



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Extended Learning and Integrated
Student Supports Competitive Grant
Program Report

SL 2020-4 ([HB 1043](#)), sec. 3.3(18)

Date Due: February 15, 2021
DPI Chronological Schedule, 2020-2021

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2020 Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program

2020 Final Report

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Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program: 2020 Final Report

I. ELISS Legislation and Grants Awarded

Legislation Overview

In May 2020, the North Carolina General Assembly passed House Bill 1043, otherwise known as the 2020 COVID-19 Recovery Act [Session Law 2020-4].¹ The purpose of the 2020 COVID-19 Recovery Act was to allow the state of North Carolina to assist local governments, communities, families, workers, and other individuals and businesses in accessing federal relief and recovery funds related to the COVID-19 pandemic.

As part of the 2020 COVID-19 Recovery Act, legislators provided an allotment of \$5 million “to the Department of Public Instruction for the Extended Learning and Integrated Student Supports Competitive Grant Program for the 2019-2020 and 2020-2021 fiscal years” [Section 3.3 (18)]. In the past, the Extended Learning and Integrated Student Supports (ELISS) Program was a two-year, state-funded grant award; however, since the 2020 COVID-19 Recovery Act was in response to federal legislation,² “only expenditures incurred during the period that begins on March 1, 2020 and ends on December 30, 2020 are eligible for funding from this Fund” [Section 2.2]. Furthermore, to align with State fiscal policies, it was determined that expenditures for the ELISS Program could not be incurred until July 1, 2020. Thus, the ELISS Program was funded to support “high-quality, independently validated extended learning and integrated student support service programs for at-risk students whose learning has been negatively affected by COVID-19 impacts” via programming spanning from July 1, 2020 to December 30, 2020.

The legislation states that the programs funded should aim to raise standards for student academic outcomes by focusing on the following:

- a. *Use of an evidence-based model with a proven track record of success.*
- b. *Inclusion of rigorous, quantitative performance measures to confirm effectiveness of the program.*
- c. *Deployment of multiple tiered supports in schools to address student barriers to achievement, such as strategies to improve chronic absenteeism, antisocial behaviors, academic growth, and enhancement of parent and family engagement.*
- d. *Alignment with State performance measures, student academic goals, and the North Carolina Standard Course of Study.*
- e. *Prioritization in programs to integrate clear academic content, in particular, science, technology, engineering, and mathematics (STEM) learning opportunities or reading development and proficiency instruction.*

¹ <https://www.ncleg.gov/Sessions/2019/Bills/House/PDF/H1043v7.pdf>

² North Carolina’s 2020 COVID-19 Recovery Act was in response to the following legislation enacted by Congress: The Coronavirus Aid, Relief, and Economic Security (CARES) Act, The Family First Coronavirus Response Act, The Coronavirus Preparedness and Response Supplemental Appropriations Act 2020, and the Paycheck Protection Program and Health Care Enhancement Act.

- f. *Minimization of student class size when providing instruction or instructional supports and interventions.*
- g. *Expansion of student access to high-quality learning activities and academic support that strengthen student engagement and leverage community-based resources, which may include organizations that provide mentoring services and private-sector employer involvement.*
- h. *Utilization of digital content to expand learning time, when appropriate.*

Further, the legislation states that “grants shall be used to award funds for new or existing eligible programs for at-risk students operated by (i) nonprofit corporations and (ii) nonprofit corporations working in collaboration with local school administrative units” and that programs must serve one or more of the following student groups.

- *At-risk students not performing at grade level as demonstrated by statewide assessments, or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification;*
- *students at-risk of dropout;*
- *students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.*

The legislation required priority consideration be given to:

- *applicants demonstrating models that focus services and programs in schools that are identified as low-performing pursuant to G.S. 11C-105.37;*
- *nonprofit corporations working in partnership with a local school administrative unit resulting in a match utilizing federal funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, or Title IV of the Higher Education Act of 1965, as amended, and other federal or local funds.³*

In addition, competitive priority was given to proposals that provided services to at-risk students living in the state’s most economically distressed counties designated as Tier 1 or Tier 2 by the North Carolina Department of Commerce.⁴

In terms of required grantee reporting, the legislation indicates that grantees shall:

- *report to the Department of Public Instruction for the year in which grant funds were expended on the progress of the program, including alignment with State academic standards, data collection for reporting student progress, the source and amount of matching funds, and other measures, and*

³ The legislation states, “a nonprofit corporation may act as its own fiscal agent for the purposes of this Program”.

