

Application to Provide Services to CCSD

The American Rescue Plan (ARP) Act of 2021 authorized the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide substantial relief to students and educators who have been profoundly affected by COVID-19.

From the ESSER Fund, the US Department of Education (US ED) issued \$2,112,051,487 to the South Carolina Department of Education (SCDE) to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic. These funds will enable the SCDE and school districts to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities that have been exacerbated by the pandemic.

CCSD will receive \$163,231,134 through September 2024 for activities under ESSER III. Surveys and stakeholder outreach indicated that the top 6 priorities for activities should address:

1. Needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care
2. Learning loss
3. Summer learning and afterschool programs
4. Mental health services and support for students
5. Educational technology for students
6. Improve indoor air quality in schools

High quality, evidence based activities provided to the school district by established Community-Based Organizations (CBOs) is both an allowable and recommended use of these funds. CCSD intends to contract with CBOs to support students in our school district. Interested CBOs may submit a proposal detailing services they propose to provide to CCSD. Proposals should a) reflect a detailed funding request, b) exclusively support CCSD students and their families, c) address priority #1 above and at least of one the other top 6 priorities, d) identify measures of success and, e) reflect a strategy of enduring impact beyond the term of the ESSER III program.

The deadline for proposal submission is October 11, 2021. If you have any questions or concerns regarding this form, please contact us at partnerships@charleston.k12.sc.us.

Your Organization

Please indicate which best describes your organization:

- I am an existing partner with CCSD.
- My organization would like to become a CCSD partner.
- Other:

Type of Organization

- Nonprofit (501c3 status)
- College/University
- Governmental Agency
- For-Profit Business
- Other:

Name of Program (if applicable)

If your organization provides a specific program, write the program name here. Otherwise, write N/A.

Worth Beyond Measure Mentoring Program

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Roslin Fields

Point-of-Contact Job Title

Executive Director

Point-of-Contact Email Address

rfields@yescouncil.org

Point-of-Contact Telephone Number

8432763685

Program Information

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

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 months 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 thought provoking and relevant to middle and high school girls.

Impact: Briefly describe the intended impact your plans for this partnership in meeting the academic, social, emotional, and mental health needs of students who have been most severely impacted by the pandemic in the Charleston County School District.

The 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

Check all that apply.

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

Program Frequency

How often do you meet with students?

- 1-2 times during the school year
- 1-2 times each semester
- 1-2 times each quarter
- Monthly
- Bi-weekly (every two weeks)
- Weekly
- Daily (or multiple times every week)
- Other: _____

Program Grade(s)

Check all that apply.

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

Program Target Students

Check all that apply.

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

Program Service Type

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

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

CCSD Schools Served

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

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

Students Served

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

100

Program History

How many years has your program been in CCSD schools?

Please only list a number. For example, 5. If less than 1 year or never before, enter 0.

22

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

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

Erica Taylor

Program Need

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.

Program Impact

Student Impact

What is the impact of your program based on data?

- An independent evaluation (research study) has found our program to have a STRONG impact
- Our organization's data has found our program to have a STRONG impact
- Our organization's data has found our program to have a MODERATE impact
- Our organization does not have data to determine impact
- Other:

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

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.

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

 Youth Empower...

Program Funding

Program Budget

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

214,000

Funding Source(s)

What are the anticipated funding source(s) for your program/service? Check all that apply.

- No Funding
- Grants
- Donations
- Fee-for-Service (families/participants pay)
- Invoicing a Third-Party (e.g., Medicaid)
- Invoicing CCSD
- Other:

Funding Request(s)

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

200,000

What is your organization's staffing for the program/service?

Individuals will volunteer to provide services

Individuals will be paid to provide services

Both volunteer and paid

Other:

What CCSD resources (e.g., transportation, facility use, point-of-contact at school) would it take to implement the program?

Please be as specific as possible.

Facility use to hold mentoring sessions; Point of contacts at schools to help coordinate meeting spaces and to help identify girls for the program; buses to provide transportation to fiend trips and summer entrepreneurship and leadership programs.
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Funding Plan

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

Please provide your proposed budget using the format in the sample shown here.

CCSD ARP ESSER III PROGRAM PARTNERSHIP PROPOSAL (SAMPLE)

Organization XYZ

Budget Item/Activity	Year 1	Year 2	Year 3	Year X	Total
Staff Salaries	\$0	\$0	\$0	\$0	\$0
Overhead costs	\$0	\$0	\$0	\$0	\$0
Transportation	\$0	\$0	\$0	\$0	\$0
Materials	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$0	\$0	\$0	\$0
Operations	\$0	\$0	\$0	\$0	\$0
Marketing and Communications	\$0	\$0	\$0	\$0	\$0
Other items...	\$0	\$0	\$0	\$0	\$0
Total Budget	\$0	\$0	\$0	\$0	\$0

Charleston Coun...

Policies & Procedures

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

Yes

Additional Comments