains. From a parent, ""They don't focus so much on the sport, letting you know that you still need your education to get somewhere. So having academics and sports is a real good thing together.""

Outcome 4- High School Graduation and Post-Secondary Enrollment- KOP has four graduating cohorts. 100% of those students graduated high school and 80% matriculated to post-secondary institutions."

Program Delivery Format: 1-on-1, Small Group, Whole Class, Field Experience, Workplace Student Internship/Apprenticeship, After-school Programming, Summer Programming

Program Frequency: Daily (or multiple times every week)

Program Grade(s): All Grades

Program Target Students: All Students, Males, Females, Low-Income or Title I Schools, 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)

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: Burke High, Charleston Progressive Academy, Chicora Elementary, James Simons Montessori, Julian Mitchell Elementary, Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns, Memminger Elementary, Sanders-Clyde Elementary, Simmons-Pinckney Middle, Allegro Charter School for Music, Charleston Charter for Math and Science, Charleston Development Academy

Students Served: 200

How many years has your program been in CCSD schools?: 12

What specific student need(s) does this program/service address?: The most recent NWEA MAP data assessment of Charleston determined that 80% of white students were proficient enough to proceed to the next grade while only 25% of their black and brown peers were deemed passable. This statistic highlights the difficult reality that low-income students of color have been disproportionately affected by distanced and remote learning. Kids On Point addresses the achievement gap between low-income students of color and their white and upper to middle-class counterparts. A gap that is deeper and wider because of the pandemic. KOP's summer programs ensure our students have access to skilled educators, a variety of books, hands-on learning activities, museum visits, swim lessons, college & career counselors, and more; in other words experiences that are on par with their upper to middle-class peers and directly linked to academic opportunities and outcomes.

How was the need(s) identified?: National and local statistics underscore, including district MAP scores, the achievement differences between upper to middle-class and white students and low-income and black and brown students; in particular how it's been exacerbated by the pandemic.

Student Impact: An independent evaluation (research study) has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: "The following methods will be employed to evaluate our success.

Observations - Using the Out-of-School-Time observation instrument, stakeholders observe summer students and staff, concentrating on the strategies that staff employ and the instructional and interpersonal interactions that occur among youth participants and between participants and staff.

Surveys- At the end of the program surveys are filled out by parents and students (4-12th) on their experience in the program, youth's sense of competence, and youth's future planning and expectation

Attendance rates - Families are expected to have an 80% attendance rate to ensure they are and will continue to be actively engaged in the program.

Edmentums Exact Path an adaptive diagnostic assessment that pinpoints students' individual learning gaps and academic strengths within a vertical K-12 progression of skills. Performance from each administration of the assessment will help benchmark learning needs and chart growth. Edmentum Exact Path supports the instruction students receive from their primary teachers in a short, personalized format that enables the system administrator to measure and report their performance.

We implemented Exact Path this summer and expect it to benefit students by providing them with content that matches their academic aptitude whether they are performing above, at, or below grade-level standards, while incentivizing the learning process

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

<https://drive.google.com/open?id=1TY0gamEJhqp-PjZ5LK00hy-FU5vldle3>

Program Budget: \$150,000 - year 1, \$217,000 - year 2, \$288,000 - year 3

Funding Source(s): Grants, Donations

Funding Request(s): \$150,000/year for 3 years -

https://drive.google.com/file/d/1ZadFoNbK74_td2UG8gBZAF0QtE7g9Dlj/view

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14. Be A Mentor

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

The social issues of equal access to education and opportunity is Be A Mentor's driving force. With the data that COVID-19 is only furthering the divide to access for children who are impacted by poverty, Be A Mentor (BAM) is a critical part of the community that provides additional one-on-one support for students academic, behavioral, and personal growth in 24 schools and one after school community center. The program targets learning loss and behavioral support through Social Emotional Learning programming and reading support.

"Be A Mentor has helped my children in amazing ways. Such as building their self esteem, confidence, creativity, ambition, and optimism about the greatest challenges they face in everyday life. My children's mentors have impacted their lives in an incredible way."

-La'Shaunda, Mother of two Be A Mentor Mentees

Mentoring provides positive learning, behavior, academic, and goal oriented outcomes that will help break the generational cycle of poverty that low-income students are prone to repeat through one on one weekly mentorship meetings with a caring adult role model. Mentoring lies at the crossroads of education and business, and Be A Mentor (BAM) can help close the achievement gap by exposing students to local opportunities and encouraging them to explore their curiosities. By developing the talent pipeline and exposing more youth to local opportunities, we can achieve the vision of ensuring that all youth have a caring role model to equip them with the skills to be successful in pursuing their dreams.

Be A Mentor mentors change the life of youth forever. A study shows that mentored youth are 55% more likely to enroll in college and 130% more likely to hold leadership positions. It is BAM's vision to ensure that all Lowcountry youth have the character, confidence, and leadership skills to be successful. In a 2020 BAM survey, one second grade mentee wrote, "I like when my mentor meets with me. She helps me get good grades and set goals for myself. I like that she wants me to be successful!" With funding from the ESSER, BAM will be able to expand school partnerships, reach more children, expand summer reading learning loss programming and much more.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Be A Mentor enables youth to develop positive relationships with caring adults who empower them to reach their full potential through mentorship.

In today's society, children who grow up in low-income neighborhoods are often labelled as "at-risk." While this title is apt, it places a negative label on children that can ultimately feed into a self-fulfilling prophecy. Instead, BAM chooses to target children "on the brink of success," and flip the paradigm to positive.

BAM identifies youth on the brink of success in a variety of ways, including: students who are behind in school; students with discipline problems; students lacking individual attention; and those that would benefit from a one-on-one relationship with a caring adult. In identifying these students, BAM works closely with each individual school site who know their student population best. Dedicated to relationships within schools with whole school support enables BAM to work with the schools, rather than for the schools. The aim of BAM's programming is to reach students on the brink of success who

may otherwise fall through the cracks, especially during a time of trauma from Covid-19. BAM's program school partnerships work to reach underserved students with opportunities and resources not always available to them.

There is a remarkable need for mentoring programs in South Carolina. The 2018 SC KidsCount reported that 40% of Charleston County youth live in a single parent home. The same report showed that 23% of SC youth are living below the Federal poverty level. In addition to this, The Covid Pandemic has put the wellbeing of an entire generation at risk, according to Unicef, 1 in 7 10 to 19-year-olds lives with a diagnosed mental disorder since the pandemic hit. In order to meet the needs of students who have been identified as "at-risk", BAM staff works intimately with the Charleston and Dorchester County School Districts, as well as Meeting Street Schools to ensure a full knowledge of the students and school environment. In addition, the student's eligibility for free/reduced price lunch is a determining factor for program participation.

There is a critical need in South Carolina as a whole for intervention programs such as Be A Mentor. The Annie E. Casey Foundation's 2018 KidsCount reported that South Carolina ranks 41 throughout the United States in education. These education statistics, coupled with the family and community statistics discussed above, show an imperative need to fill the inequality gap not just in the larger umbrella of South Carolina, but specifically in the Lowcountry. The need for mentorship is specific to the areas in which BAM works because in order to improve South Carolina's service to local children and the future of the next generation, youth need individualized attention from an adult. Be A Mentor provides more than 10,000 hours of this individualized support in CCSD alone."

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Be A Mentor has been operating within Charleston County School District for 16 years meeting both the social, emotional, and mental health needs of students using evidence based best practices. With the pandemic furthering the divide for students most impacted, Be A Mentor is here to meet those needs and directly provide the services Charleston County School District is seeking. With this funding, we hope to strengthen the relationship with the school district, provide programmatic stability and expansion that will result in transformational growth for individual students in the district, rather than a one time transactional support.

Be A Mentor's Mentor and Mentee pairs provide close and meaningful relationships for both child and adult. For some students, the friendship they have with their mentor is incredibly supportive and can be one of the most positive relationships they have with an adult.

The impact of Covid-19 and education is deeply intertwined in our community, with many students out of school or struggling in school. Be A Mentor ensures there is an adult for students most at risk to be an advocate for support and to bring joy in a time of darkness for so many.

Be A Mentor is dedicated to ensuring that our kids come through the pandemic as empowered, not lost. We have seen this in their commitment to continue mentoring programs from day one of school shutdowns in March to now. BAM is also providing additional community support where it is most needed during a time of crisis. This ranges from hard copy curriculum and school supply distribution to children who are not in school to drive through food distribution. This is new programming that requires much more effort and commitment from their dedicated staff and community volunteers.

Be A Mentor supports the whole village behind the students who need the most support during a time of trauma for so many children. From parent engagement, to diversity and inclusion, Be A Mentor is a community of positive change makers."

Program Delivery Format: 1-on-1, Small Group, Workshop/Assembly, After-school Programming

Program Frequency: Daily (or multiple times every week)

Program Grade(s): All Grades

Program Target Students: Low-Income or Title I Schools, High School Students (Grades 9-12), Middle School Students (Grades 6-8), Elementary School Students (Grades K-5)

Program Service Type: Mentoring

CCSD Schools Served: C.E. Williams Middle School for Creative and Scientific Arts, Camp Road Middle, Charleston County School of the Arts, Chicora Elementary, Early College High School, James Island Elementary, Jerry Zucker Middle School of Science, Laing Middle, Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns, Memminger Elementary, Moultrie Middle, North Charleston Creative Arts Elementary, North Charleston High, Oakland Elementary, Pepperhill Elementary, Sanders-Clyde Elementary, St. Andrew's School of Math and Science, West Ashley High, Allegro Charter

Students Served: 400 Individual and over 500 addition through community support events

How many years has your program been in CCSD schools?: 16

What specific student need(s) does this program/service address?: Social, emotional, and mental health support as well as learning loss

How was the need(s) identified?: Through each partner school as well as direct community need through surveys and needs assessment support identified by Mentors

Student Impact: An independent evaluation (research study) has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: "To enhance program evaluation efforts, Be A Mentor also collaborates with the College of Charleston's Community Assistance Program (CAP) to optimize survey implementation and streamline data collection. CAP students allow for a streamlined survey process and data collection, and assist in the analysis of the health and success of Be A Mentor programming. The surveys developed by CAP seek to indicate program growth by measuring additional school partners and higher recruitment and retention of volunteers. Increased student behavior is indicated by measuring improvement in academic engagement and achievement; interpersonal relationships; personal responsibility and social and emotional skills. To measure, CAP has instituted a mentor/mentee survey system that is executed at the baseline of the relationship, and both halfway through, and at the conclusion of the school year. In addition to this, Be A Mentor is surveyed by the Office of Juvenile Justice and Delinquency Prevention twice a year for programmatic outcomes."

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

Program Budget: \$266,737.00

Funding Source(s): Grants, Donations

Funding Request(s): \$124,980.99 -

<https://drive.google.com/file/d/1MAjeCApe7IjdOfz7gfzHowVzblHEbwda/view>

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15. Emergency Broadband

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

To bring free WiFi and tablets to the homes of families in need

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Free broadband to homes and one tablet a household

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Digital inclusion for families on benefit programs.

Program Delivery Format: 1-on-1, Small Group, Workshop/Assembly, Field Experience

Program Frequency: 1-2 times during the school year

Program Grade(s): All Grades, Pre-K, Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Program Target Students: Low-Income or Title I Schools, 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)

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: 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: All of those on school lunch program

How many years has your program been in CCSD schools?: New program - just approved by FCC

What specific student need(s) does this program/service address?: Broadband access- free wifi

How was the need(s) identified?: Stimulous infrastructure Bill

Student Impact: An independent evaluation (research study) has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: When everyone has broadband access

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

Program Budget: \$6.3 billion - federal funds

Funding Source(s): Government

Funding Request(s): \$0

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16. Wings for Kids

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

The Wings for Kids (WINGS) mission is to equip at-risk kids with the social emotional skills they need to succeed in school, stay in school, and thrive in life. The WINGS vision is a world where there is equity in academics, opportunity, and emotional well-being for all children, regardless of socioeconomic status. WINGS' intended outcome of the partnership with Charleston County School District (CCSD) is to equip as many historically disadvantaged students as possible with the social emotional skills to manage their emotions, to make good choices, and to build healthy relationships, in order to achieve positive academic outcomes, have higher school attendance, and graduate from high school.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

WINGS provides a codified, evidence-based social emotional learning program model to thousands of students from disadvantaged backgrounds each day. In a partnership with CCSD, WINGS seeks to provide direct after school SEL programming to up to three Title 1 elementary schools and a district-wide partnership to incorporate social emotional learning into all after school programming in CCSD.

WINGS seeks to serve up to 100 students at Chicora Elementary (North Charleston, SC) and two additional Title 1 elementary schools (for a total of 300 students), each year for three years, starting in school year 2022-23. WINGS shall operate a daily after school program, three hours per day, for the entire school year, providing more than 450+ hours of social emotional learning per student. WINGS After School takes an inventive approach to its after school program model by providing students with the ability to explore enrichment activities minimum twice per week (STEM, robotics, music, dance, sports, art, and more), improve academic competencies through daily academic center, participate in educational field trips, and develop a positive relationship with a mentor from a local university. WINGS programming engenders each student with critical components of social emotional learning such as self-awareness, self-management, and responsible decision making. These skills provide students with the building blocks they need to excel academically, stay in school, and achieve bright futures. The WINGS After School program is always provided at no cost to families.

Additionally, WINGS shall provide a district-wide partnership for SEL training and curriculum resources to build stronger capacity in youth development staff to intentionally teach social emotional skills to all students they serve. Specifically, WINGS shall provide district-wide access to all full time staff to the online Wings Learning Resource Center ("WLRC" contains nine self-paced, sequenced learning modules, a resource bank of over hundred games, activities, and lessons, and assessment tools) to support more in-depth SEL teaching practices, to support new staff training, and to scale SEL efforts across the district. To support WLRC login and use, WINGS shall host a 30 minute implementation workshop at the beginning of the school year, each year, for three years, starting in school year 2022-23, as well as, coaching and technical assistance throughout the years.

"

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The WINGS curriculum is codified and evidence-based. External evaluations show WINGS kids have greater executive function skills, applied problem solving skills, better classroom behavior, improved school attendance, reported higher self-esteem, and experience less anxiety than non-WINGS students. Increases in these areas are predictors for positive long-term outcomes, such as improved academic achievement, positive high-school graduation rates, and reduced rates of delinquency. Key goals for WINGS include:

1. In WINGS After School, to serve 100 low-income kids per school at Chicora Elementary, and two additional Title 1 CCSD schools, by maintaining the appropriate number of staff, funding for the program, and high student enrollment.
2. In WINGS After School, to maintain an average daily program attendance rate of at least 90%.
3. In WINGS After School, 70% of WINGS children will demonstrate an in-depth knowledge of social emotional learning objectives.
4. In WINGS district-wide partnership, 90% of FT staff increase their SEL knowledge and skills.
5. In WINGS district-wide partnership, 80% of staff implement a weekly SEL teaching practice to support student social emotional growth.

Program Delivery Format: After-school Programming, Plus, online access to Wings Learning Resource Center

Program Frequency: Monday - Friday, 2:30-5:30pm every day, for entire school year

Program Grade(s): Kindergarten, 1, 2, 3, 4, 5

Program Target Students: Males, Females, Low-Income or Title I Schools, Elementary School Students (Grades K-5), Plus, CCSD after school program staff

Program Service Type: Mental and Behavioral Health

CCSD Schools Served: Chicora Elementary

Students Served: 100 students/school (starting FY23)

How many years has your program been in CCSD schools?: 25

What specific student need(s) does this program/service address?: Needs of low-income students; supports learning loss; addresses mental health; provides safe, high quality after school programming

How was the need(s) identified?: WINGS has been a part of the Charleston community for over 25 years, and a part of the Chicora community for over nine years. We engage with other stakeholders such as Charleston Promise Neighborhood, Metanoia, Lowcountry Food Bank, and our existing CCSD partner to identify needs for high quality after school programming and opportunities to teach social emotional skills to close opportunity gaps and to address the more immediate impacts of Covid-19.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: An independent evaluation (research study) has found our program to have a STRONG impact. "WINGS relies on a state-of-the-art performance management system called Efforts to Outcomes (ETO) to precisely track the progress of individual students towards desired outcomes. This online system makes data collection and analysis seamless. ETO compiles a profile for each student that contains records of report card grades, PASS and MAP scores, behavior, as well as family background. This allows WINGS to monitor and measure progress, and pinpoint challenges mastering social emotional skill sets.

WINGS also completes assessments on students and program staff to track progress. WINGS uses the results to manage performance against our quality metrics and to identify opportunities for action and improvement. WINGS tracks: attendance (as a means to measure the student's engagement with the

WINGS program and school), social emotional strengths (using the DESSA assessment tool), and the student's mastery of the social-emotional learning objectives using an Objective Knowledge Assessment.

Also, the Wings Learning Resource Center produces reports on learning module access and completion, contains adult SEL self-report assessments, and surveys to measure teaching practices.

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

https://drive.google.com/open?id=1qWZw1XhgiVKX6Gu5xRFIHED_HiDH8JAK

Program Budget: \$4,272,388.00

Funding Source(s): Invoicing CCSD

Funding Request(s): \$4,272,388.00 -

https://drive.google.com/file/d/127GyRTZS2QTDSeG1cHRg8bgVyeC_mEyi/view

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17. Charleston Animal Society - Pet Buddies Club

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Our vision is to continue our socio-emotional/behavioral partnership with CCSD and to support both teachers and students in the promotion of social emotional learning, civic engagement, and mental wellness.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

For the past two decades, the mission of Charleston Animal Society's Pet Buddies Club has remained the same: to bring compassion programming into the classroom with the goal of promoting a caring and empathetic environment. Our cumulative lessons, with the unique ability to incorporate animal visitors, allow for the development of kindness, empathy, respect, activism, diversity, inclusion, and responsibility. With our highly in-demand school programming, our classroom partnerships range from year to year, with an effort to have the largest impact possible focusing primarily on Title 1 schools.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Research shows the positive impact SEL has on academic performance. This is why CCSD includes SEL into their classroom curriculum. It is also why additional SEL programming is needed now more than ever, due to the learning gap created by the pandemic. According to CASEL, "When community organizations and schools come together, they create shared goals and language that help maximize high-quality and authentic opportunities for students to engage in SEL." The compassion initiative at Charleston Animal Society seeks to do just this for CCSD.

Our programming is unique in its approach to:

Create a safe space with the aid of animals

Disguise SEL through fun activities

Benefit both teachers and students

Encourage healthy interactions that are transferable to relationships beyond our lessons

Pet Buddies allows our educators to visit the same classrooms each month; building a deeper relationship and establishing rapport with students. The culmination of multiple lessons allows for extended learning opportunities, enhanced knowledge gained, and much-needed respite for classroom teachers navigating pandemic-related stressors.

The curriculum is individually created to meet students where they are (mentally, behaviorally, and socially) through a variety of methods including videos, stories, hands-on exercises, role-playing, and games. Lessons also include extension activities that are designed to complement the Second Step curriculum, providing teachers support in discussing themes of kindness and compassion.

Program effectiveness has been measured through pre and post tests, student journals, and teacher surveys. Results have shown an increase in knowledge, as well positive reviews from teachers highlighting the mental benefits to their students. See a few examples below.

This lesson fits in perfectly with our Second Step (social-emotional learning) program. We talk about all the same themes of kindness, empathy for others, etc. It's great for the students to see connections outside of school for these topics, so it helps students see connections outside of school for these topics, so it helps students see what we talk about inside the classroom reaches far beyond the walls of schools. Also I love the human impact component of this lesson and the environmental

clean up clip. It fits perfectly with one of our 5th grade science standards: How do humans positively and negatively impact the earth?" - Erin Cymrot, 5th grade teacher, Stiles Point Elementary

"Before the program started, I didn't quite see the enormous advantage to the program substituting time away from academics. Now it's an integral part of our learning, especially coupled with our Second Steps lessons that are supplemental to our days of social-emotional focus. CAS obviously Loves (with a capital L) animals and people of all ages and backgrounds. Thank you so much for giving us new experiences and sharing yours with us!" - Tiffany Agee, 3rd grade teacher, Angel Oak Elementary

"This program has been a wonderful learning experience for students at Memminger Elementary. The curriculum supports our school-wide efforts in social/emotional learning. The Pet Buddies program was able to give our students hands-on opportunities to not only learn about animal care, but put into action with multiple visits from various animals from the Charleston Animal Society. As an educator we don't always get to experience the ripple effect of our teachings, but watching and listening to students month after month interact with animals and tell stories of taking their knowledge back to their families was invaluable." - Heather Anderson, M. Ed., Guidance Counselor, Memminger Elementary

"Before the program started, I thought the kids were just going to learn about pets and how to take care of pets, and it's really so much more than that. I feel like that part is almost a small part of it because the overarching theme is compassion. And all of the lessons and activities tie back to not just how people should treat animals but how people should treat people." - Joanna Branham, 3rd GRADE TEACHER, ST. JAMES-SANTEE ELEMENTARY

Program Delivery Format: Whole Class

Program Frequency: Monthly

Program Grade(s): 3, 4, 5

Program Target Students: Low-Income or Title I Schools, Elementary School Students (Grades K-5)

Program Service Type: Mental and Behavioral Health

CCSD Schools Served: Angel Oak Elementary, Ashley River Creative Arts Elementary, Chicora Elementary, E.B. Ellington Elementary, Matilda Dunston Elementary, Pinehurst Elementary, St. James-Santee Elementary-Middle, Stiles Point Elementary, Thomas C. Cario Middle, West Ashley CAS

Students Served: We typically serve nearly 6,000 students per year (with 356 annual classroom visits); however this year's numbers will be greatly determined by funding and pandemic-related factors.

How many years has your program been in CCSD schools?: 19

What specific student need(s) does this program/service address?: The Pet Buddies' cumulative SEL lessons are uniquely designed to address a multitude of student needs, such as: Building self esteem and self confidence Developing compassion and empathy Increasing cognitive development Improving relationship-building and social skills Minimizing stress and anxiety

How was the need(s) identified?: By the requests of both teachers and guidance counselors, as well as our nearly two decades of partnerships within CCSD. The emergence of research on the benefits of SEL has only increased the number of requests we get for our programming, highlighting how strong the need truly is.

Student Impact: Our organization's data through a hired research consultant has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: The programming in each school will be dependent upon the needs of the students. Mixed methods such as teacher surveys, student journals, pre and post tests, extension activities, and qualitative observations will be used to measure the success of the Pet Buddies program in each classroom.

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

https://drive.google.com/open?id=1rJmAc6EGPMbnQUom5GYq4Dd_iEqIvSMj

Program Budget: \$69,034 per year

Funding Source(s): Fee-for-Service (families/participants pay), Invoicing CCSD, Since our grant funding for this program has expired and the pandemic has created a funding shortage, we will be required to charge classrooms moving forward if we do not receive outside funding from sources such as ESSER.

Funding Request(s): \$53,400 per year -

https://drive.google.com/file/d/1pr_zIEYLStAc9Ckh3mbFgXMv3gzbvOBC/view

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18. MyNDSpace -

Mental Health Education, Training, and Consulting

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

One of Charleston County School District's action items in their plan is to improve their provisions of mental health services and support by "provide[ing] professional learning on restorative practices; Second Step curriculum in elementary schools; and advisory -like interventions in middle or high school". MyNDSpace believes the Teachers, Administrators, Teacher Aids, Parents, Board Members and all other staff of Charleston County School District can benefit from mental health education and training. Education and training will provide all students with the support needed for social, emotional, and academic learning.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

"MyNDSpace will support Charleston County School Board Members in the strategic application of ARP ESSER Funds, to address the mental health needs of the special needs student population. Improve Educators, Administrators, School Board Members, and Parents, and Staff ability to address mental health needs of children with education and training. Provide mental health consultation related to academic support for students. Equip Educators, Administrators, School Board Members, Parents and Staff with tools & practices to support students' resilience & academic success.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

There are approximately 5,355 students in CCSD who meet the criteria of being special needs or disabled, the impact of COVID-19 has had a profound impact on these students in their educational and personal spaces. Recent changes have triggered an increase in Anxiety, Depression, and behavior challenges in many students. These symptoms impact the educational experience for all children when these symptoms are present in the classrooms of CCSD. MyNDSpace believes that the most important people in managing these triggers are Teachers, Administrators, and Parents; therefore, education and training for these individuals is paramount to meeting the academic, social and emotional mental health needs of all students.