⁴ The North Carolina Department of Commerce annually ranks the state’s 100 counties based on economic well-being and assigns each a tier designation. The 40 most distressed counties are designated as Tier 1, the next 40 as Tier 2 and the 20 least distressed as Tier 3. This tier system is incorporated into various state programs to encourage economic activity in the less prosperous areas of the state. (<https://edpnc.com/incentives/county-development-tierdesignations/#:~:text=The%20North%20Carolina%20Department%20of,least%20distressed%20as%20Tier%203>)

- *also submit a final report on key performance data, including statewide test results, attendance rates, graduation rates, and promotion rates, and financial sustainability of the program.*

In terms of the Department of Public Instruction (referred to as NCDPI) reporting to the Joint Legislative Education Oversight Committee, the legislation specifies the following:

The Department of Public Instruction shall provide a report on the Program to the Joint Legislative Education Oversight Committee by February 15, 2021. The report shall include the results of the Program and recommendations regarding effective program models, standards, and performance measures based on student performance; leveraging of community-based resources to expand student access to learning activities; academic and behavioral support services; and potential opportunities for the State to invest in proven models for future grants programs.

This report was developed under a contract with SERVE Center at the University of North Carolina at Greensboro (SERVE) to fulfill the above reporting requirement. SERVE provided support in three areas: (1) the internal grant application/addendum review process, (2) the implementation and outcome data collection by grantees, and (3) the development of the final report from NCDPI due to the Joint Legislative Education Oversight Committee in February of 2021.

Grants Awarded

The ELISS Grant Program was initially included in the 2019 Appropriations Act, HB966 Section 7.38 (a-e). Forty-seven (47) nonprofit organizations completed ELISS grant proposals by the deadline of October 15, 2019; however, the submitted proposals remained unscored because HB966 was never passed. Then, on May 19, 2020, the 47 eligible entities were notified that the passage of North Carolina's 2020 COVID-19 Recovery Act authorized funding for the ELISS Program.

Since the source of the 2020 ELISS funds were from the federal government in relation to the COVID-19 pandemic (i.e., HB1043), organizations were required to submit an ELISS Application Addendum describing alignment of proposed programming to needs emerging with respect to COVID-19. The ELISS Application Addendum was made available on May 27, 2020 via email and as a Required Document within the Comprehensive Continuous Improvement Plan (CCIP)⁵ system for organizations to complete. A virtual technical assistance webinar was conducted for the 47 eligible organizations on June 2, 2020 and the final submission of addendums was due no later than June 12, 2020.

To ensure the addendums were reviewed and scored in a timely manner, a team was created to independently review and score all submissions. The ELISS Addendum Review Team included two NCDPI staff members with prior ELISS program knowledge and two SERVE staff members. Of the 47 eligible organizations that had previously submitted proposals in 2019 for

⁵ The Comprehensive, Continuous Improvement Plan (CCIP) is a web-based planning and grants management tool, and it connects district goals for improvement to budgeted activities. CCIP is used by local education agencies (LEAs), charter schools and non-LEAs to apply for federal and state funds.

the ELISS Program, 27 submitted addendums by June 2020 that were deemed complete and eligible and were reviewed and scored by the ELISS Addendum Review Team.⁶

The recommended funding amount was calculated per an overall addendum score, which included the following levels:

- Level 1 (Some Questions/Challenges) – Grant range up to 40% of their initial 2019 funding request for one full year of programming.
- Level 2 (Sufficient) – Grant range up to 45% of their initial 2019 funding request for one full year of programming.
- Level 3 (Strong) – Grant range up to 50% of their initial 2019 funding request for one full year of programming.

After allocating funds across the 27 organizations as described above, the remaining funds were allocated to organizations with overall scores of Level 2 (Sufficient) and Level 3 (Strong) based on the following priority considerations: (a) focus on schools designated as “low performing” (1 point); (b) counties defined as economically distressed (0-2 points); (c) ability to utilize match funds from Title I or Title IV (1 point).

