

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.

Be A Mentor

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Alexandra Moor English

Point-of-Contact Job Title

Executive Director

Point-of-Contact Email Address

amoor@beamentornow.org

Point-of-Contact Telephone Number

772-538-0054

Program Information

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

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 Charleston County School District alone.

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.

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

Check all that apply.

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

Program Frequency

How often do you meet with students?

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

Program Grade(s)

Check all that apply.

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

Program Target Students

Check all that apply.

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

Program Service Type

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

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

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
-

- 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."

400 Individual and over 500 addition through community support events

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.

16

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

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

Erica Taylor and Dennis Muhammad

Program Need

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

Program Impact

Student Impact

What is the impact of your program based on data?

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

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

To 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 Funding

Program Budget

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

266,737.00

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?

124,980.99

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.

Point-of-contact at school, already established. We present our programming at certain district events and schools come to us to be added to the waitlist. This way, it is not a forced program but rather desired by the individual school.

Funding Plan

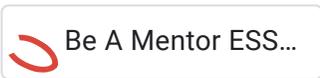
Describe your funding needs and the justifications for these resources including supervision, materials, transportation, etc.

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

CCSD ARP ESSER III PROGRAM PARTNERSHIP PROPOSAL (SAMPLE)

Organization XYZ

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



Policies & Procedures

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

Yes

Additional Comments

Is there anything else that you'd like to share?

-Sarah Macdonald, the guidance counselor at Chicora Elementary who serves as the Be A Mentor School Coordinator states, "We can't do it by ourselves. We need the support from parents, the community, and lawmakers. Strengthening our relationship with community partners through Be A Mentor, shows our kids that people from all socioeconomic backgrounds care about them. It widens the scope of what we can achieve together."

Thank you for completing the CCSD ESSER III Program Partner Application. Your responses will be reviewed and you will be contacted if the team has questions or would like more information.

If you have any questions, please email partnerships@charleston.k12.sc.us or call (843) 937-6303. Thank you!

This form was created inside of Charleston County School District.

Google Forms