Program Delivery Format: Small Group, Workshop/Assembly

Program Frequency: The program will consist of five sessions customized for professional development, and parental training sessions. Consultation will also be provided for creating emotional learning spaces for students.

Program Grade(s): All Grades

Program Target Students: All Students, Administrators, Teachers, other Staff, and Parents are the primary target; however, the professional development, parent training, and consultation impacts all children in CCSD.

Program Service Type: Mental and Behavioral Health

CCSD Schools Served:

Students Served: This impacts all special needs and disabled students

How many years has your program been in CCSD schools?: MyNDSpace has partnered with CCSD for the last two years.

What specific student need(s) does this program/service address?: Mental Health Education and Training

How was the need(s) identified?: We examined the number of students who are listed as disabled and special needs in the district, we also considered the number who families that are being educated in Title 1 schools.

Student Impact: Our organization does not have data to determine impact

How will you measure the success of your proposal if implemented?: To measure outcomes we will have to survey professional development and parents who participate. The measure will focus on post-training success in behavioral management in the educational spaces and the home environment. If the proposal is selected, those who are chosen to participate in professional development and parent training will have to be some individuals who have high, moderate, and low incidents of disruptions with their students providing variation for research data collection.

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

Program Budget: \$30,000

Funding Source(s): Invoicing CCSD

Funding Request(s): \$30,000 –

https://drive.google.com/file/d/1svOm5wip19FA68SfO0Msx9LMUN_qKkml/view

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19. DEEP SC

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Empowering our youth with the skills and resources to build a better tomorrow.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

DEEP SC aims to equip South Carolina youth with the resources necessary to lead successful, fruitful lives through development, empowerment, and education of our people. DEEP SC will do this through five main initiatives: Education and College Readiness, Financial Literacy, Job Training, health and wellness and social emotional learning/mental health.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

"DEEP SC programs will impact students and families in the following ways: Meeting basic needs -- access to resources such as employment, food, and housing; improving student grades; increase in graduation rates, college applications, and career readiness. Students and families will receive social emotional learning instruction as well as access to mental health services.

As trauma informed professionals, we understand that it is imperative to address the social, emotional, and mental health needs of all people in conjunction with academic instruction and career training to equip them with the skills necessary for a better future.

Students will have access to a CDC Covid-19 guideline compliant environment where they are safe, and their needs are met. This includes a safe, socially distanced environment with wi-fi access and a daily meal. Scholars will complete their time with DEEP SC by attaining a high school diploma or GED, having successfully completed at least one college admissions test and/or acquiring at least one certification for employment."

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly, After-school Programming

Program Frequency: Financial Literacy - 4 sessions quarterly ; tutoring/mentoring - 2-3 sessions weekly; monthly/quarterly family engagement events

Program Grade(s): 6, 7, 8, 9, 10, 12

Program Target Students: Males, Females, Low-Income or Title I Schools, High School Students (Grades 9-12).

Program Service Type: Academic enrichment 6-8 grades and college and career readiness 9-12 grades

CCSD Schools Served: Burke High, Morningside Middle, North Charleston High, R.B. Stall High, Simmons-Pinckney Middle

Students Served: 1600

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Resources for low income students and families, college and career readiness, and SEL/mental health

How was the need(s) identified?: Data from SC Ready Data, ACT and Title 1 Schools

Student Impact: With over 20 years' experience in programs like DEEP SC we have effective strategies for engaging communities to positively impact their success

How will you measure the success of your proposal if implemented?: "Students will be administered pre and post assessments to determine their improvement and acquisition of common core educational standards. Success is also measured by student outcomes such as high school graduation, completion of college application, college acceptance, and life skill acquisitions such as open savings and checking accounts, understanding, and utilizing credit and learning how to invest.

Student's acquisition of SEL skills and mental health will be measured based on surveys and individual interviews as well as data on school behavior including referrals and suspensions."

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

Program Budget: \$500,000.00

Funding Source(s): Donations, Invoicing CCSD, local and state government

Funding Request(s): \$500,000 -

https://drive.google.com/file/d/1sP1ohAnMR6XpfyywOFbVzelzWNR-_Tyy/view

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20. Engaging Creative Minds

❖ **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 ESSRIII 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**

"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."The goal of the kindergarten kounts® program is to build a strong math foundation for 4 and 5 year olds while providing the teachers and families with the same tools and resources to support learners at home. Our program is based on the "confidence before content" model that we have created. This model focuses on using daily affirmation cards and statements to meet the social emotional needs of the learners and the adults that lead the learning.

Program Delivery Format: Small Group, Whole Class, Workshop/Assembly, After-school Programming, Summer Program

Program Frequency: 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): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Program Target Students: Males, Females, Low-Income or Title I Schools, High School Students (Grades 9-12), Middle School Students (Grades 6-8), Elementary School Students (Grades K-5)

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

CCSD Schools Served: Burke High, Julian Mitchell Elementary, Memminger Elementary, Charleston Development Academy

Students Served: 200

How many years has your program been in CCSD schools?: 7

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.

Student Impact: Our organization's data has found our program to have a STRONG impact

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."

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

<https://drive.google.com/open?id=1vpIMw8Qvq4BIZ8Jn2PSFG22m-AkGtD9L>

Program Budget: \$804,416

Funding Source(s): Invoicing CCSD

Funding Request(s): \$804,416 -

<https://drive.google.com/file/d/18JMx2hWaPXAIokPWE3Jbx0GhSCFVEcnK/view>

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21. The Pink House Neighborhood Resource Center

❖ **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.

"

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

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.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly, Field Experience, After-school Programming

Program Frequency: Daily (or multiple times every week)

Program Grade(s): Pre-K, Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9

Program Target Students: Males, Females, Low-Income or Title I Schools, Middle School Students (Grades 6-8), Elementary School Students (Grades K-5), Early Childhood Students (preK)

Program Service Type: Academic, Arts & Cultural, Health/Nutrition/Fitness, Leadership, STEM

CCSD Schools Served: Ashley River Creative Arts Elementary, C.E. Williams Middle School for Creative and Scientific Arts, St. Andrew's School of Math and Science, Stono Park Elementary

Students Served: 50

How many years has your program been in CCSD schools?: 0

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

How was the need(s) identified?: 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. 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.

Student Impact: 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 Budget: \$60,000

Funding Source(s): Grants, Donations, Invoicing CCSD

Funding Request(s): \$40,000 - <https://drive.google.com/file/d/1A3jyouel3-Di3q6itQedKj3BfGbeL-iD/view>

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22. OH STEM Bus

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

To engage underserved youth in STEM and STEAM concepts through education enrichment.

❖ **MISSION: DESCRIBE WHAT YOU’LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

This partnership will bring science, technology, engineering, and math (STEM) focused programs to minority youth who otherwise lack access — specifically, youth in grades 3 through 12 who find themselves unqualified for STEM focused schools and programs due to their living zone or because of financial and other economic barriers. This particular group of underserved youth will benefit from having a mobile laboratory come to their neighborhood, giving them the opportunity to participate in STEM learning environments. The CCSD ESSER III - OH STEM partnership will engage underserved youth through education enrichment.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The CCSD ESSER III - OH STEM partnership will be an educational service provided to the Awendaw and Mt. Pleasant communities and neighborhoods in South Carolina that will serve as an additional extracurricular activity for children on the weekends and potentially weekday evenings. It will provide early exposure of science, technology, engineering, (arts) and math (STEM and STEAM) concepts to minority youth — those who are typically underrepresented, lack access to STEM programs due to school zoning, and lack the opportunity to be exposed to valuable knowledge and skills to help them succeed in the STEM fields. Motivated by the deficit of minorities currently within the STEM industry, the partnership will establish a solid foundation to improve the knowledge and understanding of STEM principles for this youth group. The provided exposure and education will serve as encouragement and motivation to pursue a post high school education in STEM areas of study to bolster the number of minorities working in the STEM industry.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly, After-school Programming, Mobile Lab

Program Frequency: Bi-weekly (every two weeks)

Program Grade(s): 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Program Target Students: Males, Females, Low-Income or Title I Schools, High School Students (Grades 9-12), Middle School Students (Grades 6-8), Elementary School Students (Grades K-5)

Program Service Type: STEM

CCSD Schools Served: Belle Hall Elementary, Carolina Park Elementary, Charles Pinckney Elementary, James B. Edwards Elementary, Jennie Moore Elementary, Laing Middle, Laurel Hill Primary, Lucy Beckham High, Mamie P. Whitesides Elementary, Moultrie Middle, Mt. Pleasant Academy, St. James-Santee Elementary-Middle, Sullivan's Island Elementary, Thomas C. Cario Middle, Wando High, East Cooper CAS, East Cooper Montessori Charter School

Students Served: 10

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: This program will serve as a mobile STEM after school program for underserved youth who find themselves unqualified for STEM focused schools and programs due to their living zone or because of financial and other economic barriers.

How was the need(s) identified?: The needs that the OH STEM program addresses was identified through a combination of market research and the fun and educational inspiration of the multiple STEM summer programs that the founder attended at various colleges and universities in the Southeast as well as by her love of helping children experience the joy of learning.

Student Impact: An independent evaluation (research study) has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: Each quarter (as to keep inline with the school system), an assessment will be completed by a third party on how OH! STEM programs have impacted the participating children's retention ability and grades/involvement in STEM related subjects in school. The results of that assessment will be used in developing future programs.

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

Program Budget: \$544, 950

Funding Source(s): Grants, Donations

Funding Request(s): https://drive.google.com/file/d/1chh91lcZmns78mn7zV7_WUI0Y0B6kCK_/view

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23. Charleston Stage

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Charleston Stage would like to partner with CCSD to implement its newest outreach initiative, CityStage, which is designed to expand our work beyond the walls of the Dock Street Theatre and into the greater community. The programming for CityStage in its inaugural year includes Title One School Tours, in which Junie B. Jones is Not A Crook will be performed at Charleston County schools free of charge this fall. Charleston Stage is teaching free, on-site afternoon theatre classes at Sanders Clyde Elementary School, giving students access to theatre education programs they would not normally have the opportunity to participate in. Starting in May of 2022, we plan to host our first free community parks tour in addition to the programming during the school year. Tickets will be completely free to students and their families. We also plan on partnering with a local high school to provide support and resources for their school's drama program. CityStage will be a reoccurring program that we plan to expand and enhance each year.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

The mission of Charleston Stage is to produce live theatre of the highest caliber, focusing on plays that excite the imagination through classics and original works that celebrate the rich history of the Lowcountry. Charleston Stage celebrates the spirit of discovery by providing a collaborative learning environment in which theatre professionals share their talents with the young people, teachers and schools in the community.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

"The goal of our CityStage outreach program is to provide high-quality, theatre education opportunities for students to explore their creativity and develop essential life skills. Through viewing a CityStage production, students can experience first-hand, and sometimes for the first time, the magic of live theatre. Many of our productions are based on children's literature or historical events, reinforcing the lessons they learn in the classroom. Through our after school and in-school workshops, students explore the craft of acting and learn the discipline of performing, as they develop their own unique creative voices.

A 2019 study by The Houston Education Research Consortium concluded that ""a substantial increase in arts educational experiences have remarkable impacts on students; academic, social, and emotional outcomes. Relative to students assigned to the control group, treatment school students experienced a 3.6 percentage point reduction in disciplinary infractions, an improvement of 13 percent...in standardized writing scores, and an increase of 8 percent...in their compassion for others."

(1)[HTTPS://KINDER.RICE.EDU/SITES/DEFAULT/FILES/DOCUMENTS/INVESTIGATING%20CAUSAL%20EFFECTS%20OF%20ARTS%20EDUCATION%20EXPERIENCES%20FINAL_0.PDF](https://kinder.rice.edu/sites/default/files/documents/investigating%20causal%20effects%20of%20arts%20education%20experiences%20final_0.pdf)

Program Delivery Format: Whole Class, Workshop/Assembly, After-school Programming

Program Frequency: Weekly

Program Grade(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Program Target Students: Males, Females, Low-Income or Title I Schools, High School Students (Grades 9-12), Middle School Students (Grades 6-8), Elementary School Students (Grades K-5)

Program Service Type: Arts & Cultural Enrichment

CCSD Schools Served: Angel Oak Elementary, Chicora Elementary, Mary Ford Early Learning and Family Center, Sanders-Clyde Elementary

Students Served: 2000

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: We recognize that financial, transportation, and other barriers exist that keep students from participating in Charleston Stage programming. Charleston Stage's School Matinees are on a hold due to the pandemic, so CityStage is designed to bring live theatre and theatre education directly to students themselves.

How was the need(s) identified?: During our time outside of production, we were able to research and hold conversations with community leaders to identify additional barriers of participation for low-income populations.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: Success is evaluated by the attendance numbers of our community performances and surveys sent to CityStage teachers, students and community leaders.

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

https://drive.google.com/open?id=1utWRWm8pdDIHYtlwviiX_PiCuHyHILH

Program Budget: \$337,000 per year

Funding Source(s): Grants, Donations, Invoicing CCSD

Funding Request(s): \$85,000 per year -

https://drive.google.com/file/d/12k-FSTYh4AEVSjOicddyhFSnf_grV2-2/view

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24. The Liberty Hill After School Enrichment Academy

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

The intended outcome of the partnership for the future is to develop and implement an after school program that will focus on the development of the whole child. We started this program 10 years ago focusing on eradicating the illiteracy rate among students from Pre-K to 5th grade. Now that we have had a tremendous positive impact on illiteracy, we have expanded the program to teaching to the whole child, which includes behavioral, self esteem, Math science, ELA, STEM, Coding and Robotics. The program has expanded in grade levels as well as we are now accepting students up to 8th grade.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

We will enrich and enhance the overall behavior and academic achievement of each student enrolled in the program. We do this for each of our students, their parents, the teachers and the entire CCSD. As we propel the academic achievements of our students, the positive side effect is parents wanting to get more involved, teachers having a better understanding of the socio-economic impact this COVID-19 pandemic has had on students of color and those students that live in lower income communities. The overall impact will trickle down to improving the academic achievement of all students in the CCSD.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

As previously stated, this program has had a tremendous impact on students that entered our program reading below grade level. In each of our ten years of operation, each of our students that enter the program reading below grade level ended up reading at or above grade level by the end of the school year. As a result of these achievements, we have expanded to the program to include math, science, ELA, STEM, Coding and Robotics. Students that could not read, were acting out in class because they did not understand what the teacher was trying to teach. Now that they can read, they have become better students both academically as well as behaviorally. These results have helped our students and parents navigate through this pandemic more successfully because the students understand now, how their behavior and performance in the classroom impacts the school and the community as a whole.

Program Delivery Format: After-school Programming

Program Frequency: 1-2 times each semester

Program Grade(s): Pre-K, Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Program Target Students: All Students, Males, Females, Low-Income or Title I Schools, Non-native English Speakers, Middle School Students (Grades 6-8), Elementary School Students (Grades K-5), Early Childhood Students (preK)

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: Charleston County School of the Arts, Chicora Elementary, Hunley Park Elementary, Mary Ford Early Learning and Family Center, Morningside Middle, North Charleston Creative Arts Elementary, North Charleston Elementary

Students Served: 100

How many years has your program been in CCSD schools?: 10 Years

What specific student need(s) does this program/service address?: Our program addresses the social, behavioral, Academic and overall health needs of each of our students and the members of their households as well.

How was the need(s) identified over ten years ago, there was an OPED in the Post and Courier that talked about the alarming percentage of students entering the 9th grade that were reading at a fourth grade level. As a result of this information, Myself (Robert Fludd) and Mr. Coakley Hilton, decided to create and after school program that would specifically work on this problem. We started the program with 22 students from Hursey Elementary that were reading below their grade levels. These student were identified by Dr. Timothy Shavel, the principle at Hursey. WE began the program with retired teachers that volunteered their time to assist us with this issue. At the end of the school year, 100% of the students were reading at or above grade level.

Student Impact: The data from the CCSD specifically Hursey Montessori School.

How will you measure the success of your proposal if implemented?: We will obtain the original statistics at the beginning of the school year of each of our students and we will assess their performance ate the end of each grading period as provided by the respective schools they attend.

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

Program Budget: \$130,000

Funding Source(s): Grants, Donations, Fee-for-Service (families/participants pay), Invoicing CCSD

Funding Request(s): In addition to the funding we anticipate receive from other sources, we will need \$105,000 from CCSD. - https://drive.google.com/file/d/1_TsiYMc8h8FnPdgZYI4dcQzGfB2YsC9O/view

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25. Charleston RISE Fellowship & Education Program

❖ VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:

Charleston RISE proposes to offer its hallmark fellowship and education program to a cohort of parents, grandparents and caretakers of students currently attending CCSD's Acceleration Zone schools. RISE proposes to modify its traditional 12-week education program to include specific sessions on the Acceleration Zone initiative, the school turnaround process and the specific programs and supports provided to schools during this process. For ease of implementation and alignment, RISE proposes to offer the program to ten (10) Acceleration Zone schools under the supervision of the Director of Acceleration Zone schools with the exception of Burke High School.

By way of background, Charleston RISE has served families in Charleston County for the past five years. Our program has two primary components. The first component is a fellowship or education program, which is 12-weeks long and consists of a weekly training program designed to give the participants a strong foundation on community education issues through guest speakers, data deep dives and crafting advocacy campaigns. Since we began our work in 2017, Charleston RISE has held seven cohorts of parents and grandparents and today Charleston RISE includes an alumni network of over 200 fellows. Cohort 8 launched in August, and we expect the thirty-five participants to graduate in December 2021.

The second component of the Charleston RISE program converts our fellow's passion for excellent schools and their newfound knowledge on educational issues into action that supports our students and their families. Our fellows participate in one of our committees, each with a specific focus identified activities and measurable goals. Our active committees include the following:

- 1) School Board Accountability Committee. Our School Board Accountability Committee attends and reports out on all regular, subcommittee and special task force meetings of the Board of Trustees of the Charleston County School District (CCSD). In addition, they attend all meetings sponsored by the School District Superintendent.
- 2) Endorsement and Elections Committee. School board elections have the lowest participation of county elections and Charleston RISE seeks to ensure that parents and community members are aware of those elections, the duties and responsibility of those seeking to serve on the school board and the skills and experience of the candidates running for school board seats. This Committee has recently expanded its works to include tracking legislation at the State level that will impact the ability of families to access high quality schools.
- 3) Community Outreach and Alumni Engagement. This Committee seeks to engage and inform the larger community about the performance of schools and students attending them. Parents and communities often do not know how their neighborhood school performs or that Black students lag their white counterparts by fifty percentage points on each of the SC Ready assessments. In addition, many families, particularly families attending historically failing schools, do not trust the school district or information shared by it.

Charleston RISE intends three primary outcomes from this partnership:

- 1) More families will engage with their student's assigned school. Annually, RISE's outreach efforts touch over 10,000 households and families. Since May 2021, RISE has reached 5,100 families and shared valuable information with them about the state of schools in their neighborhoods and supports available to them. RISE alumni are experienced in parent outreach and through this outreach, RISE

expects the number of families currently engaged with their student's Acceleration Zone school will increase significantly through our partnership.

2). All families attending the fellowship program outlined above would understand the changes impacting their student's school and would be better able to support their student while at an Acceleration Zone school. Our fellowship and education program are 12-weeks long and consist of a weekly training program designed to give the participants a strong foundation on community education issues through guest speakers, data deep dives and crafting advocacy campaigns. Upon completion of our program, we would expect that families increase their knowledge of the Acceleration Zone initiative as well as other education programs and that they are better able to support their students while in school. The foregoing would be measured by surveys that gauge knowledge, satisfaction with their student's learning and satisfaction with the relationship between their family and their student's school.

3) Families attending the fellowship program would support CCSD's Acceleration Zone initiative. We would expect that families would be more satisfied with their student's learning environment when compared to the 2021 parent survey results included in the 2021 SC Report Card.

"

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

"Charleston RISE seeks to support CCSD and its Mission Critical initiatives by educating, communicating, and supporting families of students attending one of CCSD's Acceleration Zone schools. RISE wholeheartedly supports and champions CCSD's "Acceleration Zone" initiative. Like CCSD, RISE believes that drastic action is required to change the trajectory of failure that has plagued these schools and that traditional interventions have done little to improve student achievement. Most students attending these schools identify as Black and live-in homes which are defined as being in poverty. As such, supporting this student population at these specific schools is essential if CCSD is to ever close the achievement gap between Black and other CCSD students.

RISE seeks to take its established education program and community outreach work and tailor it to families of students attending acceleration schools to ensure that they have the information, support, and resources they need to support their students turning CCSD's turnaround efforts. Knowing that school turnaround typically takes 3-4 years, RISE proposes to provide support during the duration of the turnaround.

"

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

"Currently, Acceleration Zone schools receive a plethora of academic interventions for students and professional development for staff. What they do not receive is timely communication, reliable information, and dedicated support for families of students attending the schools. Moreover, parents of students who identify as Black have historically been less trusting of CCSD and less likely to engage with CCSD.

The 2021 SC State Report Card includes a parent survey. The survey asks parents of all students at the highest grade level served by the school to return an annual survey through which the State measures how satisfied parents are with their student's learning and school-home relations. The number of parents returning surveys at Acceleration Zone schools was less than one-half of the District's overall response rate and one-quarter of the response rate of parents whose students did not attend Acceleration Zone schools. Less than three hundred of the 4,000 parents surveyed at Acceleration Zone schools completed and returned the surveys with more than one-half of the schools having less than twenty parents respond. At Julian Mitchell ES, only one parent of the 265 students enrolled returned the survey.

Table 1 School Name, (School Enrollment,/Number of Parent Surveys Returned as reported in 2021 SC State Report Card)

Chicora (332/17)

Hunley Park (402/84)

Mary Ford (213/22)

Mitchell (265/1)

Morningside (693/21)

North Charleston ES (350/28)

Pepperhill (523/42)

Simmons-Pinckney (264/30)

Stono Park (428/17)

W.B. Goodwin (380/12)

Total of Above Schools (3850/274)

When CCSD asked families whether they wanted students to return to in-person instruction in Fall 2020 during the COVID-pandemic, few parents responded to the survey and, of those who did, few identified as Black. The lack of response or parent engagement resulted in the CCSD needing to adjust its plan to offer virtual instruction.

The same pattern of a low response rate at the Acceleration Zones schools in the larger context of the mistrust and lack of communication families who identify as Black have with CCSD, limits the value of the resurvey results related to parents. With few parents completing the survey, the results of the survey are extremely limited, if any, value which ultimately impacts the decisions that CCSD makes based on that survey.

Through RISE's outreach efforts and education program, we can increase parent engagement and participation in Acceleration Zone schools and provide CCSD with more reliable information upon which to make decisions for those schools and the students attending them.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Field Experience

Program Frequency: RISE's Fellowship & Education program targets families of students attending Acceleration Zone schools. We would meet weekly with participants in the program for a total of 12 wks

Program Grade(s): All Grades

Program Target Students: Low-Income or Title I Schools, Our program targets families of students attending Acceleration Zone schools, with have a disproportionate number of students who identify as Black and over 90% of students living in poverty as defined by State measures (homelessness, TANF, foster care etc.)

Program Service Type: Our program seeks to educate families of student attending Acceleration Zone schools to families are better able to meet all needs of students (including many of those listed above) while CCSD continues its turnaround initiatives within the school.

CCSD Schools Served: Chicora Elementary, Hunley Park Elementary, Julian Mitchell Elementary, Mary Ford Early Learning and Family Center, Morningside Middle, North Charleston Elementary, Pepperhill Elementary, Simmons-Pinckney Middle, Stono Park Elementary, W.B. Goodwin Elementary

Students Served: Families of the 3850 students attending the identified Acceleration Zone Schools would be eligible to participate.

How many years has your program been in CCSD schools?: Charleston RISE has offered its Fellowship & Education Program for the past 5 years.