Organizations with an overall score of Level 2 (Sufficient) and Level 3 (Strong) were awarded additional funds based on their priority points as follows:

- 4 priority points – awarded an additional \$47,000
- 3 priority points – awarded an additional \$45,000
- 2 priority points – awarded an additional \$43,000
- 1 priority point – awarded an additional \$40,000

Using the results from the ELISS Addendum Review Team and the proposed funding allocations based on priority points, the Federal Program Monitoring and Support Division Director at NCDPI presented the scoring results to the State Board of Education (SBE) for approval. The SBE approved the awards to grantees on August 6, 2020. Grantees received notification of funding availability on August 10, 2020.

The legislation specified funding for two types of programs: (1) Extended Learning and (2) Integrated Student Supports. The following definitions of these two types of eligible programs were included in the application guidance materials:

- Extended Learning (EL): defined as “*services and activities that are offered to at-risk students in times outside of the traditional school day. EL may include ELISS programs offered before school, after school, on Saturdays, summers, and intercessions.*”
- Integrated Student Supports (ISS): described (by research conducted by Child Trends in 2014⁷) as “*a school-based approach to supporting students’ academic success by*

⁶ Each application Addendum was rated by all four Review Team members using the ELISS Addendum Quality Review Rubric. Individual ratings were compared for each Addendum, with any disparate scores further discussed by the full team, including reviewer comments, to reach consensus on final scores and to note future technical assistance recommendations on the ELISS Addendum Review Scoring Summary. After a meeting of the Review Team, the ELISS State Coordinator, in collaboration with FPMS Division Leadership, reviewed the team notes and then rank ordered all applications according to Quality Band for final recommendations.

⁷ <https://www.childtrends.org/wp-content/uploads/2014/02/2014-05ISSWhitePaper1.pdf>

developing or acquiring and coordinating supports that target academic and non-academic barriers to achievement.”

Table 1 shows the grants awarded by whether they planned to operate an EL program (including after school, summer, etc.), an ISS program (support to at-risk students during the school day), or both (Extended Learning + Integrated Student Supports). Overall,

- 8 grantees proposed implementing only EL programs (total of \$1,058,767).
- 4 grantees proposed implementing only ISS programs (total of \$617,498).
- 15 grantees proposed implementing programs with both EL and ISS components (total of \$3,106,278).

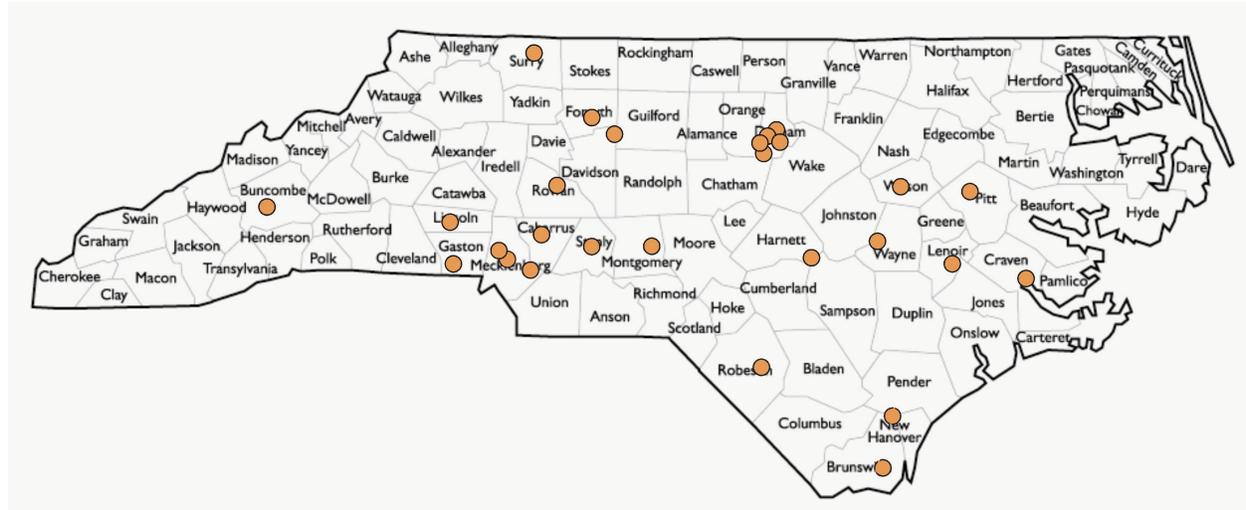
Table 1. ELISS Grant Awards (2020)