What specific student need(s) does this program/service address?: Our program serves the needs of students attending CCSD's poorest performing schools which have a disproportionate number of students who identify as Black and who experience chronic poverty. By supporting and engaging families of this specific group of students, RISE believes that the turnaround initiatives implemented at Acceleration Zone schools will be significantly more successful.

How was the need(s) identified?: Please see the earlier question which described the 2021 SC Ready Parent Satisfaction Rates as well as the challenges CCSD had firsthand assessing family preferences in planning for a return to school during the 2020 pandemic. In addition to the low parent response rate, the 2021 SC Ready Parent Satisfaction Survey also highlighted a major paradox with how satisfied students are with their student's learning environment and how students perform academically. Notwithstanding the incredibly low student learning rates, parents of Acceleration Zone schools are satisfied with their student's learning. Over 84% of parents are satisfied with their student's learning when only 13% of students attending these schools met or exceeded SC Ready standards in ELA. Schools like W.B. Goodwin boosted a 100% satisfaction rate when only two students met or exceeded the SC Ready math standards. While Goodwin is an extreme example, the overall pattern of high parent satisfaction and incredibly low student achievement at those same schools are achievement rates no one should be satisfied with and highlights the need to provide families with the information and tools they need to help their students achieve.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: We would measure success by counting the number of parents who engage with each school (compared to the number that currently engage), the number of engagements by parents, surveys of parent knowledge both before and after the fellowship program and comparing the results of the 2022 SC Ready Report Card with those from 2021.

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

https://drive.google.com/open?id=16VzagazK_r2fSGULJW8QcVZWqI407qds

Program Budget: \$40,600

Funding Source(s): Grants, Invoicing CCSD, RISE would defray some of the costs via in-kind contributions (providing some services to CCSD at no cost to it).

Funding Request(s): \$34,100 -

<https://drive.google.com/file/d/1y5zRuZiv6nGSU98o3W7KQMWRVlIgdg6gZ/view>

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26. The Drive Foundation

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

The Drive Foundation in collaboration with the Azalea Drive Church of Christ vision is to become a premier centralized community hub which integrates social and emotional learning, collaborative leadership styles, active family and community engagement and high quality teaching and learning.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

To provide a comprehensive high quality wholistic learning atmosphere that fully engages and supports all students and their families.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

"Our intended impact plans for this partnership is to provide services in a Full-Service Community Hub on three levels:

1: POD Virtual Program during the school day

2: After School Program:

3: Summer Enrichment Camp:

We will work to engage, teach and deliver high quality and diverse learning opportunities to a minimum of 50 students over a two year period.

We off a solution to reduce the impact of the digital gap, by providing a place to connect on-line for continued learning.

Many children in low income communities are faced with food insecurities. The impact of the pandemic has heightened the problem of students not receiving meal, therefore the program would be a catalyst to reduce this problem. The location of the program implanted in the local neighborhood will eliminate the obstacle of transportation for parents and students.

There is a direct link between mental health and academic performance. The pandemic hit disproportionately close to home for many families of color. The number of children who have lost a parent to COVID-19 has been staggering. There may also be additional stressors for children whose parents have less educational attainment as they are disproportionately affected by increase unemployment rates. Our program can provide continued peer intervention by a trained counselor and teachers for students and workshops for parents to aide in the adjustment of students' mental needs. Investing in students' mental health and emotional well-being is a major priority.

Parent were asked to reflect on the impact of various challenges they've faced with the remote learning 51% of the response was being separated from classmates and teachers is a major challenge."

Program Delivery Format: 1-on-1, Small Group, Whole Class, After-school Programming, Summer Enrichment Camp

Program Frequency: Daily (or multiple times every week)

Program Grade(s): Pre-K, Kindergarten

Program Target Students: All Students, Males, Females, Low-Income or Title I Schools, Students with Disabilities, Middle School Students (Grades 6-8), Elementary School Students (Grades K-5), Early Childhood Students (preK)

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: A.C. Corcoran Elementary, C.E. Williams Middle School for Creative and Scientific Arts, Charleston County School of the Arts, Chicora Elementary, Jerry Zucker Middle School of Science, Mary Ford Early Learning and Family Center, Matilda Dunston Elementary, Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns, Morningside Middle, North Charleston Creative Arts Elementary, North Charleston Elementary, W.B. Goodwin Elementary

Students Served: 35

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: The specific need that our program addresses is providing our students with a safe environment complete with certified teachers and counselors whereby they can come in and complete their studies, get one on one tutoring and also provide the parents with trained staff that can assist them with their needs as has been identified as a result of the pandemic

How was the need(s) identified?: We received feedback from the CCSD, principles, parents and the students.

Student Impact: We received very positive comments from CCSD staff that our program had a strong positive impact on not only the students but the parents as well.

How will you measure the success of your proposal if implemented?: We will use the data provided by the CCSD to determine the success of the program. We will also solicit feedback from the students and the parents.

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

Program Budget: \$575,081

Funding Source(s): Grants, Donations, Invoicing CCSD

Funding Request(s): \$575,081 -

<https://drive.google.com/file/d/1EDMZl3asAYO0yP-2wO1YhEp82hXzuwKp/view>

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27. Worth Beyond Measure Mentoring Program

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

The intended outcome and vision for the partnership of Youth Empowerment Services (Y.E.S.) and CCSD is for middle and high school girls who are from minority, low-income, homeless, and foster care communities to be empowered with strategies and resources to make wise decisions, enhancing their educational, mental, social, physical and emotional well-being.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

The mission of Youth Empowerment Services, Inc. (Y.E.S.) is to provide the Worth Beyond Measure Mentoring Program for 100 middle and high school girls in CCSD targeting those who are in minority groups, from low-income communities and in Title I schools. Y.E.S. will also target those girls who are homeless, in foster care and in group homes. The program will be held for 9 month with a summer 4-week entrepreneurship and leadership program. The program is designed to enhance reading and comprehension skills and to empower, elevate, and develop strong and healthy character and leadership skills while providing a sense of connectedness with mentors who will meet with the girls twice per month throughout the school year at their school campus. The program also includes educational and cultural field trips, workshops and motivational speakers. This mission will be accomplished through one-on-one and group mentoring and through the incorporation of the book A Girl's Guide to Becoming Great by Rhonda Mincey, an award-winning mentor. The curriculum includes reading comprehension and writing activities as well as discussion questions that are though provoking and relevant to middle and high school girls.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The intended impact of this partnership in meeting the needs of middle and high school girls who have been most severely impacted by the pandemic is to empower girls to discover, appreciate and utilize their strengths, gifts and talents that will be used to chart a course for a productive life. Girls will enhance their reading comprehension, self-awareness and expression skills, and their emotional and mental health resulting in real-life internal and external gains that they lost during the COVID 19 Pandemic. The girls will develop a sense of confidence in their capabilities and come to accept and love themselves, respect others and know their self-worth. The girls will internalize those skills and thought patterns that will empower them to overcome many future obstacles they will face in life.

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

Program Frequency: Bi-weekly (every two weeks)

Program Grade(s): 6, 7, 8, 9, 10, 11, 12

Program Target Students: 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)

Program Service Type: Mentoring **CCSD Schools Served:** Jerry Zucker Middle School of Science, North Charleston High, Northwoods Middle, R.B. Stall High, Greg Mathis Charter High School

Students Served: 100

How many years has your program been in CCSD schools?: 22

What specific student need(s) does this program/service address?: Reports from the Department of Mental Health and the CDC reveal that due to the current pandemic, many girls are suffering from emotional and mental health challenges due to isolation and a change in their routine. Girls of color are most adversely affected and are more prone to domestic, dating and sexual abuse due to the pandemic because of the lack of financial resources and other factors. Many of them feel “trapped” in their homes of violence and disfunction. Also, many Black families have a high occurrence of contracting COVID. Many girls are in need of positive motivation and mentors. They also need information and resources to help them navigate the current changes. Y.E.S. also recognize that interventions are different for girls than for boys because girls tend to solve their problems creatively through bonding and conversations.

How was the need(s) identified?: The needs for the target population were identified through referrals from Trident United Way, local schools, parent inquiries and from faith-based and community organizations. Y.E.S. also receives referrals from the Department of Juvenile Justice for girls who are court appointed for mentoring. All of the referrals indicate an immediate need for mentoring programs for minority middle and high school girls in Charleston County Schools. Y.E.S. recognizes the distinct developmental experiences that shape girls’ lives. A lack of self-efficacy and feeling of not being unique are reasons why some girls become involved in at-risk behaviors. Y.E.S. also recognize that most at-risk girls are dealing with gender-specific issues such as pregnancies, poor self -esteem, stereotyping and sexual and mental abuse.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: "Y.E.S. plans to implement the Worth Beyond Measure Monthly Mentoring Program to serve 100 middle and high school girls.

Each girl will:

- Increase her reading and comprehension skills as indicated on report cards and school assessment tools.
- demonstrate a change in knowledge, attitude and behavior that will reflect an increased intention to embrace and practice a lifestyle of empowerment as indicated on pre-post interview with the program director and an assessment tool
- decrease her involvement with at-risk behaviors, that can lead to dropping out of school, as indicated on pre-post self-reporting assessments as indicated on pre-post interview with the program director and an assessment tool
- foster her self-esteem and self-efficacy as indicated on pre-post reporting assessments.
- participate in 90% of the scheduled group sessions with both peer and adult mentors
- increase her refusal skills by participating in role plays and open discussions, evaluated through a participation rubric
- identify the characteristics of healthy relationships evaluated by labeling written scenarios describing relationships as healthy or unhealthy
- increase her communication skills among, peer, parents, teacher and authority figures, evaluated through self-reporting rubrics, school discipline records and parent reporting
- list at least three long-term and three short-term goals that she will pursue for a successful future

Y.E.S. will ensure continuous quality improvement for services by assessing the effectiveness for the program through written and verbal feedback and suggestions for improvements from program

participants through social media and surveys. Based on the assessments, Y.E.S. will implement the suggestions from the feedback to improve our program and services.

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

https://drive.google.com/open?id=1O1fBec0HGtBwBv3up_h7l609jLj17kL

Program Budget: \$214,000

Funding Source(s): Grants, Donations, Invoicing CCSD

Funding Request(s): \$200,000 -

<https://drive.google.com/file/d/1v-QhcKg7MRldg9vmJ3pBmqIDCNStxvUp/view>

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28. Charleston Hope

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Charleston Hope's vision for this project is to create a trauma-informed and trauma-responsive environment in Charleston County's highest-poverty, Title 1 schools by providing trauma-informed professional development and increasing access to mental health services for students most effected by the pandemic and poverty.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

The need for equitable and accessible mental health support in school has never been greater for the children in our community. At Charleston Hope, we believe in providing this support and access for mental health services in schools, and we need the funding to do it.

Research shows that in-school mental health services are critical because it is where kids already are; bringing in a mental health counselor will help destigmatize mental health, reducing the effects of toxic stress and trauma in kids' lives. Our schools and other systems are not fully equipped to catch and hold the impact of our student's stress and trauma. Having mental health treatment in schools gives kids a space to drop off the weight of that stress, which is more healing than asking their bodies to carry it.

Over the past two years, Charleston Hope has worked with partner organizations such as Charleston Southern University, Webster University, and The Citadel to bring in graduate-level counseling interns to provide counseling for 3rd-5th grade girls at Mitchell Elementary. As we piloted this program, we discovered that the girls in our program had increased school attendance, grades, and positive behavior reports. While our program was seeing great success, we discovered that many students had severe trauma that needed to be addressed with a Licensed Professional Counselor.

Charleston Hope requests \$350,000 from Charleston County School District from the ESSER III Funds to provide an array of services at three tiers that address the issues and impact of trauma school-wide. With these funds, we will build on the mental health services we have been providing the past two years by expanding our partnerships between schools and community systems. We will use evidence based practices to provide universal, selective and indicated services, as directed by the Safe Support Learning Organization.

Universal services will be focused on trauma-informed professional development for the entire school staff at Mitchell Elementary and Sanders-Clyde Elementary, a mental health room in both schools, and positive mental health initiatives for teachers and students throughout the school year over the course of the next three years. We understand and believe that in order for a school to be transformed into a trauma-informed and responsive school, all staff must receive professional development, not a select few. We will allocate \$50,000 of the requested funds to universal services and will include a software and systems in order to track qualitative and quantitative impacts of our services. With this software, we will be able to work directly with school principals to make data-driven decisions on how to continue to improve mental health and over all culture and climate in these schools.

Selective services for students identified as at risk for a mental health concern will continue to work with our graduate level students for counseling, participate in our in-school small groups, and receive support via our partnership with Communities in Schools.

Indicated services for individual students who already display a mental health concern will be identified by school administration, guardians, and teachers. We will allocate \$150,000 to hire mental health counselors for the next three years to see students that exhibit serious problem behaviors and emotions due to the impact of trauma. Our goal is to provide 40 of Mitchell Elementary's and

Sanders-Clyde Elementary’s highest-trauma impacted students with 20 hours of trauma-informed therapy a year.

In order to do this, we will partner with in-school and out-of-school community organizations and form a mental health intervention team to regularly discuss and plan continued interventions for students that have been referred to our services. In addition to this team, Charleston Hope will hire a mental health coordinator to oversee the grant and the described services and interventions. While the grant will fund this position on Charleston Hope’s staff for three years from the allocated \$150,000 of the \$350,000 requested, this position will have a focus on developing this program at our schools will also building sustainability by working to secure additional grants and funding to continue services and expand them to additional schools in the future.

Over the next three years, we expect to provide trauma-informed counseling, with a Licensed Professional Counselor, to 120, or more, of our schools most trauma-impacted students. We also expect to see our schools transformed through the training and professional development we will provide to over 150 teachers and staff members at two of Charleston County’s highest-poverty, Title 1 schools. This impact is in addition to the work Charleston Hope is already doing to promote mental health and social emotional learning via our in-school small groups and after-school girls empowerment program at Mitchell Elementary.

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❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Research has shown that social and emotional learning strongly impacts children’s academic success. Children who have developed more social emotional skills and can regulate their emotions, despite their background or trauma, excel more in school. While our schools and community partners are providing social emotional curriculum and support, one thing our high-poverty schools are lacking is mental health services.

Through this partnership, Charleston Hope and Charleston County School District will begin to overcome the impact of trauma found in two of the district’s highest poverty schools by creating a three-tiered trauma-informed approach that build resiliency among students and teachers. When mental health services are prioritized in high-poverty schools through a universal and individual approach, we can expect to see less teacher burnout and turnover, increased academic achievement, improved behavior, and a positive culture and climate for everyone in our schools.

Program Delivery Format: 1-on-1, Small Group, Workshop/Assembly, Workplace Student Internship/Apprenticeship, After-school Programming

Program Frequency: Daily (or multiple times every week)

Program Grade(s): Pre-K, Kindergarten, 1, 2, 3, 4, 5

Program Target Students: Males, Females, Low-Income or Title I Schools, Elementary School Students (Grades K-5), Early Childhood Students (preK)

Program Service Type: Mental and Behavioral Health

CCSD Schools Served: Julian Mitchell Elementary, Sanders-Clyde Elementary

Students Served: 150-200

How many years has your program been in CCSD schools?: 9

What specific student need(s) does this program/service address?: The prevalence of mental illness in children has been steadily rising, even before the COVID-19 pandemic. A significant factor that is exacerbating mental illness is the adverse childhood experiences children in poverty face. For those that grow up in poverty, housing instability, violence, and food insecurity are common and affect children's mental health. Poverty is evident within America's Title 1 schools when 60% or more students in a given school live at or below the federal poverty line. At the schools, we serve in Charleston County, 97%, or more, of the students, live at or below the national poverty line, and 99% of the students are black. In 2017, 45% of black students attended high-poverty schools in America, compared to 8% of white students. The poverty rate and school dropout rate are still highest for black students in America. Between April and October 2020, there was an increase of approximately 24% and 31% in pediatric emergency department visits among children aged 5-11 and 12-17. For students living in low-income communities, the uncertainties and adverse experiences have widened equitable mental health care. This inequality is on top of the existing health care inequities on which the pandemic has cast a harsh spotlight. Evidence shows that when schools shut down, and learning went virtual, children experienced decreased physical activity, irregular sleep patterns, peer isolation, and increased screen time. The effects of these things proved to be chronic and acute stress, developmental disruptions, depression, and anxiety. More than 50% of children reported a moderate to severe impact on their mental health among children and adolescents. The program presented in this proposal is to increase equitable mental health care services in two of Charleston's highest-poverty, Title 1 schools. Research demonstrates that students who receive social-emotional and mental health support achieve better academically. School behavior, on-task learning, and students' sense of connectedness and well-being all improve as well. According to the National Association of School Psychologists (NASP), students are more likely to seek counseling when services are provided and available in schools. The NASP all states that comprehensive mental health services are most effective when provided through a multi-tiered system of supports, including mental health professionals. Students who receive school-based behavioral health interventions demonstrate greater motivation, confidence, commitment to school and the ability to adapt when transitioning between grades. Schools who have mental health counselors working with students who have experienced trauma also experience less bullying and conflict amongst students. The gap between the number of students who need mental health services and the number of students who are actually receiving them is far too wide. Charleston Hope wants to expand the services we are already providing to students in our partnered schools and discover the impact on academics and achievement schools can have when mental health is made a priority.

How was the need(s) identified?: The notion that mental health services are needed in schools, for children, is not a new concern or topic. However, the COVID-19 pandemic has exacerbated mental health concerns everywhere. We identified the need for mental health services in our partnered schools by surveying administrators, teachers, and students. We hosted teacher round tables, conducted surveys, spoke with parents, and listened to our community. In addition, our offices are in our partnered schools, so we have a strong understanding of the needs as we run our programs day in and day out at our schools.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: Charleston Hope will work with outside community organizations and the licensed professional counselors we hire to create and use trauma-informed screenings and assessment practices to help administrators and teachers identify children's needs and track student growth. In order for this program to be successful, we will screen all students in our partnered schools using a mental health assessment and evaluation software that we will purchase with these funds. We will also purchase a culture and climate software, Teach Upbeat, that will

track the overall culture and climate of the school, including how present social-emotional skills are amongst students and staff. We will track the at the beginning of each year and at the end.

When we complete student assessments, we will create a mental health team at each school that will identify priority students, based on the assessment, to receive mental health services from a licensed professional counselor and our graduate level students. We will track student achievement via test scores, behavior, attendance and social-emotional intelligence over the course of the year as they receive a minimum of 20 hours of counseling or therapy.

We will believe that when funding is available to make mental health a priority in our highest-poverty, Title 1 schools, we will be begin to see the entire student body increase their academic achievement, see less teacher turnover, and see schools go from unsatisfactory to excellent.

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

<https://drive.google.com/open?id=1nJJQjnQyuCu7lyfimw-PWqWZq-OMvcnC>

Program Budget: \$350,000

Funding Source(s): Grants, Donations, Invoicing a Third-Party (e.g., Medicaid), Invoicing CCSD, Corporate Sponsors

Funding Request(s): \$350,000 -

https://drive.google.com/file/d/1G_eQpPS0atLipousS2M8_esHiAfhYaYT/view

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29. Pasley and Associates

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

To support teachers in exposing/supporting them in learning skills that would help them become more patient and empathic in working with children with special needs.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

training will be for the teachers, so that they can have a more positive outcome with the children. The teachers will learn how to establish a rapport with the children where the children will understand that the teachers genuinely care about their progress.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Pasley and Associates will focus on repairing and restoring mental balance, social, and emotional by facilitating the transition from virtual to traditional environment. This interaction will support a return to the traditional learning environment.

Program Delivery Format: Small Group, Workshop/Assembly, simulations/role play

Program Frequency: Monthly

Program Grade(s): All Grades

Program Target Students: Males, Females, Low-Income or Title I Schools, Students with Disabilities, Early Childhood Students (preK)

Program Service Type: Mental and Behavioral Health

CCSD Schools Served: Baptist Hill Middle-High, Burke High, Daniel Jenkins Academy, Liberty Hill Academy, Military Magnet Academy, North Charleston High, R.B. Stall High, Wando High, Greg Mathis Charter High School

Students Served: 500

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Mental Health and Behavior

How was the need(s) identified?: Based on solicitation

Student Impact: The data received from workshop surveys have indicated positive impact from the training and technical assistance received.

How will you measure the success of your proposal if implemented?: Surveys and interviews.

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

Program Budget: \$80,000.00

Funding Source(s): Invoicing CCSD

Funding Request(s): \$80,000.00

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30. Boys & Girls Clubs of the Crescent Region

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Provide high quality after school programs focusing on character & leadership development, education, and healthy lifestyles

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

The mission of the Boys & Girls Clubs of the Crescent Region is to inspire and enable young people, especially those who need us most, to realize their full potential as productive, responsible, and caring citizens.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The proposed program would be designed to provide intensive tutoring and social, emotional and mental health support to students in after school programs by the Boys & Girls Clubs of the Crescent Region. The tutoring would be geared to addressing the learning gaps resulting from school disruption during the pandemic. To promote quality and effectiveness, services would be developed in collaboration with the schools that the students attend. Our program also focuses on building the social-emotional skills of self-regulation, impulse control and stress management. Participating youth will build an effective toolbox for self-management and coping. Robust research exists to document the positive academic impact of extended learning time strategies such as after school tutoring.

Program Delivery Format: Small Group, After-school Programming

Program Frequency: Daily (or multiple times every week)

Program Grade(s): Pre-K, Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Program Target Students: All Students, Low-Income or Title I Schools, Non-native English Speakers, Middle School Students (Grades 6-8), Elementary School Students (Grades K-5), Early Childhood Students (preK)

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: A.C. Corcoran Elementary, Angel Oak Elementary, Ashley River Creative Arts Elementary, Baptist Hill Middle-High, Belle Hall Elementary, Buist Academy, 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, Edith L. Frierson Elementary, Edmund A. Burns Elementary, Harbor View Elementary, Haut Gap Middle, Hunley Park Elementary, James B. Edwards Elementary, James Island Elementary, Jane Edwards Elementary, Jennie Moore Elementary, Jerry Zucker Middle School of Science, Julian Mitchell Elementary, Ladson Elementary, Laing Middle, Lambs Elementary, Liberty Hill Academy, Mamie P. Whitesides Elementary, Matilda Dunston Elementary, Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns, Memminger Elementary, Midland Park Primary, Military Magnet Academy, Minnie Hughes Elementary, Morningside Middle, Moultrie Middle, Mt. Pleasant Academy, Mt. Zion Elementary, North Charleston Creative Arts Elementary, North Charleston Elementary, Northwoods Middle, Oakland Elementary, Pepperhill Elementary, Pinehurst Elementary, 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, Stiles Point Elementary, Stono Park Elementary, Sullivan's Island Elementary, Thomas C. Cario Middle, W.B. Goodwin Elementary, Allegro Charter School for Music, Carolina

Voyager Charter School, Charleston Charter for Math and Science, East Cooper Montessori Charter School, Orange Grove Elementary Charter School

Students Served: 2500

How many years has your program been in CCSD schools?: 1

What specific student need(s) does this program/service address?: social, emotional, mental health, academic enrichment, healthy life-styles

How was the need(s) identified?: community needs assessment

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: homework completion, academic success, school attendance, behavior, avoidance of risk behaviors

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

Program Budget: 4,000,000

Funding Source(s): Invoicing CCSD

Funding Request(s): \$2,000,000-

https://drive.google.com/file/d/1yCoTittRs_a_MkUQT1r_CdFf3zbLcu2O/view

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31. BEGIN WITH BOOKS

❖ VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:

OUR VISION: To improve kindergarten readiness by providing Charleston County's youngest children with easy access to quality books that are age and developmentally appropriate, and culturally diverse. We make available a simple yet significant opportunity to give young children a measurable and sustainable advantage in their long term educational achievement by improving their pre-school home literacy environment.

This proposal outlines a three-year partnership between CCSD and Palmetto Project to more than triple the number of children being served, and to allow for the eventual countywide expansion of the Dolly Parton Imagination Library (DPIL)/BEGIN WITH BOOKS. BEGIN WITH BOOKS became the Charleston County affiliate of Dolly Parton's Imagination Library in 2010 and has been gradually expanding for the past 12 years.

Our current program infrastructure and funding allows us to serve 5,000 infants and toddlers, age birth until 5 years of age (and their caregivers), in high-poverty (41% poverty rate, and higher) and rural areas of Charleston County, specifically: Adams Run, Awendaw, Charleston Peninsula, Edisto, Johns Island, McClellanville, North Charleston, Ravenel, Wadmalaw Island and West Ashley.

If funded by CCSD, this three-year period of dedicated funding will allow Palmetto Project/BEGIN WITH BOOKS to increase the number of children receiving books to 19,600 while strengthening our infrastructure to support a countywide early childhood literacy program that will eventually make Dolly Parton's Imagination Library (DPIL) available to all children under age 5 in Charleston County.

Because we are replicating an international, fully-vetted, evidence-based program, we believe that achieving a participation rate of up to 70% countywide will have a significant effect on school readiness and ultimate educational achievement of children attending school in CCSD.

"

❖ MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP

"In expanding the BEGIN WITH BOOKS program countywide, we will have the opportunity and resources to reach and enroll children in Charleston County that we have previously been unable to reach. We currently serve 50% of children in our enrollment zones (4,900 children), and this three-year period of expansion will be a big step toward allowing us to reach our ultimate goal of serving 70% of children under age 5 in the entire county.

WHAT WE'LL DO: We'll deliver a high-quality, developmentally appropriate book to each enrolled child every month by mail and encourage parents and caregivers to read to their babies and toddlers daily. We'll be able to monitor preschool students.

The program eliminates literacy access barriers of cost, time, and transportation and has been proven to improve overall family literacy habits, including the time and frequency that parents spend reading aloud to children, as well as children's independent reading activities. We'll collaborate with and support the work of other nonprofit organizations who work with children under the age of 5.

WHO WE'LL DO IT FOR: We will work with CCSD staff and our current network of enrollment partners to determine pockets of need in the county to ensure that children in identified areas are enrolled and receiving books. As our first enrollment priority, we'll include all Early Head Start and Head Start participants, all CCSD 3K and 4K students, and all children enrolled in Charleston County First Steps. We will work with our current enrollment partners to expand our reach in our current service area and throughout the county. Over the course of three years, we project that we will enroll 19,600 children under the age of 5, all of whom will likely be attending CCSD schools within the next 1-5 years.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Impact: The Dolly Parton Imagination Library is an internationally acclaimed, evidence-based early childhood literacy program that offers a cost-effective opportunity to immediately impact the kindergarten readiness of Charleston County children who will be entering CCSD within the next 1-5 years.

COMBATING LEARNING LOSS: A child’s brain grows to 80% of its adult size by age three, and to 90% by age five, creating a critical window of opportunity for learning words and language. The young children we are serving have spent a significant portion of this critical window impacted by COVID19 restrictions. During this time we know that tens of thousands of South Carolina children have had limited or no access to text, so we are dealing with extreme lost learning opportunity.

This program will address and remediate VOCABULARY DEVELOPMENT AND INCREASED/IMPROVED INTERACTION BETWEEN PARENT AND CHILD: Closing the “language gap” early is vital for reading success in school. There is an important connection between adult-child reading and vocabulary development. Parents of children receiving Imagination Library books say they read together more often and this activity, coupled with close adult-child interaction using Imagination Library activities, improves the child’s speaking skills and vocabulary according to studies in both Tennessee and beyond. Duncan et al. (2007); Hart & Risley (2004); Glascoe & Leew (2010); Raikes et al. (2006); Surveys and interviews with Tennessee educators (2014), Tennessee Board of Regents (2008a, 2008b), Sell et al. (2014); and Samiei et al (2013). Reading aloud to children is one of the most effective activities to stimulate development of the neurological connections that will support future learning. Children who grow up without literacy stimulation have diminished learning capacity, and typically struggle throughout their formal education years.

SELECTED MEASURABLE IMPACT RESULTS FROM DPIL PROGRAMS:

- Reading 3 times a week jumped from 60 to 85%
- Daily Reading doubled from 29 to 59%
- 29% Increase in children ready for Kindergarten
- Significantly stronger reading skills and higher scores on reading achievement tests over their non-participating peers, consistently from Kindergarten through 3rd Grade
- Recent (2019) Kansas study demonstrates over the last 5 years Imagination Library cohort consistently outperforming non-participating peers on annual Reading Assessments from Kindergarten through 9th grade.
- Establishing reading routines brings about increased stability, emotional well-being, and improved family atmosphere.
- A healing effect in the community manifesting in emerging neighborhood literacy initiatives, increased library usage, and connection to Adult/Dual language reading programs.
- Impact on local and state level 0-5 literacy policy; 8 states (and D.C) with legislation/policy and/or elected and state leadership involved.

AWARDS: The Imagination Library received best practice recognition from the Library of Congress in 2014 and was just awarded the David M. Rubenstein Prize from the Library of Congress (Sept 2021).

Program Delivery Format: 1-on-1 Direct to Home

Program Frequency: Monthly

Program Grade(s): Males, Females, Low-Income or Title I Schools, Students with Disabilities, Non-native English Speakers, Early Childhood Students (preK), Young children age birth - 5

Program Target Students: Low-Income or Title I Schools, Early Childhood Students (preK)

Program Service Type: pre-reading literacy

CCSD Schools Served: A.C. Corcoran Elementary, Angel Oak Elementary, Ashley River Creative Arts Elementary, Belle Hall Elementary, Carolina Park Elementary, Charles Pinckney Elementary, Chicora Elementary, Drayton Hall Elementary, E.B. Ellington Elementary, Edith L. Frierson Elementary, Edmund A. Burns Elementary, Harbor View Elementary, Hunley Park Elementary, James B. Edwards Elementary, James Island Elementary, Jane Edwards Elementary, Jennie Moore Elementary, Julian Mitchell Elementary, Ladson Elementary, Lambs Elementary, Mamie P. Whitesides Elementary, Matilda Dunston Elementary, Memminger Elementary, Minnie Hughes Elementary, Mt. Zion Elementary, North Charleston Elementary, Oakland Elementary, Pepperhill Elementary, Pinehurst Elementary, Sanders-Clyde Elementary, Springfield Elementary, Stiles Point Elementary, Stono Park Elementary, Sullivan's Island Elementary, W.B. Goodwin Elementary, West Ashley Head Start

Students Served: 19,600 over three-year period

How many years has your program been in CCSD schools?: 12

What specific student need(s) does this program/service 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 due to pandemic 3. Correction of the pervasive whiteness of children's literature, to which children of ALL races, ethnicities and backgrounds are exposed.

How was the need(s) identified?: Collaboration with CCSD staff and partners.

Student Impact: An independent eval. (research study) has found our program to have a STRONG impac

How will you measure the success of your proposal if implemented?: Because we are replicating a fully vetted, evidence-based program, we are basing our success on participation. We would also be very supportive of a CCSD formal evaluation of the program's effect on KRA scores in years 2023-2024-2025.

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

<https://drive.google.com/open?id=1zXnTyD2JlvnWKayLHxvkdBJCtL8hBFPf>

Program Budget: \$1,750,530.00 over three years

Funding Source(s): Invoicing CCSD

Funding Request(s): \$1,750,530.00 over three years -

https://drive.google.com/file/d/1_W4S-grA-afmO2KDqfz9_aeAgiRiQ55S/view

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32. M.A.D. USA

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

M.A.D. USA (Men Against Domestic Violence), Inc. is a statewide non-profit organization dedicated to reducing domestic violence across the United States.

M.A.D. USA is working to create and support the social change necessary to prevent all forms of domestic violence. Our vision is that the voices of men will strengthen responses generating a proactive approach regarding domestic violence.

Our mission will be achieved through education, activism, training, prevention, leadership growth, legislative development and advocacy and expansion throughout the USA.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Our mission is to end all forms of interpersonal violence while promoting peace in our homes, schools, and communities. We seek to reduce the impact of domestic violence on women, men, children, and future generations by providing proactive strategies that intervene in the cycle of abuse and violence.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The impact of partnering with Charleston County School District is to bring awareness to healthy relationships and domestic violence. Especially since during the pandemic so many families were together, and the cases of domestic violence grew considerably during the time. It is our goal to educate the elementary school students about anti-bullying; we want to teach the middle and high school students about teen dating violence and healthy relationships.

Program Delivery Format: Small Group, Whole Class, Workshop/Assembly, After-school Programming

Program Frequency: 3-4 times per quarter/per school

Program Grade(s): All Grades

Program Target Students: 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)

Program Service Type: Health/Nutrition/Fitness

CCSD Schools Served: 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: 2000

How many years has your program been in CCSD schools?: 4

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

How was the need(s) identified?: Our program addresses the needs of healthy relationships, anti-bullying, and teen dating violence awareness. We identified the needs by talking with teachers and students about bullying and teen dating violence.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: We will measure the success by having each student take a pre and a post survey to evaluate their understanding of bullying, teen dating violence, domestic violence, and healthy relationships. This will give us a before and after measuring tool to see what they know and have learned. It will also guide us to know if we need to adjust our lesson plans for the students.

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

<https://drive.google.com/open?id=1nJJQjnQyuCu7lyfimw-PWqWZq-OMvcnC>

Program Budget: \$327,000.00

Funding Source(s): Grants, Donations, Invoicing CCSD, local and state funding

Funding Request(s): \$327,000.00 -

<https://drive.google.com/file/d/1wEGesgifLLjQMTyqsDvRrVlcDuuZsDE2/view>

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33. takingthe1ststep

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

By providing counseling services, presentations and workshops for parents, students, and staff, the importance of mental health will be communicated and it will further show how it affects learning.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Provide therapy and information regarding positive mental health to parents, staff, and students.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Oftentimes, the people who need therapy the most can't afford it. Additionally, children of the underrepresented minorities benefit from speaking with someone who looks like them. Furthermore, faculty/staff also need resources and outlets to help cope with the stressor of their jobs and life.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly

Program Frequency: Weekly

Program Grade(s): 6, 7, 8, 9, 10, 11, 12

Program Target Students: Males, Females, Low-Income or Title I Schools, Students with Disabilities, High School Students (Grades 9-12), Middle School Students (Grades 6-8)

Program Service Type: Mental and Behavioral Health

CCSD Schools Served: Baptist Hill Middle-High, Burke High, Camp Road Middle, Charleston County School of the Arts, Daniel Jenkins Academy, Deer Park Middle, Jerry Zucker Middle School of Science, Military Magnet Academy, Morningside Middle, North Charleston High, Northwoods Middle, R.B. Stall High, Septima P. Clark Corporate Academy, Simmons-Pinckney Middle, St. John's High, West Ashley High, Charleston Charter for Math and Science, Greg Mathis Charter High School, James Island Charter HS

Students Served: 50-100

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Mental and Behavioral Health

How was the need(s) identified?: Past history of working in the schools

Student Impact: Experiences with students in CCSD

How will you measure the success of your proposal if implemented?: Academics, socio-emotional health, parent evaluation

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

Program Budget: \$8000

Funding Source(s): Fee-for-Service (families/participants pay), Invoicing a Third-Party (e.g., Medicaid)

Funding Request(s): \$18,750

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34. Fresh Future Farm

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

"Families and educators in North Charleston Title I schools will have access to fresh and healthy produce, meals and snacks - all served with their input and with dignity. Students will use real world education to learn where our food comes from, how to grow it and how to prepare it as they incorporate music, art, cooking and fire safety into daily fun.

Educators will engage in culturally relevant practices that merge agriculture and school subject matter and content standards.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

"Fresh Future Farm will utilize grant funds to strengthen and expand a farm-to-school program with families and educators at neighboring Title One Schools: Liberty Hill, Chicora Elementary and Military Magnet.

What is farm to school?

According to farmtoschool.org, "farm to school enriches the connection communities have with fresh, healthy food and local food producers by changing food purchasing and education practices at schools. Students gain access to healthy, local foods as well as education opportunities such as school gardens, cooking lessons and farm field trips."

Since Fresh Future Farm already has a partnership with CCSD to support Chicora Elementary School's farm-to-school program, we would like to use the new grant funds to support additional schools where we are fostering new partnerships; Military Magnet and Liberty Hill.

The program will consist of three important components:

An afterschool program for 15 families with children ages 9-12

Professional learning for teachers

Quarterly school-wide farm education events

Component #1: Afterschool program

During a weekly afterschool program, children and families will learn about:

what we grow at the farm and what we do with it.

specific farm produce (mushrooms, rice, sugarcane, leafy greens, chamomile, etc.) to teach science and social studies lessons. These lessons will include historic and cultural contexts including geographic food origins, specific climate and environmental requirements to grow them, their nutritional benefits and how we prepare it to eat.

Given the growing Latinx population at these schools, lessons will also incorporate cultural traditions related to various Latin countries.

the benefits of spending time outside to support our mental and emotional needs.

To accommodate weather conditions and school schedules, the program will run for approximately 10-12 weeks in the fall and again in the spring at Fresh Future Farm. The goal will be to recruit five families from each of the three schools who can commit to either the fall or spring session or both. Families with children ages 9-12 will be targeted as this is a critical age for supporting learning loss and learning engagement. Their siblings will be welcome to attend. Families will receive produce and grocery items to encourage the transfer of knowledge learned at the farm to their homes. Transportation will be offered to improve access to the program.

Component #2: Teacher Professional Learning Series

A total of 10-12 interested teachers of 9-12 year olds, from all three schools, will be invited and compensated to participate in a hands-on interactive professional learning series at the farm, during the summer, to reinforce learning opportunities in the gardens at their schools throughout the year and to support in the recruitment of families to the afterschool program. This professional learning will be led by Our Joyful Learning Community, LLC which guides organizations to create culturally inclusive nature programs for families and communities.

The professional learning series will include:

A 2-day interactive learning institute at the farm to learn from and integrate outdoor educational activities they can provide to their students through onsite gardens that are aligned with academic, social and emotional goals.

A quarterly in-person, afterschool, professional development opportunity at one of the school's gardens to extend their learning from the institute, ask questions and learn from one another about their progress.

Access to existing and new lesson plans and videos that can be utilized with students.

Component #3: Quarterly School-Wide Farm Education Events

For children, families and educators who are not able to participate in the afterschool program or professional learning series, we would like to offer quarterly opportunities to build awareness about the farm-to-school program and increase family engagement, knowledge of nutrition and community-led food systems.

Quarterly events may include farm tours, workshops with local farmers, or culinary sessions with local chefs, including Germaine Jenkins who is Fresh Future Farm's executive director and a culinary school graduate.

"

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The intended impact on academic, social, emotional and mental health needs are:

Children and families receive critical science and social studies content through farm education that also ties into math and literacy skills from culinary activities they will engage in.

By inviting the entire family to participate and not just the children, our aim is to model accessible and culturally appropriate nutrition for parents, culinary and mental/emotional skills they can explore with their children at home, which will have a lasting positive impact. Research has shown whole family enrichment programs strengthen children's academic and social emotional outcomes unlike interventions with children alone because the parents learn the skills that are modeled in the program and can implement them at home.

Children and families most severely impacted by the pandemic have also experienced more isolation, so the Fresh Future Farm-To-School program also provides opportunities to safely socialize and build relationships with other families in the outdoors.

Given the program will primarily take place outdoors on our urban farm, the emotional and mental health benefits are tremendous. According to the Children and Nature Network, numerous research studies have shown that regular time outdoors has a positive impact on the healthy development of children and families. Unfortunately children and families who have been historically excluded and most impacted by the pandemic rarely have the opportunity to engage in outdoor education programs.

Additionally, instead of top down decision making, the program's strength is also bottom up access and control for students and families within a community-led food system. Children and families will be asked what they enjoy eating so the curriculum is developed around their interests and relevant to their daily lives.

Measures of Program Success include:

The recruitment, retention and regular participation of 15 families each semester

Improved social and emotional outcomes of children and families

Improved nutritional knowledge and practices

Improved academic knowledge of families and educators related to farm education

Evidence of outcomes will be documented by an evaluator through attendance, photographs, family interviews and focus groups.

Although it would be interesting to look at academic outcomes in the data collected by CCSD standardized tests, this is beyond the scope of the project at this time.

Program Delivery Format: Workshop/Assembly, Field Experience, After-school Programming

Program Frequency: Weekly

Program Grade(s): 4, 5, 6

Program Target Students: Low-Income or Title I Schools, Middle School Students (Grades 6-8), Elementary School Students (Grades K-5), Families

Program Service Type: Health/Nutrition/Fitness

CCSD Schools Served: Chicora Elementary, Liberty Hill Academy, Military Magnet Academy

Students Served: We would aim for a spring session so 15 families but could include siblings.

How many years has your program been in CCSD schools?: 3

What specific student need(s) does this program/service address?: This program addresses learning loss and health/nutritional needs of low income Black and Latinx students.

How was the need(s) identified?: The need was identified based on conversations with staff at each school data showing learning outcomes.

Student Impact: Given this is a new program in CCSD and was implemented during the irregular year of the pandemic, we do not yet have data to show its impact but are excited to see the outcomes documented by the evaluator.

How will you measure the success of your proposal if implemented?: We will measure the success of our proposal based on the improved outcomes related to the areas outlined in the impact section as well as increased interest in the program from other school and community-based programs.

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

Program Budget: \$98,600/year

Funding Source(s): Invoicing CCSD

Funding Request(s): \$98,600/year -

https://drive.google.com/file/d/1HoajpkyeaXrSfD5nYS56Cr_XuwJJsTjo/view

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35. Tri-County Cradle to Career

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

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

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

"

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

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

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

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

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

In addressing the needs of the whole child and family at the neighborhood level, we will hire a community navigator, an AmeriCorps Vista housed at Trident United Way's Eastside Resource Center.

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

To guide the entire initiative, we will hire a project manager to oversee this project. The project manager will be responsible for and will oversee the project launch in coordination with the community center directors, staff, and school system. He/she will coordinate student activity on the Reconstruction platform, be a liaison between TCCC and the community navigator, community centers, and the school district, and will assist in data tracking and documentation.

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

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

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

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

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

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

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

Program Delivery Format: Small Group, After-school Programming, Neighborhood community centers

Program Frequency: Daily (or multiple times every week)

Program Grade(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Program Target Students: Males, Females, Low-Income or Title I Schools, Middle School Students (Grades 6-8), Elementary School Students (Grades K-5)

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: Buist Academy, Charleston Progressive Academy, Chicora Elementary, Mary Ford Early Learning and Family Center, Memminger Elementary, Sanders-Clyde Elementary, Simmons-Pinckney Middle

Students Served: 200

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Needs of low-income students, learning loss, and summer learning and afterschool programs

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

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

How will you measure the success of your proposal if implemented?: Increase in student success academically

Measuring Success: as outlined in the evaluation/impact section, baseline student academic data and digital competency will be assessed by the program manager through a review of student self-reported grades, performance reports from Community Center directors, MAP Reading Fluency, and MAP Growth Assessment, collected three times a year. Students will take a pre- and post-program learning assessment

and family or caregivers will complete a family outlook survey, designed by our program evaluator. A control group will be used to establish a cause-and-effect relationship of the Reconstruction education intervention by isolating the effect of students who participate in the out-of-school-time activities compared to students in the feeder schools who do not participate, as an independent variable. Overall data will be aggregated and analyzed for learning and refinement of the service delivery model. After the first two academic sessions of program operation (Spring and Summer) the attendance records, MAP scores, community center director reports, pre- and post-assessments, and self-reported academic data will be compiled and aggregated to track student progress within the virtual supplemental learning environment. Based on the qualitative feedback data from parents, students, and community center staff, the program delivery model will be refined, where necessary, for continuous improvement.

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

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

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

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

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

https://drive.google.com/open?id=1fqEXCKPoYfUC_pyTaZwW4uvcq9CPdOsf

Program Budget: \$\$2,160,821.00

Funding Source(s): Grants, Donations, Invoicing CCSD

Funding Request(s): \$895,390.00 -

<https://drive.google.com/file/d/17paUCvg2znOPzixCHbhQn-vYD2bqrZx-/view>

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36. Community Resource Center

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

This partnership with CCSD will help both entities to assist students who traditionally fall through the cracks, or that struggle to succeed. Our programs will enhance the student's ability to perform in the classroom as well as in life. This partnership is a collaboration in which the Community Resource Center will be responsible for completing the social work, and meeting the special needs of students, while promoting CCSDs mission of educating the students.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

The Community Resource Center will target six specific areas that include activities to address low-income students, addressing learning loss, mental health services and supports for students, summer learning and after school programs, improving air quality in schools, and educational technology for students. Our programs are strategically designed for the progression of the students. Each program is structured to help students and their families socially, economically, and emotionally. Our goal is to increase intellectual abilities, promote economic responsibility, and promote safe and nurturing environments for overall growth.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

This pandemic has had a severe impact on the students in CCSD, especially the students that attend Title 1 Schools. These students live in underserved poverty-stricken communities, and have been severely impacted by the economic hardship, inaccessible healthcare, and unimaginable circumstances as a result of the pandemic. The Community Resource Center has created programs that directly impact students academically, socially, emotionally, and mentally. Our programs include feeding programs, hygiene programs, after school tutoring, extracurricular activities, therapeutic activities, counseling services, economic outreach programs, and environmental programs. The Community Resource Center has been working diligently before and throughout the pandemic to address the needs of students and their families in these communities.

Program Delivery Format: Our programs will utilize a combination of delivery methods to increase the number of students and families impacted. Each program targets a specific area, and delivery will be determined based on the need of the student.

Program Frequency: Our programs will have a combination of frequencies, we operate daily and each program will have a different frequency based on student need.

Program Grade(s): All Grades

Program Target Students: All Students

Program Service Type: All of the Above and in addition our programs will provide assistance with home life such as groceries, heating and cooling, and utilities

CCSD Schools Served: 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: At least 20,000 students this school year.

How many years has your program been in CCSD schools?: 3

What specific student need(s) does this program/service address?: The Community Resource Center will target six specific areas that include activities to address low-income students, addressing learning loss, mental health services and supports for students, summer learning and after school programs, improving air quality in schools, and educational technology for students. In addition our programs will address hygienic needs, and home life needs like heating, cooling, groceries, and utility assistance.

How was the need(s) identified?: The Center has identified the need for our programs by using federal and local guidelines regarding living wages and identifying all title 1 schools in the CCSD. We have also utilized our records and statistics that have been collected during our food giveaways, hygiene product distribution, toy giveaways, rental and utility assistance programs, and our heating and cooling programs.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: We will measure the success of the programs by continuing to record data that includes the ages of children, family sizes, and home addresses. In addition, we will complete quarterly evaluations to determine any changes in the need for our programs, number of students and families impacted, and student growth. Our school liaisons will communicate w/schools to determine if programs are effectively impacting the performance of students.

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

Program Budget: \$6,000,000.00

Funding Source(s): Grants, Donations

Funding Request(s): - https://drive.google.com/file/d/1qggFtZpNMUYHdIV07RRAB_C6oz03TMCK/view

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37. Reading Partners

❖ **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**

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: 1-on-1, Small Group, Workshop/Assembly, After-school Programming, Summer literacy intervention through schools or district Literacy Camp

Program Frequency: Daily (or multiple times every week)

Program Grade(s): Kindergarten, 1, 2, 3, 4, 5

Program Target Students: Males, Females, Low-Income or Title I Schools, Non-native English Speakers, Elementary School Students (Grades K-5)

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: A.C. Corcoran Elementary, Angel Oak Elementary, Chicora Elementary, E.B. Ellington Elementary, Edith L. Frierson Elementary, Julian Mitchell Elementary, Malcolm C. Hursey Montessori, Mary Ford Early Learning and Family Center, Memminger Elementary, Midland Park Primary, Mt. Zion Elementary, North Charleston Elementary, Pinehurst Elementary, W.B. Goodwin Elementary

Students Served: 1500+ per year in various programs

How many years has your program been in CCSD schools?: 9

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.

How was the need(s) identified?: 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. Students in need of Tier 2 literacy intervention based on school identification

Student Impact: An independent evaluation (research study) has found our program to have a STRONG impact

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:

<https://drive.google.com/open?id=1dRQG6zbWIDFQDYZTDf6lPY-Je3FZaa5u>

Program Budget: ~1,600,000 per year

Funding Source(s): Grants, Donations, Invoicing CCSD, 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): 450,000 per year (14 school based tutoring and family engagement programs and summer Read to Succeed Literacy Camp) -

<https://drive.google.com/file/d/1KaVOoe-1Wu0nDG-aPisseF0TTsHSqD87/view>

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38. Big Brothers Big Sisters of the Lowcountry: BIG Beyond Scholar Program

❖ VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:

"WHY A CCSD BIG BEYOND PARTNERSHIP?"