Type of Grant	Organization Name	Region	County	Total 2020 Funding Amount
Extended Learning (EL)	Abundant Life Community Services	Southeast	Craven	\$67,200
	Boys & Girls Clubs of Greater High Point	Piedmont-Triad	Guilford and Randolph	\$228,698
	FBC-W CSA dba Charlotte Community Services Association	Southwest	Mecklenburg	\$166,698
	Jehovah Rapha International, Inc.	North Central	Harnett	\$79,500
	MeckEd	Southwest	Mecklenburg	\$128,779
	Piedmont Conservation Council, Inc.	North Central	Durham	\$24,000
	Wilson Youth United, Inc. dba the SPOT	North Central	Wilson	\$161,392
	YMCA of Northwest North Carolina	Piedmont-Triad	Forsyth	\$202,500
Subtotal				\$1,058,767
Integrated Student Supports (ISS)	Alliance for Children & Youth/Communities In Schools	Southwest	Gaston	\$220,188
	CIS of Brunswick County	Southeast	Brunswick	\$137,524
	CIS of Lincoln County	Southwest	Lincoln	\$79,670
	CIS Rowan	Southwest	Rowan	\$180,116
Subtotal				\$617,498
Extended Learning and Integrated Student Supports (EL + ISS)	Book Harvest	North Central	Durham	\$179,041
	Boys & Girls Club of Cabarrus County	Southwest	Cabarrus	\$294,999
	Children First/Communities In Schools of Buncombe County	Western	Buncombe	\$80,500
	Communities In Schools of Cape Fear	Southeast	New Hanover and Pender	\$173,198
	Communities In Schools of Montgomery County	Sandhills	Montgomery	\$269,829
	Communities In Schools of Robeson County	Sandhills	Robeson	\$201,017
	East Durham Children's Initiative	North Central	Durham	\$200,115
	Kinetic Minds	Southeast	Wayne	\$202,500
	Math & Esther Christian, Inc.	Southeast	Lenoir	\$270,000
	RAM Organization	North Central	Durham	\$268,000
	Reeves Community Center Foundation	Piedmont-Triad	Surry	\$65,575
	Stanly County Family YMCA	Southwest	Stanly	\$269,668
	Student U	North Central	Durham	\$224,836
	The Family Institute for Health & Human Services dba Project Cares	Southwest	Mecklenburg	\$112,000
	United Way of Pitt County	Northeast	Pitt	\$295,000
Subtotal				\$3,106,278
Grand Total Awarded				\$4,782,543

The grantees that received awards were located in seven of the eight regions of the state⁸ with the Southwest Region receiving the highest number (i.e., 8 of the 27 awards). The initial combined amount approved to award to the grantees was \$4,782,543 to serve a total of 23 counties, with awards ranging from \$24,000 to \$295,000.

While 27 organizations were originally approved for ELISS awards, one organization declined funding. Thus, 26 organizations were awarded funds and implemented ELISS programs in 2020.

Diagram 1. ELISS Grant Awards by County (2020)



Data Sources for the Final Report

SERVE used three data sources to develop the 2020 Final ELISS Report: (1) site visits/interviews, (2) online monthly reports, and (3) End-of-Grant Grantee Reports.

1. SERVE Site Visits – SERVE conducted site visits/interviews (virtually and in person) with a sample of 11 grantees during the month of November (2020). As part of the site visit, SERVE asked grantees about any recent changes in their program, implementation successes/challenges, and their progress in collecting participant data for their required End-of-Grant Grantee Report. Program Directors were given the option to have the site visit conducted virtually or in person. Information gathered during the site visits provided context for descriptions of the grantee programs, which are included in the next sections of this report.
2. Online Monthly Reports – SERVE developed and administered monthly reports/surveys for grantees to provide updates of their ELISS activities. The monthly reports/surveys collected program attendance data and implementation data regarding key program components, as outlined in the ELISS legislation. Reporting links were sent to Program Directors monthly (i.e., on September 30th, October 30th, November 30th, and December

⁸ The Northwest Region was the only region not represented (as no application addendum was submitted from this region).

- 15th). All grantees were required to submit monthly reports. SERVE conducted an inventory of all monthly report data and shared with NCDPI for monitoring purposes.
3. 2020 End-of-Grant Subgrantee Reports – According to the ELISS legislation, grantees were required to “*submit a final report on key performance data...*” Thus, SERVE developed ELISS logic models in collaboration with all grantees and communicated regularly with Program Directors to help them complete their final reports (using a common template that provided broad direction but allowed for reporting on each program’s unique goals for participating ELISS students). All grantees were required to upload a completed End-of-Grant Subgrantee Report in CCIP by December 15, 2020.