Big Brothers Big Sisters of the Lowcountry (BBBSL) respectfully requests an opportunity to build a funding partnership with the Charleston County School District (CCSD) to support our innovative BIG Beyond Scholar Program—three-year curriculum guided one-to-one e-mentoring program designed to prepare high-potential, under-performing African American students for life beyond high school graduation. The BIG Beyond Scholar Program seeks to empower African American youth by presenting them with opportunities for career and college exploration and skill acquisition, enhancing their support system, and increasing their social capital through professionally supported, one-to-one mentorship.

Building on our evidence-based Community-Based Mentoring Program, BBBSL's BIG Beyond Scholar Program launched this fall at James Island Charter High School (JICHHS). BBBSL selected JICHHS because it had a strong Equity & Access Committee with an articulated goal to strive for equicentricity through daily impact to secure sustaining outcomes. Further, many of the youth participating in the program have historic roots in James Island communities that have not enjoyed the fruits of our region's economic success.

Importantly, the BIG Beyond Scholar Program curriculum advances JICHHS advisory program goals including team building, academic check-ins, goal-setting, social emotional learning, service-learning projects, and school spirit. As part of the partnership, JICHHS has provided in-kind support as follows: scheduling support, dedicated BIG Beyond faculty advisors for each class of scholars, guidance coordination, staff coordination, in-kind provision of space and technology, etc. By year three, there will be three classes of BIG Beyond Scholars serving 75-90 youth annually.

Given the established BIG Beyond research project currently underway with CCSD, BBBSL has a plan to evaluate the efficacy of the program with an eye toward strong replication possibility in other CCSD high schools. It is important to note that no district or school funds have yet to be allocated to the program and that to date, BBBSL has exclusively underwritten costs.

We believe a deepened partnership with the CCSD will prove win-win, as we share a common commitment to bridging the opportunity gap for high potential, under-resourced youth and building a diverse workforce. Our Scholars deserve every opportunity to engage successfully in our growing economy.

Working together with the CCSD, our vision and outcome is for The BIG Beyond Scholars Program to be considered as part of the CCSDs diverse and expanding portfolio of options and specialized programs offered through neighborhood, magnet, IB (international baccalaureate), Montessori, and charter schools. In partnership with the CCSD, BBBSL would promote the CCSDs vision as a premier school system in which:

- Every child is supported in and out of school through BBBSLs gold standard, professionally supported one-to-one e-mentoring program
- Every child succeeds academically with the support network of BBBSL professional staff, school guidance counselors, and students' parents/guardians

- Every child will graduate from high school prepared for employment through The BIG Beyond Program's digital/e-mentoring curriculum focused on academic guidance, college and career preparation, and workforce development through a six-week paid internship or summer youth employment
- Every student is valued and respected with the opportunity to learn every day with the support of a qualified, caring adult BIG Beyond mentor who will support them over the three-year span between the Scholar's sophomore year and high school graduation.

HOW IS THE BIG BEYOND DIFFERENT FROM OTHER NATIONAL BBBS PROGRAMS?

When surveying peer BBBS organizations across the nation focused on high school mentoring and/or workforce development, BBBSL identified a number of factors important to the design of the BIG Beyond:

- Very few programs involved e-mentoring; rather they required volunteers to travel to the school
- during the workday
- No programs married e-mentoring with a three-year curriculum
- No programs were year-round
- No schools rearranged their advisory schedule to accommodate the program
- No programs asked for a three-year participation commitment
- Most school-based programs did not include HIGH parental engagement
- No school-based programs worked to integrate or design their curriculums with the school's curriculum
- Very few programs included a data-sharing agreement or research project with the school district
- Very few programs designed volunteer credentialing to make it possible for out-of-school contact (e.g., future college campus visits, etc.)
- Very few programs include paid internship, summer youth employment, or apprenticeship placements

WHY MENTORING & e-MENTORING IN PARTICULAR?

All BIG Beyond Scholars participate in a structured, curriculum-guided e-mentoring program while also gaining from the consistent presence of a caring adult mentor who will support them on a structured path to positive development. While research has proven the efficacy of mentoring as a child resilience and social capital building activity for decades, traditional mentoring programs for teens struggle as they begin focusing on their own social activities and limit their afterschool and weekend interactions with adults. As such, structured career and college-preparatory mentoring programs for teens that take place during school hours, are overseen by school and BBBSL staff, use technology, and involve goal attainment promise new efficacy. As such, providing older youth access to structured e-mentoring experiences is a priority for our organization.

Supporting Research:

- Schwartz, Rhodes, and Herrera (2012) found that academically vulnerable youth derived significant academic benefits from mentoring in programs that met after school or during lunch.
- Weiss, et. al (2019) found that the relationship between the mentor and student served as a conduit for meaningful educational experiences and increased accountability, which was possible because the program was able to operate as part of the school day but without the typical demands of teachers and other school personnel.
- Lyons, McQuillin, and Henderson conducted a study (2019) with similar parameters to the BIG Beyond Scholar Program. Their data set consisted of 26 covariates and was collected twice-annually from surveys with Likert-scale indicators. BBBSL has 26 covariates, which are not identical to the referenced study, but include demographic characteristics (i.e., age and free/reduced lunch status),

academic performance at baseline, and baseline behavior performance. Mentors met on a one-to-one basis with students, averaging 4.84 hours/month (where BIG Beyond Big Beyond Scholar Pilot requires a minimum of 2.54 hours/month plus quarterly in-person activities). Mentors also received training from community organizations just, as BIG Beyond Scholar mentors will. Mentees who reported a high-quality relationship and who had mentors that regularly engaged in goal setting or feedback were estimated to have the greatest treatment effects compared to those who did not -- this finding will drive the curriculum design for all three years of the pilot experience.

- In addition to the benefits outlined below, the BIG Beyond Scholar Pilot stands to have considerable impacts for society. In 2015, The Boston Consulting Group conducted a Social Return on Investment study to assess the economic benefit of BBBS programs by comparing the outcomes of children who participated in community 1-to-1 programs with those that did not. They found the following benefits associated with participating in the mentoring program. Participants:

- Were 17% more likely to be employed
- Made 13% higher earnings
- Earned \$315,000 more income throughout their lifetime
- Experienced greater post-secondary success
- Held more senior leadership positions
- Reported stronger financial literacy
- Pursued a healthy lifestyle more frequently
- Felt more confident and were happier
- Reported strong social networks

The study also concluded that every \$1 invested in mentoring by BBBS returned \$18 to society, and among economically disadvantaged groups, the \$1 invested in mentoring returned \$23 to society (increased taxes and spending from higher income and increased volunteering and donations). While the focus of BIG Beyond Scholar Pilot is student success, the social return on investment is an added benefit.

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❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**
"BIG BEYOND SCHOLARS AND PROGRAM

In partnership with James Island Charter High School (JICHS) for the launch of the first three years for The BIG Beyond Program, BBBSL professionals will work with JICHS staff, parents/guardians, and caring, compatible mentors to form a coherent team aimed at empowering 25-30 high potential, under-performing African American Scholars attending JICHS to feel prepared for and to participate equitably and successfully in the economy. By year three, the program will serve 75-90 Scholars at JICHS annually.

In order to pair our BIG Beyond Scholars with qualified, compatible mentors, BBBSL professional staff use comprehensive and robust qualifications-based screening practices to identify and enroll mentors who are culturally humble and open to recognizing and helping youth recognize their innate strengths and potential. Prospective mentors are interviewed by trained staff to gain a sense of their psychosocial history, lived experiences, educational attainment, religion, race/ethnicity, sexuality, personality, interests, among other factors. With safety and wellbeing as priorities, volunteers also consent to comprehensive background and reference checks. That said, prospective mentors are not required to have pristine records; even adverse experiences can become growth opportunities that become assets to a mentoring relationship.

To understand the unique needs of each Scholar, BBBSL meets with every prospective Scholar and their family (together and individually) for 60-90 minutes to conduct a comprehensive interview with an eye to identifying the Scholars assets, lived experience, home life, personality, preferences in a mentor, and hopes for the future. Both parent/guardian and the Scholar must agree to participation and program requirements including quarterly in-person gatherings with the parent/guardian, mentor, and Scholar. Lastly, Scholars and parents/guardians have “final say” on whether or not to accept the mentor proposed to them by BBBSL. Each BIG Beyond mentor commits to engaging with their mentee/Scholar twice monthly via Zoom for 75 minutes over the three-year span between the Scholar’s sophomore and graduation. Additionally, the mentor agrees to participating in-person quarterly match activities involving the mentee and their family. Mentors also commit to completing all required and ongoing training throughout the three-year period.

WORKFORCE PREPARATION THROUGH INTERNSHIPS/APPRENTICESHIPS/SUMMER YOUTH EMPLOYMENT

Outside of academic guidance, college, and career preparation—and one-to-one mentoring relationships with caring, trustworthy adults—the core incentive of the BIG Beyond Scholar Program is to build workforce preparation through a six-week paid internship or summer youth employment that will take place in the summer prior to the enrolled students’ scholars’ 12th senior grade year. This opportunity exposes Scholars to the workforce, encouraging development of professional skills, and building their professional and social networks.

CURRICULUM TO EMPOWER SCHOLARS FOR SUCCESS

In partnership with JICHS, BBBSL will conduct curriculum-guided digital/e-mentoring sessions via Zoom on school-issued Chromebooks using school wireless throughout the school year. While youth will have access to Chromebooks over the summer, BBBSL is generating a wireless “solve” during the summer as the program is year-round.

Working with BBBSL professional staff, JICHS school guidance counselors, and parent/guardians, scholars will develop an Enhanced Individual Graduation Plan (E-IGP). While school guidance counselors are solely responsible for ensuring each student has a traditional IGP, they are often responsible for more than 300 students at one time, which makes it challenging to provide consistent, one-on-one guidance for students.

Informing both the mentoring sessions and the EIGP, the curriculum will focus on the following core curriculum elements. In “off weeks,” the BIG Beyond school advisor and BBBSL’s College & Career Readiness Coordinator will work together to reinforce concepts and work with BBBSL staff to prepare youth for upcoming units. Further, BBBSL staff will outfit mentors with session guides designed to prepare them for mentoring sessions. Curriculum elements include:

MY SELF:

- Growth Mindset – distinguishing a growth mindset, resilience in the face of obstacles, and creating a plan to cultivate the growth mindset
- Self-Care – developing a routine to meet basic needs, setting personal boundaries, and creating a plan to cultivate joy and self-esteem
- Balance – understanding how the nervous system works, preventing distractions and potential negative triggers, and managing intense emotions when overwhelmed
- Service & Leadership Development – identifying service or personal development goals; developing a plan to achieve them

My EDUCATION:

- Public Speaking – giving a brief presentation on a topic of interest without referring to notecards

- Academic Excellence – improving overall GPA, making honor roll for more than one semester
- Academic Rigor – staying focused on core classes, completing assignments, and passing at an honors level, AP, IB, or Dual Credit Course

My MONEY:

- Financial Literacy - distinguishing between spending money on ""wants"" versus ""needs,"" learning how to build and maintain good credit, and understanding how to apply for and pay off a loan
- Financial Management - opening and managing transactions from a personal bank account, saving money to make purchases for lifestyle expenses and goals, and balancing a budget based on anticipated lifestyle and job income
- Educational Finance - understanding the differences between grants, scholarships, and federal work study programs; applying for grants, scholarships and/or federal work-study programs to offset tuition; and learning what the FAFSA is and how to apply

My FUTURE EDUCATION:

- College & Credential Readiness – understanding the education is always ongoing; identifying whether college is the best choice or whether other credentials are desired; identifying a desired educational focus, developing a plan to take standardized tests, and completing and submitting exceptional applications

MY CAREER:

- Career Readiness – identifying potential careers based on talents and interests, creating/updating a resume, and demonstrating interview skills
- Youth Employment – identifying local businesses for an internship, employment, apprenticeship placement; applying for and completing a six-week+ term of service; and identifying opportunities for networking
- Workplace Etiquette – showing up on time and staying organized, demonstrating professional attire in the workplace setting, and showing workplace critical skills like problem-solving and a willingness to help others

Administration of this curriculum will require using mixed methods including:

- Guest presenters from local companies and partner organizations
- Outside trainers/experts
- Written and virtual materials

In the spirit of continuous quality improvement, BBBSL will administer point-in-time quick poll surveys to determine how well received curricular elements are being received and delivered.

MAKING A DIFFERENCE

Over the three years, we will work with JICHS staff, parents/guardians, mentors, and Scholars to support and track the progress and outcomes of each Scholar to ensure each one is receiving the individualized support and guidance necessary to empower them to feel prepared for and to participate successfully in the economy post-graduation.

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❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

To ensure that the critical academic, social, emotional, and mental health needs of our BIG Beyond Scholars are met, a funding partnership with the CCSD would directly support BBBSL's capacity to conduct thorough and comprehensive interviews with youth, families, and mentors, in order to pair youth with mentors who provide them the emotional/social support, attention, and guidance necessary to support strong scholastic achievement, healthy peer/family relationships, avoidance of risky behaviors (delinquency, drug use, etc.), and strong self-confidence.

Despite the challenges of the pandemic, BBBSLs traditional mentoring relationships remain strong through consistent professional support, lasting on average 3+ years for relationships that cross the 1-year mark and our mentoring program supports youth overcome both everyday and pandemic related-challenges:

- 92% are confident they will graduate high school
- 99% did well in school
- 92% avoided detention/suspension
- 81% could manage their feelings
- 98% considered their relationship with their Big very important

Based on positive outcomes our youth achieve in our traditional mentoring relationships, we anticipate Scholars in the BIG Beyond will achieve similar or improved outcomes.

BBBSL will also administer a BIG Beyond Supplemental survey to assess Scholars' attitudes on the following: how the mentoring relationship supports Scholar's planning for future success; career interests, readiness, and preparation; financial literacy; and post-secondary education interests, readiness, and preparation. Beyond quantitative measurement of our Scholar's progress, BBBSL staff will administer point-in-time polling to understand how curriculum and knowledge acquisition is on track. Scholars will also attend annual Individual Graduation Plan meetings to assess/evaluate progress on courses and credits needed to pass to the next grade level and required for eventual graduation. Mentors will be extended an invitation to participate in these meetings as well.

In summary a funding partnership with the CCSD would support the following activities to meet the academic, social, emotional, and mental health needs of our Scholars:

- Volunteer recruitment presentations across the Tri-County region (businesses, civic groups, etc.)
- Volunteer interviews to identify the most compatible mentors to support our BIG Beyond scholars (90+ minutes each)
- Volunteer reference checks (personal, professional, and therapeutic)
- Family interviews to understand the social/emotional and mental health needs of our Scholars (90+ minutes each)
- Volunteer training (pre-match and ongoing throughout the year)
- Family training
- Match-making meetings
- Monthly (for matches under 12 month) and quarterly (for matches older than 12 months) professional match support coaching calls between staff and mentors, staff and parents/guardians, staff and Scholars
- Survey administration to Scholars, families, and volunteers
- On-call support for ALL participants

Program Delivery Format: 1-on-1, Workplace Student Internship/Apprenticeship

Program Frequency: Bi-weekly year round

Program Grade(s): 10, 11, 12

Program Target Students: Males, Females, Low-Income or Title I Schools, High School Students (Grades 9-12)

Program Service Type: College & Career Readiness

CCSD Schools Served: James Island Charter High School

Students Served: 25-30

How many years has your program been in CCSD schools?: 0 – We are currently undergoing our pilot year.

What specific student need(s) does this program/service address?: BIG potential lies within every child, and thousands of children in our community can benefit from an additional caring role model. According to the latest Tri-County Cradle to Career (2019) report, just 49% of 3rd graders and 28% of African American children read at level by the end of 3rd grade. And while 85% of high school students graduate on time, only 65% feel career-ready and 42% feel college ready. Throughout all our programs, most of our mentees will have experienced the negative impacts of poverty, systemic racism, geographic isolation, under-resourced communities, and adverse childhood experiences. A majority of our high-potential mentees have unfortunately experienced adverse childhood experiences, including exposure to physical/sexual/emotional abuse or neglect, domestic violence, substance abuse in the home, etc. More than 90% are on free or reduced-price lunch, and 5-10% are in foster care. While there are barriers to life equity and access to opportunity for thousands of children in our community, we can level the playing field by providing children facing adversity access to a caring and qualified adult mentor that helps them to ignite their innate potential. Mentees/Scholars in the BIG Beyond Program, however, are identified by the administration of James Island Charter High School (JICHS). Called within JICHS their “stealth students,” BIG Beyond Scholars test high on standardized tests, underperform in school, and are on free- or reduced-cost lunch. A full 100% of the youth served by this program identify as African American and/or Black and are most often from homes without college graduates. Many may also have faced the bias resulting from lower expectations for students of color (Mitchell & Jaeger, 2018). Further, many will also have experienced adverse childhood experiences that can compromise a young person’s ability to thrive academically. Despite the barriers they have already faced and will face, we believe our Scholars CHOCK FULL of potential and deserve EVERY opportunity to succeed in life and participate fully in our growing economy. In each year of the program, BBBSL will enroll 25-30 JICHS sophomore Scholars into the BIG Beyond cohort. By year three of the program, the BIG Beyond will serve 75-90 youth annually. Altogether, the BIG Beyond Scholar Program aims to be part of a multipronged endeavor to promote racial and economic justice. Our comprehensive team approach of parent/guardian, mentor, BBBSL professional staff, JICHS school guidance counselor/advisor, and dozens of corporate partners across the Charleston/Tri-County area assist our Scholars as they build resiliency, obtain academic achievement, and increase their social capital. In addition to the protective factors of mentorship, our program aims to support African American Scholars with a robust Individual Graduation Plan, to fill the environmental education inequities and experience gaps, and to engage with our corporate partners to invite Scholars into their workplace. Ultimately, this critical educational and occupational support and expanded network sets our Scholars up to successfully join the workforce, enlist in the military, or pursue post-secondary education—all key to equipping our Scholars to overcome poverty and begin building generational wealth within their communities.

How was the need(s) identified?: Studies show that there remains a long-standing achievement gap between students of color and their white peers. The Nation's Report Card is a longitudinal study aimed at cataloging the gap since the early 1990s. In 1992, African American fourth graders' average math scores were 31 points below their white peers in South Carolina, and their reading scores were about 27 points lower (Gilreath, 2020). In 2019, this gap barely closed, with African American students scoring 29 points lower in math and 31 points lower in reading. In Charleston, African American residents are less likely to graduate from high school, obtain an associate degree, or complete a four-year education ("The State of Racial Disparities in Charleston County, South Carolina 2000-2015," 2017). The pandemic has exacerbated this problem. Studies show children from low-income households and communities of color are disproportionately impacted negatively by COVID-19, with income and job loss due to the pandemic being significantly higher among families of color. Family instability and sustained poverty can negatively affect children's social-emotional, cognitive, and academic outcomes, making it more likely for them to drop out of high-school and experience poverty as adults. With the closing of schools and rapid transition to online learning, 82% of South Carolina households with children reported the pandemic negatively impacted their child's education and 65% of households reported the biggest challenge was using online resources (Children's Trust of SC, 2021). Adding to this, in South Carolina, there are hundreds of families who do not have reliable access to the internet. A recent study revealed that "...African American and Hispanic Households [are] 1.3 to 1.4 times as likely as white households to experience limited accessibility. Low-income households are most impacted by digital unavailability, with more than 2 in 5 having only limited access to a computer or the internet" (McDonald, 2020). While it is not fair that our youth should have to overcome such adversity, our BIG Beyond Scholar Program is designed to equip them with the skills of workforce preparedness, improved scholastic outcomes, stronger relationships, and greater self-confidence to enable them to excel in their future.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: "We begin by administering a baseline survey at the start of Scholars' sophomore year. Each Scholar will then be evaluated through the following instruments and frequency:

Youth Outcome Survey (YOS) – The YOS assesses the quality of our programs and tracks the following outcomes: scholastic competency, educational expectations, social acceptance, parental trust, and attitudes toward high-risk behavior. We will administer the survey before the match relationship begins to establish baseline. Follow-up surveys are conducted throughout the lifecycle of the relationship.

Strength of Relationship (SOR) – The SOR measures levels of emotional attachment, satisfaction, and connection between the mentor and Scholar. This tool is used to track match progress throughout the program and informs BBBSL staff's recommendations and guidance for maintaining optimal match relationship.

BIG Beyond Scholar Program Supplemental Survey (BBSPSS) – This tool is specifically designed for the BIG Beyond Program to assess Scholars' attitudes following 30 days after program enrollment on the following: how the mentoring relationship supports Scholar's planning for future success; career interests, readiness, and preparation; financial literacy; and post-secondary education interests, readiness, and preparation.

We will track progress on the following 22 outcomes that measure the change in knowledge acquisition and achievement and attitudinal metrics:

Knowledge Acquisition & Achievement: Grades, attendance, Individual Graduation Plan progress, standardized test scores, internship completion, financial literacy, workforce preparation, FAFSA completion, awards, post-graduation status, PGP progress

Attitudinal Metrics: Academic engagement; goal-setting; connectedness with mentor, caregivers and other family members, friends, classmates and peers, teachers, coaches and other adults; intrapersonal conflict management and social skills; increase in prosocial behaviors and reduction in antisocial behaviors; disciplinary record; juvenile justice contact.

In year one the BIG Beyond Scholar Program, we will establish a baseline profile of our Scholars from all collected data described and create targets in year two and three. In the culmination of year three, we will have benchmarks for the full three-year program. Through consistent evidence-based measurement, as our BIG Beyond Scholars progress through the three-year program, we anticipate their rate of knowledge and attitudinal changes will positively increase. Beyond quantitative measurement of our Scholar's progress, BBBSL staff will administer point-in-time polling to understand how curriculum and knowledge acquisition is on track. Scholars will also attend annual Individual Graduation Plan meetings to assess/evaluate progress on courses and credits needed to pass to the next grade level and required for eventual graduation. Mentors will be extended an invitation to participate in these meetings as well.

[If you would like to share recent outcomes data, please upload a very brief executive summary:](#)

<https://drive.google.com/open?id=14GiF5qgCS8I5cCIanDP2HjMeHiYxcnjD>

Program Budget: \$130,786 for FY21-22. The three-year program cost is approximately \$450,000

Funding Source(s): Grants, Donations

Funding Request(s): \$25,000 a year for three years, totaling \$75,000 -

<https://drive.google.com/file/d/15ijWKmUOdN1s98ZRqkGyZN70GmpsNpa8/view>

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39. The Navigation Center

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

A year and a half into the pandemic, the social-emotional, economic, and health crisis for low-income families is far from over. The Navigation Center is a care coordination center providing a hub of accessible, connected, and quality resources for individuals and families in Charleston experiencing or at risk of experiencing homelessness. We would like to strengthen our partnership with CCSD to ensure that families with children in school have what they need to find secure, stable housing – creating stability as a family and helping students to focus on learning. Through ESSER funding, we would like to work with families in poverty with wraparound services to empower parents to encourage their children to stay in school and help break the cycle of poverty. This work has become even more critical because of the pandemic -- families already struggling faced incredible barriers with the loss of jobs, lack of childcare, and more. The Navigation Center offers one-on-one case management for families at risk of homelessness so that we can meet the needs of their family as a whole and each individual member of the family either through our supportive case management or by referring to local resources and services. CCSD already refers students and families to The Navigation Center when they are facing housing instability; with ESSER funding we can increase our level of support for families at risk and ensure that parents have what they need to keep their children in school and promote the second generation to build a brighter future.