II. Grantee Implementation

State and Local Context for COVID-19 Mitigation

Education worldwide was disrupted by the COVID-19 pandemic. In North Carolina, schools were closed for in-person instruction beginning in mid-March 2020 by Governor Roy Cooper to try to slow the spread of COVID-19. In July 2020, Governor Cooper released the state’s school reopening plan, which emphasized the combination of in-person instruction and distance learning. At the outset of the 2020-21 school year, the majority of the state’s public-school students started the school year with online classes. On September 17, 2020, Governor Cooper announced that North Carolina schools, at the discretion of each district, were allowed to roll out options for in-person instruction for K-5 students beginning October 5, 2020. (See Appendix A for a more detailed timeline regarding North Carolina’s response to the COVID-19 pandemic).

During the summer of 2020, the SBE and NCDPI, in consultation with the North Carolina Department of Health and Human Services (NCDHHS), developed a resource document in response to the COVID-19 public health crisis, *Lighting Our Way Forward: North Carolina's Guidebook for Reopening Public Schools*.⁹ This document provided support to public schools and communities to develop plans and strategies for reopening schools in the 2020-21 school year. The document advised that, as schools and communities across North Carolina worked to operationalize the recommendations from the SBE, NCDPI, and NCDHHS, “*it is critical to be intentional and prepared for change as the year unfolds in light of public health needs.*” As previously mentioned, ELISS funds could be used for extended learning and integrated student programming from July 1, 2020 to December 30, 2020. Thus, as communities were navigating an unprecedented educational landscape, ELISS grantees received short-term funding to provide support services for at-risk students that had been negatively affected by COVID-19 impacts.

Overview of Grantee Programs

A total of 26 grantees implemented an ELISS-funded program in 2020. Eight (8) grantees proposed to implement an extended learning (EL) program, four proposed to implement an integrated student support (ISS) program, and 14 proposed to implement a program with both EL and ISS components (EL+ISS).

⁹ <https://www.dpi.nc.gov/news/covid-19-response-resources/lighting-our-way-forward>

Table 2 shows the school level of students served by grantees. A total of 21 grantees served elementary students, 19 served middle grades students, and 9 served high school students. The majority of grantees served multiple school levels; specifically, 8 grantees served elementary and middle school students, 1 grantee served middle and high school students, and 7 grantees served students that spanned elementary, middle, and high school. Some grantees chose to target their ELISS services to a more targeted group of students. For example, 6 grantees focused only on elementary school students, 3 only on middle school students (MeckEd, CIS Lincoln County, and CIS Montgomery County), and 1 focused only high school students (Piedmont Conservation Council, Inc.).

Table 2. ELISS Grantees by Type of Program and School Level of Students Served

Originally Designated Type of Program	Organization Name	School Level of Students Served		
		Elem	Middle	High
Extended Learning (EL)	Abundant Life Community Services	✓	✓	
	Boys & Girls Clubs of Greater High Point	✓		
	FBC-W CSA dba Charlotte Community Services Association	✓	✓	
	Jehovah Rapha International, Inc.	✓	✓	
	MeckEd		✓	
	Piedmont Conservation Council, Inc.			✓
	Wilson Youth United, Inc. dba the SPOT	✓	✓	
	YMCA of Northwest North Carolina	✓	✓	✓
Integrated Student Supports (ISS)	Alliance for Children & Youth/Communities In Schools	✓	✓	✓
	CIS of Brunswick County	✓	✓	
	CIS of Lincoln County		✓	
	CIS Rowan	✓	✓	✓
EL and ISS	Book Harvest	✓		
	Boys & Girls Club of Cabarrus County	✓		
	Children First/Communities in Schools of Buncombe County	✓	✓	
	Communities In Schools of Cape Fear	✓	✓	✓
	Communities In Schools of Montgomery County		✓	
	Communities In Schools of Robeson County	✓	✓	✓
	East Durham Children's Initiative	✓	✓	✓
	Kinetic Minds	✓	✓	
	Math & Esther Christian, Inc.	✓	✓	
	RAM Organization	✓		
	Reeves Community Center Foundation	✓	✓	✓
	Student U		✓	✓
	The Family Institute for Health & Human Services dba Project Cares	✓		
United Way of Pitt County	✓			
Total		21	19	9

Source: ELISS monthly reports and End-of-Grant Subgrantee Reports

Description of Grantees

This section of the report briefly describes grantees categorized by the “type” of program (i.e., EL, ISS, and EL+ISS) they initially proposed to implement (as indicated in their ELISS Application Addendum). Once ELISS implementation began, some grantees requested a change

to the “type” of program they were offering. In such instances, the changes are marked (*) in Tables 3-5.

Extended Learning (EL)

As indicated in the ELISS legislation, EL is defined as “services and activities that are offered to at-risk students in times outside of the traditional school day. EL may include ELISS programs offered before school, after school, on Saturdays, summers, and intercessions.” Eight organizations focused primarily on EL programs for at-risk students; however, there was variability regarding how services were delivered to students across the 8 grantees. EL programming was provided to ELISS participants at partner schools, community-based locations, and/or via virtual platforms. Table 3 provides an overview of the service delivery models implemented across the eight EL-focused programs.

Table 3. Extended Learning (EL) Services Delivery Model

Type of Program	Organization Name	Primary Type of Service Delivery	In-Person Programming Provided		Virtual Programming Provided
			# of School-based Site(s)	# of Community-based Site(s)	Was ELISS virtual programming provided?
Extended Learning (EL)	Abundant Life Community Services	In Person		2	
	Boys & Girls Clubs of Greater High Point	In Person		4	
	FBC-W CSA dba Charlotte Community Services Association	Hybrid		1	Yes
	Jehovah Rapha International, Inc.*	In Person		2	
	MeckEd	Hybrid		2	Yes
	Piedmont Conservation Council, Inc.	Hybrid	2		Yes
	Wilson Youth United, Inc. dba the SPOT	In Person		1	
	YMCA of Northwest North Carolina	In Person		4	

*Changed from EL to both EL + ISS mid-grant

Five (5) of the 8 grantees with EL-focused programming served students primarily in person.

1. **Abundant Life Community Services.** This grantee operated two community-based sites that provided in-person services to students in Craven County in grades K-8. Afterschool programming was provided to ELISS participants from 3:30 p.m. to 6:30 p.m. four days a week. (Wednesdays were asynchronous remote leaning days for students because the schools across the district were closed for cleaning.) In addition, the grantee provided a math tutoring program on Monday nights from 6:00 p.m. to 7:00 p.m.
2. **Boys and Girls Clubs of Great High Point.** Project Learn operated four community-based sites that provided in-person services for Guilford County and Asheboro City students (grades 2-5). All sites offered afterschool programs that operated five days a week from 2:00 p.m. to 6:00 p.m. In addition, Project Learn provided distance learning support programs, which provided students a safe location, supervision, and support, as needed, in which they could log-in to the district’s virtual platform, attend distance learning classes, and complete school assignments.

3. **Jehovah Rapha International, Inc.** This grantee operated two community-based sites that provided in-person services for students in Harnett County. Originally, the grantee used ELISS funds to provide only afterschool programs; however, mid-grant, a program amendment was requested to also use ELISS funds to support distance learning support programs and integrated support services. After being approved by NCDPI, services were then available to ELISS participants from 7:00 a.m. to 6:00 p.m. (Monday through Friday).
4. **Wilson Youth United.** The SPOT operated a community-based site that provided in-person services for Wilson County students in grades K-6. The SPOT provided both a distance learning support program (7:45 a.m. to 3:00 p.m.) and an afterschool program (3:00 p.m. to 6:00 p.m.) five days a week.
5. **YMCA of Northwest North Carolina.** This grantee operated four community-based, full-day E-Learning Academies for students in Winston-Salem Forsyth County. The sites were open from 7:00 a.m. to 6:00 p.m. Monday through Friday.

Three (3) of the 8 grantees with EL-focused programming served students both in person and via virtual platforms.