❖ **MISSION: DESCRIBE WHAT YOU’LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

The Navigation Center’s mission is to serve as a coalition of service providers and partner organizations working together to provide accessible resources for families experiencing or at risk of experiencing homelessness. We leverage partnerships with more than 30 nonprofit providers in the Lowcountry through a model that connects families in crisis with housing, transportation, health and wellness care, and more. The Navigation Center works with CCSD, Communities in Schools, and other referring organizations to step in when a family needs holistic, comprehensive services to prevent homelessness or access housing if they are already facing homelessness. We staff a team of Care Navigators who provide holistic case management and work closely with partnering organizations to ensure that families don’t fall through the cracks and have the necessary long-term and consistent support and guidance to be successful as they navigate their way to permanent stable housing and self-sufficiency. One of the primary roles of Care Navigators is to provide housing support to get families into housing as quickly as possible, and helping them to stay in housing once they get there. They provide this support through housing search and placement services, landlord-tenant mediation, and long-term case management. We offer prevention services, including diversions, rental assistance, and utility assistance. Most often, we assist clients to fill out applications for funding from partner agencies, but at times we cover the cost of overdue bills; this prevents evictions and thus reduces homelessness. We also execute diversions: securing housing for families immediately after they lose lodging so that they never experience homelessness. For families, this often means paying for several weeks of a hotel while we find more permanent accommodations. With this request, we will provide these housing and wraparound services for families of students in CCSD and implement activities that meet the unique needs of students as they recover from the COVID-19 pandemic.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

At the lowest unemployment point in April 2020, more than 40% of people in Charleston County making less than \$27,000 had lost their jobs (Post and Courier) and although much of that has rebounded, even short-term job loss can be devastating for economically-disadvantaged families. The Navigation Center saw a steep increase in requests for help starting in March 2020, with a 30% increase of families needing services and the leadership team at CCSD reaching out to assist families with children in school to locate temporary housing and share community resources. Our services

meet the complex, overlapping needs of families experiencing homelessness by connecting them with a wide network of services and offering one-on-one support as they navigate each step. We address immediate and ongoing needs and build a foundation of support and resources to improve economic and social well-being and contribute to mental well-being and academic progress for students.

Program Delivery Format: 1-on-1, After-school Programming

Program Frequency: Bi-weekly (every two weeks)

Program Grade(s): All Grades

Program Target Students: Low-Income or Title I Schools

Program Service Type: Aca Human needs - homelessness services

CCSD Schools Served: Chicora Elementary, Julian Mitchell Elementary, Morningside Middle, R.B. Stall High

Students Served: 200

How many years has your program been in CCSD schools?: 2

What specific student need(s) does this program/service address?: The Navigation Center's programming addresses the needs of students and families who are experiencing homelessness, or who are at risk of experiencing homelessness. Our services relate to the first priority of the ESSER III activities (specifically meeting the needs of low-income students and students experiencing homelessness) and the fourth priority to provide mental health services and support for students. The Navigation Center's holistic case management links students and families to services that meet their unique needs, in addition to housing support, that improves student well-being and social-emotional health.

How was the need(s) identified?: School staff – including teachers, administrators, counselors, and on-site nonprofit partners like Communities in Schools – identify students whose families are at risk of experiencing homelessness or are currently homeless and refer them to The Navigation Center. After referral, our social workers sit down with each family to identify their full set of needs and goals and create a plan to move them to stability.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: If this partnership proposal is successful, we will measure the success of our program by the number of student families we are able to connect to permanent, supportive housing. We also measure success by families meeting the goals they set for themselves during initial intake meetings where a Care Navigator helps identify challenges and make a plan to move to stability. This may include parents receiving their GED, children reducing behavioral issues at school, improved school attendance, or more.

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

Program Budget: \$360,000

Funding Source(s): Grants, Invoicing CCSD

Funding Request(s): \$120,000/year -

<https://drive.google.com/file/d/1oNfWObNaml3p2CKrtyUaUDHwl1VrMVix/view>

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40. Charleston Gaillard Center

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

One of the core tenants of the Charleston Gaillard Center is our Education and Community Program which provides high-quality arts education to students in the Charleston, Dorchester and Berkeley county school districts of South Carolina. We reach over 20,000 students in grades k-12 annually with programs on and off the Gaillard campus. Over 72% of the audience for our Education and Community Program activities are students from Title One schools. To date, our on-site educational activities have been primarily attended by elementary school students due to the curriculum pressures felt at the Middle and High School levels. In the next phase of growth for our Education and Community Program, we will introduce a new pilot program, Arts-Integrated Literacy with the Gaillard, which will serve the downtown peninsula area or Charleston County School District 20 and expand upon the educational offerings that we bring to Middle and High School aged students. Our pilot program will provide high-quality in-class arts-integrated workshops that teach directly to state standards to maximize the time spent teaching curriculum and the rate of retention. To further enhance our program, the Gaillard Center will expand access to the high-caliber artists that we host at the Center.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

The Charleston Gaillard Center presents Arts-Integrated Literacy with the Gaillard, an ELA remedial learning program for Middle School students. Students will be invited to participate in a year-long workshop series that will explore the structural elements of literature through the lens of an art form (Theater, Music, Visual Arts and Dance). Arts-Integrated Literacy with the Gaillard will meet the needs of educators while enhancing the resources available to the students.

Each quarter of the school year, students will receive four in-class workshops led by a teaching artist who specializes in either Theater, Music, Visual Arts, or Dance (16 workshops over the course of the school year). Lesson plans taught during the workshops will teach a classic text chosen in concert with the school and the Gaillard Center's on-staff teachers. Students will explore the text through hands-on and participatory lessons designed to teach to all learning styles and make the texts relatable to students in the 21st-century classroom. Teaching artists will develop their lesson plans using their specific art-form - for example, for the quarter focused on theater, students may learn how to write a script based around themes of the text, for the quarter focused on dance, they will learn how a choreographer might interpret the same themes through choreographic work.

The workshops will be enhanced by one field trip per quarter to the Charleston Gaillard Center for a live performance or event that correlates to the art discipline that the students have been using to exploring. On these field trips, students can expect to experience performers such as the highly acclaimed classical to hip-hop crossover duo, Black Violin; Emmy-award nominee, Dance Theatre of Harlem; and the world-renowned Alvin Ailey American Dance Theater, among others of this caliber.

By the end of the school year, the students will have participated in a total of 16 workshops and attended four performances at the Charleston Gaillard Center all to further enhance learning retention and comprehension of ELA standards and excite students about a new way of learning through the arts. Lesson plans taught within the workshops will teach to the South Carolina state education standards. Our program will reach an estimated 663 students in attendance at James Simons, Simmons-Pinckney, Charleston Development Academy and Charleston Charter School of Math and Science.

Arts-Integrated Literacy with the Gaillard will cost the Charleston Gaillard Center \$383,534 over the next three years, for a per-student cost of about \$10 per workshop or performance. We are requesting

\$100,000 per year for the next three years from Charleston County School District to offset the costs of this program which we are providing to their students.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Through Arts-Integrated Literacy with the Gaillard, we intend to increase and remediate reading comprehension and literacy skills and develop confidence in students' creative instincts. Our program is designed to make literature understandable and accessible for students in Title One Middle Schools who continue to be affected by the pandemic through virtual learning and other health safety protocols which have made hands-on activities and learning impossible. Our program will provide books to each student as well as deliver lesson plans that are accommodating to all learning styles. Our on-staff teachers have years of experience with creating and teaching lesson plans that truly “stick” for students by tying the curriculum to relatable art forms for the students to think through and enjoy. Short pre- and post-lesson assessments will be administered to students at the beginning and end of each workshop in order to measure comprehension and learning retention. This data will be used to refine and advance our lesson plans as we continue to implement the program and eventually scale the program to serve more students in middle and high schools.

Program Delivery Format: Whole Class, Workshop/Assembly, Field Experience

Program Frequency: 4 times per quarter

Program Grade(s): 6, 7, 8

Program Target Students: All Students, Low-Income or Title I Schools, Middle School Students (Grades 6-8)

Program Service Type: Arts-integrated Academic Enrichment (Reading/ELA)

CCSD Schools Served: Arts-integrated Academic Enrichment (Reading/ELA)

Students Served: 663

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Addressing learning loss in ELA for Title One students

How was the need(s) identified?: This need was identified through conversations about the need to between the Gaillard Center’s on-staff, certified teacher, Sterling deVries and CCSD classroom teachers who have witnessed the impact of the pandemic on their students. Our contacts within the CCSD teacher community have included Denisse Santos, Visual and Performing Arts Coordinator and Sarah Hall, Instruction Specialist for High School among several others. **Student Impact:** Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: We will measure success qualitatively through direct feedback from all classroom teachers of the students that we serve, and quantitatively through pre- and post- lesson assessments that measure student comprehension of the curriculum taught during each workshop. Teacher feedback will be collected via emailed surveys following each school year quarter. Short pre- and post-lesson assessments will be administered to students at the beginning and end of each workshop in order to measure growth, comprehension, and learning retention.

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

Program Budget: \$383,534 total over three years

Funding Source(s): Grants, Donations, Invoicing CCSD, This program will become a part of the Gaillard Center's Education and Community Impact Program which is included in the organization's overall annual budget and subsidized by our earned income.

Funding Request(s): \$100,000 per year for the next three years -
<https://drive.google.com/file/d/16tqmFafjKLHQs2RoC8YgEHHzuzEQ3UHS/view>

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41. The Green Heart Project: Farm to School & Youth Internship Programs

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

The Green Heart Project seeks to positively impact the education and health narratives of students and families in the Charleston County School District through hands-on school garden and experiential learning programs. Our programs take place in-school, after-school and over the summer in partnership with schools and community groups, and span age groups from pre-K to 12th grade. Beginning in pre-K, our Farm to School programs introduce students to the source of their food and build connections between students and the natural world. By elementary and middle school, students learn science, health, and environmental curricula in an outdoor garden setting, and acquire knowledge and skills in nutrition and culinary arts. In high school, students are employed in a paid summer internship program, working alongside Green Heart staff to build career skills, develop their character, and prepare for their futures. We continually build opportunities for youth to return to our organization year after year, taking on increased responsibilities and layers of learning. In summary, our vision is to create a community of students who respect themselves, their neighbors and the Earth, and who will increasingly lead The Green Heart Project mission and drive its expansion.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

"Our mission is to educate students, connect people, and cultivate community through growing, eating and celebrating food. Green Heart fulfills this mission by building, maintaining and programming school gardens as outdoor classrooms. Green Heart currently implements weekly Farm to School lessons in partnership with 11 partner schools (8 in CCSD; 6 Title I), both during the school day (during science or special areas) and after-school hours (partnering with after-school programs such as Kaleidoscope & Extended Day). Green Heart Garden Educators teach hands-on, outdoor lessons with support from 3 to 5 "Green Heart Buddy" volunteers, who act as mentors and guides in the garden for our students. Lessons reinforce academic standards, and connect students to the topics of food, health, culture and the environment while instilling a love of nature, healthy eating, and teaching the value of stewardship in their community. Green Heart hosts volunteer work days in the garden, taste-tests of healthy recipes in the school lunchrooms, and distributes garden-fresh produce to students and families. We also host field trips for students from all schools, to our ½ acre Urban Farm at Enston Home in Downtown Charleston. Outside of the academic year, Green Heart offers a paid Youth Internship Program (YIP) for high school students based at the Urban Farm at Enston Home. Interns are recruited primarily through CCSD schools. This program offers high quality employment and educational programming at 30 hours/week for 8 weeks between June and August. The YIP teaches Career Preparedness, Healthy Living and Citizenship through a combination of educational & field work sessions, as students maintain our urban farm and gardens, run an on site farmer's market stand, and engage in community site visits. Academic workshops are related to: workplace & leadership skills, financial literacy, business & entrepreneurship, cooking & nutrition, health & wellness, food systems, sustainable agriculture, and environmental literacy.

Through this partnership with CCSD, Green Heart will be able to more deeply invest in our current partnerships with Title I Schools, expand to reach more students at Title I schools, and employ more students in our Youth Internship Program, many of whom are racial minorities and come from low-income households. We will reach these populations by 1) further investing in our CCSD Title I school partnerships with professional educators and farmers; 2) adding a Title I partner school to our Farm to School program (one already in conversation is Burke High School); 3) expanding our field trip program by offering free farm field trips throughout the year to CCSD Title I schools; 4) offering "Farm to Cafeteria" events at CCSD Title I schools through monthly visits, with taste-test stations, cooking demonstrations, and hands-on nutrition education; 5) growing our Affiliate Schools and Training

program to reach CCSD Title I schools (the Affiliate School program builds gardens, provides curriculum, and trains educators to run their own versions of Green Heart programs); and (6) Expand our Youth Internship Program to employ 18 Youth Interns (expanded from 12) for our summer Youth Internship Program, recruited primarily from CCSD schools.

"

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

"As of Fall 2021, we maintain 11 school ""partnerships"", reaching over 2,200 students and engaging over 1,000 volunteers during the academic year, and reach another 4 school and community partners through our ""affiliate program."" Our school partnership programs support students' academics with particular emphasis on STEAM standards, their social-emotional learning & character development, and finally, their health including physical activity levels, diet and mental health. 6 out of our 11 school partners; and 7 out of our 12 proposed school partners, are Title I schools, home to high percentages of students from low-income households, who have been most severely impacted by the COVID-19 pandemic.

Our Title I partner schools are:

Burke High School (proposed partnership)

James Simons School

Meeting Street Elementary at Brentwood

Meeting Street Elementary at Burns

Memminger Elementary School

Mitchell Elementary School

Sanders-Clyde Elementary School

Other school partners and affiliates, for example Charleston Charter School for Math and Science, Ashley River Creative Arts, and St. Andrews School for Math and Science, also are home to high percentages of students from low-income households.

Throughout the pandemic, we saw that our gardens provided a safe, outdoor space for students to engage in hands-on learning. Place-based and hands-on learning is known to benefit students with a range of learning styles and needs, and connection to the natural world is known to impact students' social-emotional learning and mental health. Involving students in the process of growing fruits and vegetables, and providing opportunities to taste new foods, and build culinary skills has been shown to positively impact students' attitudes about, preferences for, and willingness to try fruits and vegetables. Paired with access to garden-fresh produce, our school gardens can positively impact behaviors around healthy eating.

Additionally, during the past 2 summers, we have offered the paid Youth Internship Program that teaches Career Preparedness, Healthy Living and Citizenship, all in the context of urban farming. Last summer, we employed 12 high school students at 30 hrs/week for 8 weeks. While we do not have household income information for our Youth Interns, we know that 9 of our 12 interns this summer were from racial minority groups, who were more severely impacted by the COVID-19 pandemic. In addition to the impact areas discussed above, an independent evaluator found that the Youth Internship Program is effective in increasing knowledge, attitudes and skills in the three core pillars of the program (health and wellness, career preparedness, and citizenship), and positively impacts

interns' social-emotional learning. Specific gains in social-emotional learning include fostering interns' personal growth, instilling a passion for social justice issues, and building connections between the interns and the place in which they were learning."

Program Delivery Format: Small Group, Whole Class, Workshop/Assembly, Field Experience, Workplace Student Internship/Apprenticeship, After-school Programming

Program Frequency: Daily (or multiple times every week)

Program Grade(s): All Grades

Program Target Students: All Students, 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)

Program Service Type: Our programs are cross-sectoral and areas of impact include: academic enrichment, college & career readiness, dropout prevention, financial literacy, health/nutrition/fitness, leadership, mental & behavioral health, STEAM.

CCSD Schools Served: Academic Magnet High, Ashley River Creative Arts Elementary, Burke High, Charleston County School of the Arts, Chicora Elementary, James Simons Montessori, Julian Mitchell Elementary, Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns, Memminger Elementary, Sanders-Clyde Elementary, St. Andrew's School of Math and Science, Sullivan's Island Elementary, Wando High, West Ashley High, Charleston Charter for Math and Science, James Island Charter High School, Pattison's Academy for Comprehensive Education

Students Served: 3,000

How many years has your program been in CCSD schools?: 12

What specific student need(s) does this program/service address?: The project was born out of an identified need for students at a Title I school on Charleston's Upper Peninsula to have access to outdoor green space to enhance learning opportunities & reinforce academic standards, access to healthy food through the garden itself, and access to food education such as building nutrition knowledge and cooking skills. For the past decade, The Green Heart Project has demonstrated success in delivering high quality Farm to School programs in the Charleston area, growing from one elementary school in 2009 to 15 school partners in 2021, now serving over 2,200 students in grades preK-12. In 2020, we added a half-acre Urban Farm in downtown Charleston, the Urban Farm at Enston Home, which now serves as our operational headquarters, and is home to a paid youth internship program for highschoolers. The summer Youth Internship Program addresses the need for high quality youth employment in our area - especially amongst our students from low-income households - with a focus on academics, character development & career preparedness. The Urban Farm is also a resource for all preK-12th grade schools through Farm to School programming and field trips. As a collaborative project with the City of Charleston Housing Authority, we transformed an under-utilized piece of land in the center of the William Enston Home workforce housing development into a thriving community garden and educational farm for surrounding schools and neighbors. The William Enston Home and most of our partner schools are located in low-income / low-access areas for healthy food, as defined by USDA's Food Access Research Atlas. The Urban Farm is also located in a federal Opportunity Zone, as defined by the IRS. The Upper Peninsula of Charleston, where the Urban Farm at Enston Home is located, and by extension, the school facilities in this area, lack sufficient green space for outdoor, hands-on learning, which support overall student health and academics. Our school gardens and Urban Farm provide: Farm to School and outdoor education for

thousands of preK-12 schools annually; paid youth internship opportunities for local high-school students; access to healthy food for partner school communities, the residents of the Enston Home and neighbors; and opportunities for community building around healthy food in a high need area.

How was the need(s) identified?: The need for The Green Heart Project's gardens and programs was initially identified by a community member and neighbor of Mitchell Elementary School. With enthusiasm from the principal and school community, alongside input from students, families, and community partners the project was born. Additional data that supports the ongoing need for Green Heart programs includes the low/income, low/access designation from the USDA food research atlas, as well as the IRS Opportunity Zone designation in our main operational hub the Upper Peninsula & neck area of Charleston. Since 2009, the evidence behind Farm to School programs has grown tremendously nationwide, and the benefits for students, families, schools and local communities are apparent. The National Farm to School Network & Kellogg Foundation Policy Briefs outline the many areas of impact schools and students experience when engaged in Farm to School. Some of those include: increases in academic - especially STEAM- learning, increases in social-emotional skill building, positive impacts on mental health, increases in access to healthy food, improved attitudes and preferences for fruits & vegetables. With over a decade of experience behind us, the high demand for our programs - as measured by inquiries from CCSD schools, principals, and families - demonstrates a high need for Farm to School programs. Currently, there is more demand than we have the capacity to support. This demand includes both the ask to go "deeper" in our current schools and increase student exposure to their garden, and to increase our "breadth" by serving more schools & students across the district. The construction of our centralized half-acre Urban Farm and our high-school level Youth Internship Program was born in response to this demand. As part of our vision for strategic growth, we built a farm for our elementary and middle school students to continue their learning, alongside the community. Over a period of four years, we looked at best practices for engaging this age group in urban agriculture around the country, training with experts such as The Food Project in Boston, MA, and designed a robust "youth development" program centered around urban farming. This program provides youth - with a targeted recruitment strategy to employ youth from disadvantaged backgrounds - with the opportunity for a high quality educational and transformational academic & career training program. Programs such as these have been shown to decrease youth & familial poverty, increase graduation rates, decrease dropout rates, support youth academics and social-emotional learning, and positively impact job placement rates.

Student Impact: An independent evaluation (research study) has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: The Green Heart Project collects both monitoring and evaluation data to improve our program delivery and to measure our impact. Specific to Farm to School programs, we measure: # of schools reached through weekly lessons and field trips; # of students served; # of lessons delivered; # of volunteers engaged; # of educators trained; lbs. of produce distributed. Additionally, we administer pre/post program surveys to our students and volunteers to measure an array of outcomes including: increases in knowledge & attitude around healthy food, garden and culinary skills, pro-environmental /stewardship behaviors, impact on science knowledge, and social-emotional learning. We also survey and hold close out interviews with school staff to measure impact on students, and larger impact of Green Heart on the school community, as well as parents to measure transfer of knowledge & behaviors to the home environment.

Specific to the Youth Internship Program, we have hired an independent evaluator to measure outcomes and impact on our students. Thus far, the evaluation shows The pillars of the YIP, as well as the program's focus on building community, led to the following research questions that guided the evaluation: How effective is the Green Heart Project's Youth Internship Program in changing participants' Career

Preparedness skills; attitudes about Healthy Living; content knowledge about Citizenship? The methods used to test these questions included a pre and post survey, post program interviews, content analysis of weekly journal responses, and participant observations. Currently not all data collected has been evaluated. Present findings are derived from pre and post survey responses, journal responses, and a subset of the interviews. The pre and post surveys show that all interns improved their Career Preparedness skills, Healthy Living attitudes, Citizenship content knowledge, and Community Practices and Learning throughout the 8 weeks. The largest difference in pre and post survey mean responses was observed for Citizenship content knowledge. This finding indicates interns gained the most knowledge regarding food systems, field work, sustainable agriculture, and environmental literacy. Survey responses were also evaluated on an individual level, and all interns showed an increase in mean responses for each survey category which suggests an improvement in skills, attitudes, and knowledge. So far, evaluation of journal and interview responses reveal not only considerable improvements in Citizenship content knowledge, but also substantial social-emotional learning. Most of the themes identified in the qualitative data are related to Community Practices and Learning. This finding suggests that interns built a community among themselves, people involved in the YIP, and other Charleston residents. Other social-emotional learning themes revealed that interns experienced personal growth, became passionate about social justice issues, and felt connected to the place in which they were learning. In other words, interns began placemaking throughout the 8 weeks, leading to strong connections with the land and community. Emergent themes are also uncovering that learning between the three pillars is interconnected. Learning gains in one pillar often helped increase skills, attitudes, or knowledge about another pillar. Furthermore, learning was enhanced through the interns' and The Green Heart Project's ability to foster a sense of community and build genuine relationships between individuals.

[If you would like to share recent outcomes data, please upload a very brief executive summary: h](https://drive.google.com/open?id=1zbvUyvxfvLF-lyxD8sTZVtC1of72Ji)
<https://drive.google.com/open?id=1zbvUyvxfvLF-lyxD8sTZVtC1of72Ji>

Program Budget: \$671,760 per year

Funding Source(s): Grants, Donations, Fee-for-Service (families/participants pay), Invoicing a Third-Party (e.g., Medicaid), Invoicing CCSD

Funding Request(s): \$150,449 per year -
<https://drive.google.com/file/d/1nvEY-3w-LsvRGJEI-hO0v18SiwggDJ3I/view>

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42. R3, Inc - EYMW

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Create opportunities and space for fostering productive relationships between low income-low performing students, their teachers, administrators, schools and CCSD.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Provide services that actively engage low income and low performing students in developing valuable positive skills to achieve better academic outcomes.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Program Delivery Format: Small Group, After-school Programming

Program Frequency: Bi-weekly (every two weeks)

Program Grade(s): 7, 8, 9, 10, 11

Program Target Students: Males, Females, Low-Income or Title I Schools, High School Students (Grades 9-12), Middle School Students (Grades 6-8)

Program Service Type: Mentoring

CCSD Schools Served: Burke High, Military Magnet Academy, North Charleston High, Simmons-Pinckney Middle, Charleston Charter for Math and Science

Students Served: 75

How many years has your program been in CCSD schools?: 8

What specific student need(s) does this program/service address?:Academic Enrichment/Student Engmnt

How was the need(s) identified?:The needs were identified through observation of participating students, working with students both individually and in groups, teacher interviews, parent assessments, discussions and information gathering through active participation in student activities, academic activities, school improvement councils, meetings and information sharing forums.**Student Impact:** Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?:The activities will offer an array of diversity, gaining knowledge in areas that are critical to the overall success of the student. The enrichment helps participants increase confidence in themselves and the ability to achieve success academically. The success of implementation will be determined by the feedback received from teachers, students, administrators and parents in addition to observation reports and notes recorded by program facilitators.

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

Program Budget: \$175,000.00

Funding Source(s):Grants, Donations, Invoicing CCSD

Funding Request(s): \$100,000.00

<https://drive.google.com/file/d/18ewurnHY5F23hjojHF2-KV0IO97ciMxs/view>

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43. IXL Learning, Inc.

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

"IXL is an online personalized learning platform that helps educators easily differentiate instruction, close knowledge gaps, and accelerate learning for all students. Whether teaching in-class, remotely or in a hybrid model, IXL is the essential learning solution that empowers teachers with up-to-date assessment of where students are, insight on where they need help, and actionable next steps to effectively personalize instruction for every student.

IXL's partnership vision is to support CCSD teachers, as well as district and school leaders, with effective and personalized data-driven instruction to address the district's instructional priorities. IXL recognizes some of these key priorities for CCSD include addressing learning loss and supporting learners of different abilities. With IXL's personalized and adaptive learning platform, IXL empowers teachers with a comprehensive South Carolina College- and Career-Ready Standards-based curriculum finely scaffolded to meet students where they are; a Real-Time Diagnostic for both continuous and benchmark assessment of student proficiency that generates a personalized action plan for each student; personalized guidance including targeted skill recommendations and immediate explanations; and actionable analytics with insights on specific next steps to close learning gaps.

IXL's adaptive curriculum (www.ixl.com/learning) is comprehensive and rigorous, with more than 8,000 skills aligned to the CCRS. IXL has spent over 10 years crafting an adaptive and rigorous PK-12 math and ELA curriculum, as well as grades 2-8 science curriculum. IXL unpacks each standard into highly targeted skills to help teachers measure student knowledge, pinpoint gaps in understanding, and focus instruction. IXL makes lesson planning simple with interactive skill plans specially designed to map out teachers' instructional resources, including popular textbooks, the CCRS, and assessments such as the NWEA MAP Growth with custom-built IXL skills that precisely match each topic and standard (www.ixl.com/skill-plans). IXL skills are adaptive and scaffolded with multiple levels of rigor to meet students where they are and challenge them to reach mastery. With an open platform, students have access to the full IXL curriculum in all grades. This benefits both students who need to revisit foundational skills and address unfinished learning, as well as accelerated learners who are ready to explore more advanced skills. Whether for intervention or enrichment, IXL ensures students always have the skills they need, regardless of grade level. IXL offers audio support in ELA and math through grade 5 and 8, respectively, and key math skills in grades PreK through Algebra I offer Spanish translation.

The IXL Real-Time Diagnostic Assessment pinpoints each student's grade level proficiency overall and in key math and ELA strands. The Real-Time Diagnostic is uniquely powerful in its capability for both continuous and benchmark assessment of student performance. Teachers always have up-to-date understanding of students' knowledge and thus are able to identify and address knowledge gaps much sooner. At the same time, the Diagnostic can also be scheduled for Snapshot mode, which enables administrators to set benchmark periods to capture student knowledge levels at fixed points in time for high-level reporting and decision-making. Significantly, the Diagnostic goes beyond simply relaying data; it provides actionable next steps for effective data-driven instruction, including strategic student groupings for remediation and personalized action plans to accelerate growth for every student.

IXL provides personalized guidance to help every student achieve mastery at their own pace. IXL believes every student has the innate desire and ability to achieve mastery and recognizes that learning is not a linear path. IXL meets each student where they are with just-right skills in their zone of proximal development for an authentically personalized learning experience. IXL guides students through the curriculum, moving forwards and backwards at the right level of difficulty so they are challenged but never discouraged. IXL supports students with in-skill recommendations; skills

suggested at the point of need for just-in-time remediation. On IXL, students receive direct instruction with 'Learn with an Example' solutions and, in math grades 6-8, video tutorials to complement each IXL skill.

Students receive immediate positive feedback on correct answers and a detailed explanation when they miss a question. With this in-the-moment support, students are never 'stuck' on IXL and do not need to wait for the next class or teacher support to get back on track.

IXL Analytics provides actionable data that makes differentiated instruction easy for teachers. IXL Analytics takes in data from all of a student's work in IXL to uncover insights that enable efficient data-driven instruction. With IXL Analytics, teachers always have current data on students' grade level and skill level proficiency. From illuminating student trouble spots and generating personalized action plans to tracking progress over time and interacting live with students for in-the-moment support, IXL helps teachers make effective instructional decisions and provide targeted instruction for the whole class, small groups, and each student. With school and district analytics for administrators, and personal analytics for students, IXL supports in-depth reporting at multiple levels, from the district to the student.

As an additional option, IXL offers print workbooks as a great complement to the IXL platform to help students master math through engaging problems, helpful guidance, and colorful visuals. Each workbook pairs the fun, carefully-crafted problems that learners love about IXL with delightful images and a variety of activities. These workbooks are a great way for students to practice offline and solidify their understanding of key math concepts. Please see more information at <https://blog.ixl.com/2020/05/14/get-hands-on-with-ixls-math-workbooks>."

❖ **Mission: Describe WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

"IXL Learning was founded in 1998 with one mission—to spread the joy of learning by engaging every student's natural curiosity, creativity, and desire for knowledge. IXL strives to make the education experience better by applying technology in thoughtful and innovative ways. IXL's approach is grounded in the belief that educational technology works best when it empowers teachers to be more effective and inspires students to take an active role in their learning.

IXL will support CCSD with a personalized online learning platform that adapts to each student so they can learn and grow at their own pace. Whether students are on, below, or above grade level, IXL offers a comprehensive curriculum of CCRS-aligned skills to support students on their learning journey. IXL's interactive, custom-built skill plans take out the guesswork of lesson planning for teachers, enabling them to easily identify aligned IXL skills, assign skills to any or all students, and track student progress directly from the skill plan. IXL's Real-Time Diagnostic measures students' working grade level in math and ELA, generating a personalized action plan to help teachers support each student with targeted skill recommendations. As a personalized learning platform, IXL guides students through the curriculum based on their performances, and recommends skills that will help them grow. With a comprehensive suite of actionable analytics, teachers have the insight to effectively implement data-driven instruction to quickly help students close knowledge gaps and accelerate their learning.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

IXL supports both students' academic achievement and social emotional growth.

IXL is proven through extensive research to be effective for all student populations. Efficacy studies (www.ixl.com/research) have consistently shown that schools using IXL outperform schools using any other solution or method. Research shows that IXL is effective for improving performance for English

Language Learners (ELLs) and students from urban schools, Title I schools, as well as low income and low performing schools.

IXL meets ESSA Tier II criteria for evidence-based interventions (www.ixl.com/essa). The study found that the use of IXL had a positive and statistically significant effect on student academic achievement in math and reading. In addition, students with higher levels of IXL usage were more likely to have greater growth in both subjects.

Research has also shown that IXL brings positive outcomes for ELL and SPED Students. To evaluate the impact of IXL, especially for the populations of English language learners (ELL) and students enrolled in special education services, researchers studied 2,898 students from 12 public elementary schools that used IXL for the first time in the 2018-19 school year. Using multilevel linear regression models to control for students' baseline performance and demographic background, researchers found statistically significant positive effects on student performance on the 2019 Indiana Learning Evaluation Assessment Readiness Network (ILEARN) across a series of usage indicators. The study found that special education students using IXL experienced greater gains in performance with IXL compared to their peers. For more information, please see www.ixl.com/research/The-Effect-of-IXL-Math-among-ELL-and-Special-Education-Students.pdf.

IXL's holistic product experience is built with social and emotional learning (SEL) in mind. IXL is not path-driven, but rather aims to nurture confident, engaged lifelong learners. IXL believes students are motivated to learn when they are inspired to take an active role in their learning and have the confidence that they can achieve mastery. Within IXL's adaptive, engaging learning experience, students understand where they are and what next steps they should take. They are able to set and achieve positive goals, take ownership of their learning, and independently work to advance towards mastery. Students on IXL are always supported with immediate feedback and an explanation of the correct solution with each incorrect response. With in-skill recommendations, students can see the exact supporting skills that will scaffold their knowledge, solidify foundational concepts, and close gaps quickly. This in-the-moment support enables students to self-remediate, learn, and progress without having to wait for results or teacher support. IXL skills have multiple levels of rigor that continuously adapt to each learner, challenging and supporting them at the right level. This cultivates their growth mindset by offering a safe place to learn from their mistakes and make progress at their own pace. Learn more about IXL's SEL support with <https://blog.ixl.com/2021/03/03/educating-with-empathy-in-the-classroom>."

Program Delivery Format: IXL offers a web-based learning platform.

Program Frequency: While IXL does not meet with students, efficacy studies covering more than 64,437 schools show that just 15 IXL questions per week impacts student success. Please see www.ixl.com/ixl-effect for more information.

Program Grade(s): All Grades

Program Target Students: All Students

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: 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: As a web-based platform, IXL is easily scalable to support CCSD districtwide.

How many years has your program been in CCSD schools?: 9

What specific student need(s) does this program/service address?: As an adaptive online learning platform, IXL supports CCSD priorities including personalized learning for students of different abilities and effective data-driven instruction to help illuminate and close knowledge gaps.

How was the need(s) identified?: Based on CCSD's priorities, IXL identified these areas of need as specific areas where the IXL platform would be most impactful. IXL's personalized and adaptive learning platform empowers teachers with a comprehensive South Carolina College- and Career-Ready Standards-based curriculum finely scaffolded to meet students where they are; a Real-Time Diagnostic for both continuous and benchmark assessment of student proficiency that generates a personalized action plan for each student; personalized guidance including targeted skill recommendations and immediate explanations; and actionable analytics with insights on specific next steps to close learning gaps. IXL also offers support for the continuum of learners, including audio support, accessible color combinations, and Spanish translation in key math skills in PK to Algebra 1. IXL's 6-8 math curriculum also includes video tutorials for each skill. Research has also shown that IXL brings positive outcomes for ELL and SPED Students. To evaluate the impact of IXL, especially for the populations of English language learners (ELL) and students enrolled in special education services, researchers studied 2,898 students from 12 public elementary schools that used IXL for the first time in the 2018-19 school year. Using multilevel linear regression models to control for students' baseline performance and demographic background, researchers found statistically significant positive effects on student performance on the 2019 Indiana Learning Evaluation Assessment Readiness Network (ILEARN) across a series of usage indicators. The study found that special education students using IXL experienced greater gains in performance with IXL compared to their peers. For more information, please see

www.ixl.com/research/The-Effect-of-IXL-Math-among-ELL-and-Special-Education-Students.pdf. Based on CCSD's priorities, IXL identified these areas of need as specific areas where the IXL platform would be most

impactful. IXL's personalized and adaptive learning platform empowers teachers with a comprehensive South Carolina College- and Career-Ready Standards-based curriculum finely scaffolded to meet students where they are; a Real-Time Diagnostic for both continuous and benchmark assessment of student proficiency that generates a personalized action plan for each student; personalized guidance including targeted skill recommendations and immediate explanations; and actionable analytics with insights on specific next steps to close learning gaps. IXL also offers support for the continuum of learners, including audio support, accessible color combinations, and Spanish translation in key math skills in PK to Algebra 1. IXL's 6-8 math curriculum also includes video tutorials for each skill. Research has also shown that IXL brings positive outcomes for ELL and SPED Students. To evaluate the impact of IXL, especially for the populations of English language learners (ELL) and students enrolled in special education services, researchers studied 2,898 students from 12 public elementary schools that used IXL for the first time in the 2018-19 school year. Using multilevel linear regression models to control for students' baseline performance and demographic background, researchers found statistically significant positive effects on student performance on the 2019 Indiana Learning Evaluation Assessment Readiness Network (ILEARN) across a series of usage indicators. The study found that special education students using IXL experienced greater gains in performance with IXL compared to their peers. For more information, please see www.ixl.com/research/The-Effect-of-IXL-Math-among-ELL-and-Special-Education-Students.pdf.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: IXL is committed to CCSD's success and provides a dedicated Account Manager who will work with district leaders to determine the appropriate indicators of success, e.g., Diagnostic growth, skill mastery and proficiency, etc. CCSD's IXL Account Manager will also conduct data reviews with CCSD to evaluate progress and discuss strategies on next steps to help them meet instructional goals. IXL's research team can also discuss with CCSD the feasibility of conducting student-level efficacy studies where there is interest from the district and data are available.

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

<https://drive.google.com/open?id=1uqel26D4togNUyTIGCi-qV9Ne2Lcsiwe>

Program Budget: IXL offers a tiered pricing structure based on the number of students and subjects subscribed. Please see IXL's pricing sheet attached in Section 8, Funding Plan.

Funding Source(s): Invoicing CCSD

Funding Request(s): Cost will be dependent on the number of students and subjects subscribed. For example, implementation for 25,000 students for three years on IXL Math and ELA would place CCSD on the \$14.50 price tier, or $25,000 \times \$14.50 \times 3 \text{ years} = \$1,087,500$. Please see IXL's pricing file in Section 8 for pricing tiers and details. -

https://drive.google.com/file/d/1RwgRMEazEuo_UbMDX5IO1ZlPqdWbFYdC/view

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44. Carolina Teen Center

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Carolina Teen Center will provide students with safe, healthy, drug free, evidence base program ,well supervised learning program environment, staff by supportive adults, certified teachers, and college students mentors. Our strategy is to expand existing After School, Saturday ,and Summer Programs for 550 students for ages 7-11 years old, 350 students-12-17 years old, and 575 parents; and expand our resources to address academic and social challenges brought on by Covid-19 pandemic ,virtual learning, and quarantine. Expand and increase mental health services, special needs services and evidence base parenting program by 50% to meet current needs.

❖ **MISSION: DESCRIBE WHAT YOU’LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Carolina Teen Center, a Department of Juvenile Justice certified Teen After School Center operates three sites in the the Low Country. Our mission is to facilitate community resources to promote the healthcare and education of the underserved elementary to high school age students and their families in these communities. It is the goal of C.T.C to bring in evidence- based programs to enhance the academic and developmental skills of the students and their families in Charleston County School District through this grant. C.T.C has partnerships with Dorchester District 2 and is already making strides to implement wellness plans to encourage healthy behaviors while in school. During out of school time, the center is a safe haven with a variety of resources available to students including special needs services, art therapy , evidence base parenting programs, mental health services, individual counseling ,alcohol and drug counseling evidence base mentoring programs ,evidence base health base programs, Life Skills, Social and emotional learning, childhood obesity programs, STEM Programs for girls only, STEM/STEAM, anti- bullying, literacy programs, family support and engagements, teen leaderships, critical thinking ,advocacy program; teen leaderships ,tutoring, individual therapy , personal coaching and mentoring to over 50,000 youth and parents.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Carolina Teen Center programs are curriculum and evidence based with license counselors and certify teachers on staff . C.T.C focus of development program by Business by V is to provide model that are inclusive of people with disabilities. The models combine individualized/family centered counseling and group facilitation with a solid array of support and wrap around services. Group facilitation centered counseling sessions merges the content of select curriculums to provide opportunities to build on disability awareness and advocacy skills. C.T.C Gems will provide evidence base mentoring through Girls Circle and SC Concrete to Roses with provide Male Mentoring through evidence base Boys Council.

C.T.C Provides three evidence base family programs.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly, After-school Programming

Program Frequency: weekends Daily (or multiple times every week)

Program Grade(s): All Grades

Program Target Students: All Students. Males, Females, Low-Income or Title I Schools, Students with Disabilities, High School Students (Grades 9-12), Middle School Students (Grades 6-8), Elementary School Students (Grades K-5), Early Childhood Students (preK), parenting and family programs

Program Service Type: Carolina Teen Specialize in all the services above.

CCSD Schools Served: A.C. Corcoran Elementary, Angel Oak Elementary, Baptist Hill Middle-High, Buist Academy, Chicora Elementary, Daniel Jenkins Academy, Drayton Hall Elementary, Edmund A. Burns Elementary, Hunley Park Elementary, Ladson Elementary, Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns, Morningside Middle, North Charleston Elementary, North Charleston High, Northwoods Middle, Pepperhill Elementary, Sanders-Clyde Elementary, Orange Grove Elementary Charter School

Students Served: 500

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Social& emotional learning, Mental Health ,Academics

How was the need(s) identified?: community and statistic assessment

Student Impact: SCDJJ Statistic

How will you measure the success of your proposal if implemented?: Pre and post surveys, (beginning ,middle, end of a program)

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

<https://drive.google.com/open?id=1A2ypoISM7tL8jxZE5sfZ0DBBOldCjNi5>

Program Budget: \$887,160.84

Funding Source(s): Grants, Donations, Fee-for-Service (families/participants pay), Invoicing a Third-Party (e.g., Medicaid), Invoicing CCSD, SCDSS, SCDJJ

Funding Request(s): \$\$295,720.28 PER YEAR -

<https://drive.google.com/file/d/1aIAG4Nvs3BLTg5FBUMwjRo4VMCvm8Vjo/view>

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45. Naquita Page-Dawson

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

The intended outcome of the partnership for the future is to serve as a central support and source of resources for students and families in a virtual and/or homebound posture.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

The mission of this partnership is to provide virtual counseling services and support for students in a virtual and/or homebound posture. Through this partnership, we can provide counseling lessons and resources to the students and families within our district.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The intended impact of my plans would meet the social, emotional, and mental health needs of students who are virtual and/or homebound.

Program Delivery Format: 1-on-1, Small Group, Workshop/Assembly

Program Frequency: Daily (or multiple times every week)

Program Grade(s): 6, 7, 8

Program Target Students: All Students, Middle School Students (Grades 6-8), Virtual & Homebound Students

Program Service Type: School Counseling Support for Virtual and Homebound Students

CCSD Schools Served: Virtual Academy

Students Served: The program would serve all students in middle schools

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: The program will virtually address the following: individual counseling, small groups, classroom guidance, advise students and families related to counseling and mental health support; academics, career planning and graduation; keep students/parents of all high school graduation requirements; assist students and parents with course selection; advise students with school-related issues and concerns.

How was the need(s) identified?: As a parent of students that were virtual last school year, I saw the gap in services that weren't provided in the areas of academics and social/emotional learning.

Student Impact: Due to the number of students in the virtual academy, additional support is needed to assist students and families.

How will you measure the success of your proposal if implemented?: The program will be measured by: school records, pre/post surveys to students, pre/post surveys to parents, student/parent focus groups, interviews

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

Program Budget: This would be based on the salary + benefits for the school counselors hired

Funding Source(s): Hiring additional counselors to service virtual middle and high school students in the virtual academy and/or homebound.

Funding Request(s): CCSD would hire additional staff to virtually support our students. -

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46. A Plus Disinfect, LLC

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

We want to partner to provide services that will benefit CCSD collectively.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

We want to provide fogging disinfect services for the school district to provide an additional level of security and safety to students and staff against harmful viruses.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

This partnership will add an additional level of security and safety against the spread of harmful viruses.

Program Delivery Format: we provide fogging

Program Frequency: Daily (or multiple times every week)

Program Grade(s): All Grades

Program Target Students: All Students, Males, Females, District staff, facilities, etc

Program Service Type: safety from virus spread by fogging empty spaces to kill germs.

CCSD Schools Served: 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, 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: all

How many years has your program been in CCSD schools?: 0

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

How was the need(s) identified?: By the surge in number of positive Covid cases especially among students

Student Impact: Our organization does not have data to determine impact

How will you measure the success of your proposal if implemented?: By the reduction in virus spread within the areas we service indicated by the number of staff and students out with things such as flu, staff and Covid

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

Program Budget: 2000-4000 per building depending on square footage

Funding Source(s): Invoicing CCSD

Funding Request(s): Its contingent on how many facilities we are allowed to service - <https://drive.google.com/file/d/1ld4HS7feEMN0VkUyiF5g2gyaJQCnuSo1/view>

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47. Lowcountry Education Local Organizing Committee (LOC)

Earl D. White

- ❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**
- ❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**
TO OFFER STEAM CLASSES VIRTUALLY DESIGNED AS AN EXCITING OPPORTUNITY FOR OUR STUDENTS
IN GRADES 3 THRU 9 TO EXPLORE, DISCOVER, LEARN OUTSIDE OF THE TRADITIONAL CLASSROOM.
- ❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**
WE DESIRE TO INSPIRE THE STUDENTS TO UNCOVER THEIR PASSION, GAIN MOTIVATION, AND BECOME
LIFELONG LEARNERS.

Program Delivery Format: 1-on-1, Small Group, Workshop/Assembly, After-school Programming

Program Frequency: Monthly

Program Grade(s): 3, 4, 5, 6, 7, 8, 9

Program Target Students: Low-Income or Title I Schools, High School Students (Grades 9-12), Middle School Students (Grades 6-8), Elementary School Students (Grades K-5)

Program Service Type: STEM

CCSD Schools Served: Burke High, Chicora Elementary, Daniel Jenkins Academy, Deer Park Middle, Memminger Elementary, Morningside Middle, North Charleston High, R.B. Stall High, Virtual Academy

Students Served: 200

How many years has your program been in CCSD schools?: 2

What specific student need(s) does this program/service address?: We will service the need for a better understanding in Science, Technology, Engineering, Arts & Culture and Math.

How was the need(s) identified?: When we first started this program at Morningside Middle school in 2017, the need was identified by the principal, Mrs. Flock. Now that covid has hit the communities, there has been a greater need for the students to have an enrichment program such as ours.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: We would measure the success of our program by a survey to the parents to determine if there was any growth or change in their child. We would also survey the students to determine how they felt the impact of our program was on their lives.

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

<https://drive.google.com/open?id=1nJJQjnQyuCu7lyfimw-PWqWZq-OMvcnC>

Program Budget: \$95,000.00

Funding Source(s): Grants, Donations, Invoicing CCSD

Funding Request(s): \$65,000 -

<https://drive.google.com/file/d/1FBXaXviqTMk7DRHOJtILSFagugsOeomW/view>

48. **Our Lady of Mercy Community Outreach Center: Yes! I Can!** **Afterschool Program**

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Select Angel Oak students are able to attend a free, high-quality afterschool program with small group support in addition to wrap around services.

❖ **MISSION: DESCRIBE WHAT YOU’LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

We will continue serving Angel Oak students that need a free after school program that provides homework support, math and reading curriculum, and Social Emotional learning activities and exercises.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Our Lady of Mercy Community Outreach hosts a strategically small afterschool program, free of charge for some of the most vulnerable students at Angel Oak Elementary. Through specific programming, tutoring and mentorship, students receive homework help, math fluency activities, literacy promotion, Social Emotional Learning Lessons and Enrichment Activities. OLMCOS also offers a host of other support mechanisms for families in need and those enrolled in the afterschool program. OLMCOS offers a wide variety of programs and services under the umbrella of basic and emergency needs, job assistance services, education enrichment and health and wellness programs through two campuses. OLMCOS provides access to free dental and prenatal care, food, clothing and financial assistance to meet emergency needs, job assistance, hot lunches 5 days a week at Neighborhood House and educational opportunities such as an afterschool program, financial literacy, GED and ESL classes. Those in need work with our in-house social workers to determine the root cause of the life challenges they face, set goals and develop an action plan for progress. This integrated approach enables us to wrap multiple services around neighbors and where we can’t, we work with community organizations to provide needed services.

Program Delivery Format: After-school Programming

Program Frequency: Daily (or multiple times every week)

Program Grade(s): 2, 3, 4, 5

Program Target Students: Males, Females, Low-Income or Title I Schools, Non-native English Speakers, Elementary School Students (Grades K-5)

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: Angel Oak Elementary

Students Served: 16

How many years has your program been in CCSD schools?: 20

What specific student need(s) does this program/service address?: Homework Support, math and reading tutoring, enrichment activities and Social Emotional Learning Programs

How was the need(s) identified?: Students have all been identified by Angel Oak Staff as needing additional support and are considered low-income.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: "We track impact largely through math and reading testing to measure gains, success stories witnessed and recorded by staff, and feedback from Angel Oak teachers and staff.

- The math and reading assessments speak to the impact of our program. Last spring these assessments showed the following impact:

Math: 100% of students showed a gain in math when pre and post test results were compared. The average gain was 17.10% per student.

Reading: 55% of students showed gains related to reading. The average reading gain was .5 grade level

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

<https://drive.google.com/open?id=1nJJQjnQyuCu7lyfimw-PWqWZq-OMvcnC>

Program Budget: \$30,745 or estimated \$1900 per student annually

Funding Source(s): Grants, Donations, Invoicing CCSD

Funding Request(s): Between \$25,000 and \$30,000 -

https://drive.google.com/file/d/1BFIgySdbvsuxVol_vngekywBQkq3YDBu/view

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49. Vision To Learn Charleston

❖ **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**

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: 1-on-1, Screenings, Exams and Glasses Fittings delivered at school

Program Frequency: 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): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Program Target Students: 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)

Program Service Type: STEM

CCSD Schools Served: A.C. Corcoran Elementary, Angel Oak Elementary, Ashley River Creative Arts Elementary, Baptist Hill Middle-High, Burke High, Charleston Progressive Academy, Chicora Elementary, Deer Park Middle, E.B. Ellington Elementary, Edith L. Frierson Elementary, Edmund A. Burns Elementary, Haut Gap Middle, Hunley Park Elementary, James B. Edwards Elementary, James Island Elementary, James Simons Montessori, Jane Edwards Elementary, Jerry Zucker Middle School of Science, Ladson Elementary, Lambs Elementary, Malcolm C. Hursey Montessori, 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, Morningside Middle, 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, Simmons-Pinckney Middle, Springfield Elementary, St. James-Santee Elementary-Middle, St. John's High, Stono Park Elementary, West Ashley CAS, Carolina Voyager Charter School, Charleston Development Academy, Greg Mathis Charter High School, James Island Charter High School

Students Served: 6300

How many years has your program been in CCSD schools?: 0

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.

Student Impact: An independent evaluation (research study) has found our program to have a STRONG impact

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:

<https://drive.google.com/open?id=1fvRnm8eB2d0SKAhIzeGRiEgIzCcwvySI>

Program Budget: \$442,071

Funding Source(s): No Funding, Grants, Donations, Invoicing CCSD

Funding Request(s): "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." -

https://drive.google.com/file/d/1RSjnDrvR0L3-9WK3Hxn7CoViTiN_8GM/view

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50. Entrepreneur Centers for Youth

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Financial literacy (improve economic stability: education, health, job/careers, housing) through the use of the educational tools of mentoring, tutoring, volunteering, business planning, personal finance and more.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Our target age is youth 17 and younger. Our MISSION: Building youth entrepreneurs and entrepreneur centers too (each child is their own center). Our ULTIMATE GOAL: Financial Literacy.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

"EC Youth impacts the student/youth participants we connect with the use of various platforms, centered around our MOTTO: Education + Entrepreneurship=Dreams Come True:

One- we sponsor three entrepreneur event at a CCSD school three times per year. The events provide mini business session using a ""Round Robin"" style: 1. Each session is taught by area professionals and/or entrepreneurs from institutions like Trident Technical Business School, the Chamber of Commerce, area bank representatives, law offices, the City of Charleston Community Development Offices, and business instructors from CCSD to name a few institutions; 2. Entrepreneurs are present at our three event to share their entrepreneur story. 3. Youth entrepreneurs have the opportunity to set up as vendors at the events.

Two- L.E.E.L. our Learn Earn Earn Learn program which will be our year round program which is reinstated as we have revolutionized it to be relevant using today's hybrid options of learning. L.E.E.L. with afford our youth participants the opportunity to earn weekly stipends as they meet the requirements to do so.

Three- We have offer and connect students to funding and scholarship opportunities as well. "

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly, Field Experience, Workplace Student Internship/Apprenticeship, After-school Programming, virtual

Program Frequency: 1-2 per year or monthly, it depends on what the individual or organization desires

Program Grade(s): All Grades

Program Target Students: Our target group is 17 and younger

Program Service Type: Financial Literacy

CCSD Schools Served: Burke High, Charleston Progressive Academy, Simmons-Pinckney Middle, Charleston Development Academy

Students Served: 50 to 100

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Financial illiteracy, mentoring, tutoring, volunteering, attendance

How was the need(s) identified?: Research performed during community service as a nurse, realtor and instructor. Being grant coordinator on different grants allow me to follow deficits first hand.

Student Impact: Our program has some data and is improving upon our ways and means of maintaining our impact findings.

How will you measure the success of your proposal if implemented?: "Our intake and registration forms will be logged into a data base. We are moving to an all electronic intake and registration format. Also because our program's has a requirement that students must attend school in order to qualify to receive the stipend, this will impact the attendance and graduation rate (decreasing the drop out rate). Students should miss no more than five unexcused days from school per semester.

Students will also be created to produce a portfolio which include a record of their mentor, tutor, and volunteer hours. I will include their business plan, if their desire to start a business and or their plans for their financial life after high school: education, health, housing and income or economic stability, all life skills.

If selected to go to the next level of being considered as a recipient, we will provide information being requested in the next statement, ""please upload a very brief executive summary""."

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

Program Budget: Year one approximately \$17,750; year two \$35,615; year three \$95,584; year four \$103,545

Funding Source(s): Grants, Donations, Fee-for-Service (families/participants pay), Invoicing CCSD if we are adopted as a program to be considered as a part of CCSD programing.

Funding Request(s): Approximately \$10,000 to \$103,545 if additional schools are added each year (depends upon the number of students, their age and the number of facilitators). -

<https://drive.google.com/file/d/1Q9ooBpyQpUGRW8dQ6fys1EN30Ph9s1xc/view>

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51. Snowden Community Civic Center: Let's Play Summer Enrichment Academic and Athletic Program

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

The intent is to continue to develop programs to support academic and athletic programs for the children and youth of the Snowden Community Center and surround communities.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Our desire is to consistently provide programs which will educate, support and train children, youth, and families.

Our project goals include our computer lab for educational programs, athletics, and structural enhancement to our community center.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Our summer 2021 Summer Let's Play Enrichment program was fortunate enough to have an assess at the tune of a CCSD teacher. She performed educational assessments (math and writing) on each student. The assessments revealed that close to half if not greater than half of the attendees were performing at a level below their grade level.

Program Delivery Format: 1-on-1, Small Group, Whole Class, After-school Programming, Summer camp 2022, 2023 and so on

Program Frequency: Weekly

Program Grade(s): All Grades

Program Target Students: All Students

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: Belle Hall Elementary, Laing Middle, Lucy Beckham High, Wando High

Students Served: 50 to 100

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Primarily academics: math and reading

How was the need(s) identified?: A certified teacher performed an assessment on the students who attended the community's summer 2021 enrichment program.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: "Data will be collected electronically that will monitor the students academic progress on standardized test, classroom assignments and assessment tools used during tutoring sessions at the center. The tutoring sessions will be arranged to be for the entire year.

If selected the data which was collected during our summer enrichment program help 2021 will be shared."

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

Program Budget: \$25,500.00 to \$45,000.00 per year

Funding Source(s): Grants, Donations, Fee-for-Service (families/participants pay)

Funding Request(s): Negotiable

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52. Maxim Healthcare Staffing

Matt Wetmore

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

The intended outcome of a CCSD and Maxim Healthcare Staffing partnership would be to successfully raise the number IEPs being met, nursing hours, and mental/behavioral support for the students of Charleston County School District by providing quality professionals to fill the job vacancies of the district.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

The purpose of Maxim's plan is to successfully execute a consistent, compliant, and continuous fill for the Special Education Direct & Related positions CCSD requires. Further, our plan's purpose extends to the utilization of established, internal operational mechanisms that address those staffing/statement of work variables that are distinct to school districts and exceptional education needs.

Maxim's overall approach is to create and maintain a pool of Special Education Direct & Related personnel who are ready for assignment and placement within CCSD schools in order to fulfill the expressed contract requirements. Maxim will be placing a special emphasis on adding to an existing pool of professionals with experience providing care within schools. We will grow this pool through a targeted, locally sourced, and ongoing recruitment campaign. . Maxim's local Greenville staffing office will be continually recruiting for the required positions to ensure our services are delivered promptly and the positions consistently and continually filled.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The impact would be to aide students in their academic, social, emotional, and mental health success. This would free students from the barriers the unequally prevent some from succeeding and some from failing due to the dramatic effect this pandemic has caused.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Field Experience, After-school Programming

Program Frequency:

Program Grade(s):

Program Target Students: All Students

Program Service Type: Mental and Behavioral Health

CCSD Schools Served:

Students Served:

How many years has your program been in CCSD schools?:

What specific student need(s) does this program/service address?: Special needs, behavioral students, students with health concerns.

How was the need(s) identified?: IEPs and the student services department.

Student Impact: Our organization's data has found our program to have a MODERATE impact

How will you measure the success of your proposal if implemented?: The number of Students on Tiers being lowered semester after semester, and IEPs being met in real time.

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

Program Budget: All varies on how many staff CCSD requests.

Funding Source(s): Grants, Invoicing a Third-Party (e.g., Medicaid), Invoicing CCSD

Funding Request(s): Varies on the amount of staff CCSD requests

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53. Soul Harvesters Outreach Ministry - Conflict Resolution

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

To help students recognize the causes of conflict, and how to use different methods to resolve disagreements constructively. With de-escalation tools and social awareness, the vision is to see a reduction in behaviors that drain teacher's attention, disrupt precious learning time, the goal is to see the attendees form better relationships and see the overall number of behavior referrals reduced. partnering with CCSD we will setting our youngest and most vulnerable students and families with the resources and tools that they need to build a solid foundation in the area of mathematics.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

We plan to achieve positive results by engaging attendees with exciting workshops, variety of interactive games, motivational speakers, field trips, loving staff and after school meals.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

Learning how to handle disagreements and conflicts is a critical part of social emotional learning. Social skills like cooperation, empathy, and self-control are integral to emotional development, stability to form a conflict resolution. Teaching techniques on how to channel negative energy to something positive can strengthen the intellectual development of the student, leading to lifelong success as they navigate their path through life.

Program Delivery Format: Small Group, Workshop/Assembly, Field Experience, After-school Programming

Program Frequency: Weekly

Program Grade(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Program Target Students: Males, Females, Low-Income or Title I Schools, Non-native English Speakers, High School Students (Grades 9-12), Middle School Students (Grades 6-8), Elementary School Students (Grades K-5)

Program Service Type: Mentoring

CCSD Schools Served: Meeting Street Elementary at Brentwood

Students Served: 40

How many years has your program been in CCSD schools?: 0

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

How was the need(s) identified?: The Brentwood Behavior Intervention Team

Student Impact: This program has not been implemented on a school district level, therefore , we do not have an impact determination.

How will you measure the success of your proposal if implemented?: We'll measure our success by looking at the overall behavior slips of our attendees generated during the program from start to finish. In addition, survey teachers, students, and parents on the effectiveness of the materials presented throughout the program.

If you would like to share recent outcomes data, please upload a very brief executive summary:
<https://drive.google.com/open?id=1nJJQjnQyuCu7lyfimw-PWqWZq-OMvcnC>

Program Budget: \$224,839 per year

Funding Source(s): Invoicing CCSD

Funding Request(s): \$224,839 -

<https://drive.google.com/file/d/1uV98RRG2B5df6puhsA6sJhl7hM42ymV2/view>

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54. Soul Harvesters Outreach Ministry - Health & Nutrition

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Childhood obesity can lead to diabetes, high blood pressure, and high cholesterol as you grow towards adulthood. The goals of this nutrition education program, is to motivate participants to eat a healthy diet. Children are very important audience for nutrition education because health diet is essential to their normal growth/development & gives them the knowledge & tools to promote healthy eating.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Everybody loves to eat! This program helps the student learn to make what you like to eat in healthier ways. We plan to use fun experiments, prepare recipes and go on fact-finding missions. We'll have fun learning about food ingredients, food characteristics, nutrition and food safety. We'll make meals and snacks, and bake goods and science of cooking well. These approaches can transform their perspective on healthy eating and living.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

To spark something in youths they can be passionate about, something that can fire them up and give them joy and energy. Help youth get excited about this program through opening a new world to them through food and the art of preparing food nutritionally.

Program Delivery Format: Small Group, Workshop/Assembly, Field Experience, After-school Programming

Program Frequency: Weekly

Program Grade(s): 5, 6, 7, 8, 9, 10, 11, 12

Program Target Students: Males, Females, Low-Income or Title I Schools, High School Students (Grades 9-12), Middle School Students (Grades 6-8), The graders in elementary would qualify for this program

Program Service Type: Health/Nutrition/Fitness

CCSD Schools Served: Meeting Street Elementary at Brentwood

Students Served: 40

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Health and Nutrition

How was the need(s) identified?: The Family development Team

Student Impact: Meeting Street Brentwood will be our first implementation of this program.

How will you measure the success of your proposal if implemented?: Conducting surveys with teacher, students and families

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

<https://drive.google.com/open?id=1nJJQjnQyuCu7lyfimw-PWqWZq-OMvcnC>

Program Budget: \$143,524 per year

Funding Source(s): Invoicing CCSD

Funding Request(s): \$143,524/year

<https://drive.google.com/file/d/1Ia6F6w0XxdZinG4EtgxadJK42cSk0WdC/view>

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55. Soul Harvesters Outreach Ministry - Mentoring Empowerment Youth Program

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

The MEYP program is designed to promote confidence, build self esteem and self worth and confront day to day real life issues that threaten the success of our youth. The program endeavors to instill positive interaction, communication, and positive relationships between family, peer groups, school administrators and community involvements.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

MEYP will reach as many youth as possible regardless of race, nationality, creed, social or economic status. MEYP will produce productive well-rounded youth that will become successful adults and a credit to society. The program will instill moral and ethical values, teach social awareness and impact homes, schools, communities, cities

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

MEYP endeavors to rekindle the desire to learn and promote educational and social awareness. The program will address emotional anxieties, that impact learning and the mental state of the students due to uncertainties of the pandemic.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly, After-school Programming

Program Frequency: Bi-weekly (every two weeks)

Program Grade(s): 3, 4, 5, 6, 7, 8

Program Target Students: All Students, Males, Females, Low-Income or Title I Schools, Middle School Students (Grades 6-8), Elementary School Students (Grades K-5)

Program Service Type: Mentoring

CCSD Schools Served: Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns

Students Served: 50

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Mentoring and Empowerment

How was the need(s) identified?: School and community interaction

Student Impact: Our organization does not have data to determine impact

How will you measure the success of your proposal if implemented?: Evaluations, Surveys

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

Program Budget: \$181,600.00

Funding Source(s): Grants, Donations

Funding Request(s): <https://drive.google.com/file/d/16u6F3yT-LALk3NjBWN-jeHNgel3NK66r/view>

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56. Art Pot - School & Parents Connections

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Strengthen the connection between Hispanic families and schools, providing the necessary tools for a better approach and participation in the different areas of communication offered by the district, which in turn will support a better school performance of Hispanic children. Create support and training groups that involve the family in their children's school activities.

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

"Create study stations with Hispanic families orienting towards support resources in children's learning and support at home, providing different practical tools and exercises that help their children's academic performance in reading and writing.

Establish parent groups that serve as a bridge between Hispanic families and schools, teachers, school district officials, and school associations.

Develop leadership in families that support and train to improve the school performance of Hispanic children and communication with the school.

We will work for the benefit of the Charleston School District in partnership with other organizations that provide service, support and resources to parents and families such as MUSC, Hope Program, Roper St Francis-Prevention, Reading Encouragement with Steinberg Law Firm, organizations for victims assistance, Consulates of different countries, Palmetto Project, Hispanic Chamber of Commerce of SC, Job Impulse and local Latino Churches."

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

In the Hispanic community, during the pandemic, some parents died, who were the ones who brought food to the table. Currently we have single moms with children to support and educate. We have many children who suffer from mental health problems due to isolation, virtual classes, and the loss of a father, also domestic violence increased during the isolation period and the number of suicides also increased, mainly in young people. There are many services and opportunities that the Hispanic community does not access, because there are not many programs specifically aimed at breaking the cultural and language barrier. These and other issues have made it more difficult for our children to do well in school, offering various tools and efforts to bring Hispanic families and schools closer together is an immediate need that we plan to resolve through Workshops for parents on how to better relate to the school, Leadership workshops, Volunteer workshops, Electronic communication workshops, Workshops to create an active participation program in school events, Live fb program informing the community of progress and facilitating exercises and creative resources to help families with their children and communication with the school.

Program Delivery Format: 1-on-1, Small Group, Workshop/Assembly, Field Experience, Social Media Platform

Program Frequency: Weekly

Program Grade(s): 1, 2, 3, 4, 5, 6, 7, 8

Program Target Students: Males, Females, Low-Income or Title I Schools, Non-native English Speakers, Middle School Students (Grades 6-8), Elementary School Students (Grades K-5)

Program Service Type: Arts & Cultural Enrichment

CCSD Schools Served: Angel Oak Elementary, Jerry Zucker Middle School of Science, Lambs Elementary, Meeting Street Elementary at Burns, Midland Park Primary, North Charleston Creative Arts Elementary, North Charleston Elementary, Northwoods Middle, Pepperhill Elementary, Pinehurst Elementary

Students Served: 100

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Academic performance.

How was the need(s) identified?: Direct calls asking for help, about 50 calls a week. The grassroots community trusts the work we have been doing and communicates directly with our organization

Student Impact: Our organization's data has found our program to have a STRONG impact

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

1-Collection- Data (quantitative) of people served during the project. Report-Table for monitoring the resolution of problems in each activity carried out.

2-Observations and Data analysis- Through the collection of samples to the people attended through interviews that will be collected in videos and / or notes.

3-Focus groups- Through zoom, focus groups participants discuss their ideas and insights in response to open-ended questions from the facilitator.

4- Surveys- To evaluate the efficacy of activities or services.

5- A film that collects a summary of the experience documenting the process and with interviews.

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

<https://drive.google.com/open?id=1nJJQjnQyuCu7lyfimw-PWqWZq-OMvcnC>

Program Budget: \$100,000.00

Funding Source(s): in-kind equipment and volunteers / CofC students (sti-pend)

Funding Request(s): \$50,000.00

https://drive.google.com/file/d/1e6NTfW3zIGSuu0X6dq_wGaUh1h5p3hQ9/view

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57. THE CHARITY FOUNDATION

[PROPOSAL NARRATIVE](#)

[PROPOSAL BUDGET](#)

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58. NORTH CHARLESTON POPS

[HTTP://NORTHCHARLESTONPOPS.COM/POPS-KIDZ/](http://northcharlestonpops.com/pops-kidz/)

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59. CHARLESTON DIGITAL CORRIDOR

[PROPOSAL NARRATIVE](#)

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60. 3RD SERVE

[PROPOSAL](#)

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61. WANDO RUGBY FOOTBALL CLUB

APPLICATION PENDING

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62. CCSD OFFICE OF FAMILY & COMMUNITY ENGAGEMENT (FACE)

[PROPOSAL](#)

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63. EVERY 1 VOICE MATTERS

[PROPOSAL](#)

[PROPOSED BUDGET](#)

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64. Prevention Education/Mental Health Counseling

❖ VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:

To reduce factors that place youth at risk for the inability to cope with stressors and to better prepare youth for all types of influences that they encounter as an individual, in their communities and in society

❖ MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP

To help create to promote community engagement by creating partnerships that unite to help youth and create an environment conducive for them to thrive and become successful individual.

❖ IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP

The two programs, mental health and prevention will provide substantial impact on promoting and meeting the needs of children who have suffered loss in terms of family members and in terms of their own abilities to cope.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly, Workplace Student Internship/Apprenticeship, After-school Programming

Program Frequency:

Program Grade(s): All Grades

Program Target Students: All Students

Program Service Type: Mental and Behavioral Health

CCSD Schools Served: Burke High, Camp Road Middle, Harbor View Elementary, James Island Elementary, Murray LaSaine Montessori, Sanders-Clyde Elementary, St. Andrew's School of Math and Science, Stiles Point Elementary, West Ashley High, James Island Charter High School

Students Served: (no answer)

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: mental health/prevention program

How was the need(s) identified?: Based on information from articles, etc.

Student Impact: Our organization does not have data to determine impact

How will you measure the success of your proposal if implemented?: surveys, focus groups, etc.

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

Program Budget: \$ 7,500.00

Funding Source(s): Invoicing CCSD

Funding Request(s): Transportation

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65. Music Academy of the Two Rivers

❖ VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:

Further outreach into the Charleston County School District would allow us to offer more individual lessons to children who have struggled during this pandemic. Specifically, by providing them a creative outlet for joy, building a work ethic through regular study, giving them the opportunity to work creatively with others in a safe environment, fostering creative development through teamwork, and by giving them opportunities for achievement, through regular performances, as well as participation in local and state competitions.

❖ MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP

My music school provides music lessons (violin, viola, cello, and piano) to any child in Charleston, to bring happiness and achievement to their lives, through music. We offer a scholarship program, where children who have faced major adversity (an event or circumstance that has majorly and permanently affected their lives physically, psychologically, and/or socially) can get music lessons through our studio, to bring a little bit of light to their lives when it's most needed. We would like to partner with the school district to work with teachers, counselors, etc. to identify children who could most benefit from learning music through this program. Aside from that, we teach any child who comes through our doors, and we want to offer lessons to children who don't have the opportunity to learn at school, especially if their school doesn't offer an orchestra program.

❖ IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP

Music provides children happiness, as the creation of art is something beautiful that even the smallest child can appreciate.

Program Delivery Format: 1-on-1, Small Group, Whole Class, Workshop/Assembly, After-school Programming

Program Frequency: Weekly

Program Grade(s): All Grades

Program Target Students: All Students

Program Service Type: Arts & Cultural Enrichment

CCSD Schools Served: Ashley River Creative Arts Elementary, Buist Academy, Charleston Progressive Academy, Drayton Hall Elementary, James Simons Montessori, Memminger Elementary, Montessori Community School, Oakland Elementary, Sanders-Clyde Elementary, Springfield Elementary, St. Andrew's School of Math and Science, Stono Park Elementary

Students Served: 40

How many years has your program been in CCSD schools?: 0

What specific student need(s) does this program/service address?: Children who are struggling to find happiness, or who could benefit from a creative outlet for achievement, can find both through the study of music.

How was the need(s) identified?: Teachers, counselors, and parents together can identify when a student is struggling with depression, and if they may benefit from studying music.

Student Impact: Our organization's data has found our program to have a STRONG impact

How will you measure the success of your proposal if implemented?: 1. The retention rate of students in the program.

2. The mental health of students in the program, whether it has improved.

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

Program Budget: \$ 45000

Funding Source(s): Grants, Donations, Fee-for-Service (families/participants pay), Invoicing CCSD

Funding Request(s): \$ 45000

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66. Tomatis Method, Listening Clarity Inc.

❖ **VISION: STATE YOUR INTENDED OUTCOME OF THE PARTNERSHIP FOR THE FUTURE:**

Improve all aspects of language, communication and learning for students

❖ **MISSION: DESCRIBE WHAT YOU'LL DO AND WHO YOU DO IT FOR UNDER THIS PARTNERSHIP**

Provide the Tomatis Sound training program to a few students or a full class of students including teachers integrated into the daily class schedule. This includes all ages.

❖ **IMPACT: BRIEFLY DESCRIBE THE INTENDED IMPACT YOUR PLANS FOR THIS PARTNERSHIP**

The Tomatis Method affects auditory processing, social behavior and production in many areas of learning including focus, memory, attention, expressive and receptive language, comprehension, reading, and writing to name a few areas of improvement. Students and teachers are energized and motivated to participate well in active listening and learning - areas stretched during Covid isolation.

Program Delivery Format: 1-on-1, Small Group, Whole Class, After-school Programming

Program Frequency: The program requires two 30 hr. Listening sessions. This will be daily either for 15 days or 30 days.

Program Grade(s): All Grades

Program Target Students: All Students

Program Service Type: Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)

CCSD Schools Served: Meeting Street Elementary at Brentwood, Meeting Street Elementary at Burns

Students Served: All students enrolled in each school.

How many years has your program been in CCSD schools?: 2

What specific student need(s) does this program/service address?: Learning challenges of all sorts, motivation, critical thinking.

How was the need(s) identified: General public data showing student needs. Results are from 76 years for the program's history. Also a pilot program at Chicora Elementary in 2011 and 2012.

Student Impact: Pilot program shows strong data.

How will you measure the success of your proposal if implemented?: 1. Pre and post questionnaires, parent and teacher evaluations.

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

Program Budget: \$ 25000

Funding Source(s): Invoicing a private public partnerships

Funding Request(s): \$ 25000

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