1. **FBC-W CSA dba Charlotte Community Services Association.** Using a virtual/online approach, the SMART Tutoring Program provided at least 180 minutes of tutoring each week for students in Charlotte. However, while most of the ELISS services were provided virtually, from November to mid-December, ELISS participants were provided the opportunity to attend the center's Remote Learning Site, before switching to their SMART Tutoring in the afternoon.
2. **MeckEd.** This grantee used ELISS funds to provide virtual and in-person programming to middle school students (grades 6-8) in Charlotte. MeckEd worked with four program providers to meet the needs of at-risk middle school students. Two of the four providers offered virtual STEM programming (Digi-Bridge and Dottie Rose Foundation); one provider offered in-person afterschool opportunities (YMCA); and one provider offered a hybrid model of in-person and virtual afterschool sessions (Firm Foundations). Additionally, MeckEd offered support to the providers through professional development opportunities related to COVID-19 issues (such as self-care and mindfulness).
3. **Piedmont Conservation Council.** This grantee used ELISS funds to support the Bionomic Education Training Center (BETC) program, an extended-learning program for at-risk students at North High School and Southern High School in Durham. Previously, the curriculum was delivered in person; however, due to the pandemic, Durham Public Schools adopted Plan C (all virtual). ELISS funds supported professional development for teachers to deliver the BETC curriculum and to convert the lessons to online modules (including the in-person, hands-on installation of cisterns and rain garden installations by participating students).

Integrated Student Supports (ISS)

All 4 of the grantees awarded ELISS funds to provide ISS services were Communities In Schools (CIS) affiliates. CIS is a national model that involves local CIS affiliates (non-profit

organizations with their own Boards, budgets, Directors, etc.) implementing the CIS model in partnership with local schools. The CIS model involves placing a trained CIS staff person in a partnering school to provide individualized case management services during the school day to students with identified risk factors for low achievement. The case management involves making individualized plans to help students remove barriers causing low achievement, attendance, or poor behavior. According to the national CIS website, a CIS local affiliate organization brings support and resources to the partner schools by doing the following:

- a. *conducts an assessment of the community to determine the need for CIS;*
- b. *partners with school district leadership to identify where CIS can have the greatest impact;*
- c. *hires, trains, and assigns a site coordinator to a partner school;*
- d. *partners with the school districts, local agencies, businesses, and foundations to garner support for the organization and its work;*
- e. *mobilizes community resources to address academic and nonacademic barriers; and*
- f. *continuously evaluates their work to ensure progress is made and goals are met.*

Table 4. Integrated Student Support (ISS) Delivery Model

Type of Program	Organization Name	Primary Type of Service Delivery	In-Person Programming Provided		Virtual Programming Provided
			# of School-based Site(s)	# of Community-based Site(s)	Was ELISS virtual programming provided?
Integrated Student Supports (ISS)	Alliance for Children & Youth/CIS*	Hybrid	1	1	Yes
	CIS of Brunswick County	Hybrid	6		Yes
	CIS of Lincoln County	Hybrid	4		Yes
	CIS Rowan	Hybrid	8		Yes

*Changed from ISS to EL + ISS

The 4 grantees with ISS-focused programming served students both in person and via virtual platforms.

1. **Alliance for Children and Youth/CIS.** This grantee provided ISS services to elementary, middle, and high school students (grades 2-11). Gaston County adopted Plan B (hybrid), with students attending school either on Monday/Tuesday or Thursday/Friday (students engaged in remote learning on Wednesdays when schools were cleaned). Thus, the grantee operated a community-based, in-person Day Program, which provided students a safe location, supervision, and support, as needed (whereby participants could log-in to the district’s virtual platform, attend distance learning classes, and complete school assignments). Additionally, the grantee provided Tier I, II, and III services to Woodhill Elementary School both in person and virtually.
2. **CIS of Brunswick County.** This grantee provided ISS services to elementary and middle school students (grades K-8) across six schools in Brunswick County. ISS services were provided primarily in person when students were at school (i.e., elementary students attended school five days a week, while middle school students attended two days a

week). However, some students chose to attend school on-line for the first semester, thus, ISS services to those individuals were provide virtually.

3. **CIS of Lincoln County.** This grantee provided ISS services at four middle schools (grades 6-8) in Lincoln County. ISS services were primarily provided via CIS-developed elective classes that were taught by the school’s full-time CIS Site Coordinator. Lincoln County middle school students did not attend school in person on Wednesdays during the fall 2020 semester, so elective courses were taught virtually at least once a week.
4. **CIS Rowan.** This grantee provided ISS services to K-12 students across eight Rowan County schools: five elementary, two middle and one high school. ISS services were provided primarily in person during the school day. Rowan County middle school students did not attend school in person on Wednesdays, so ISS services were provided virtually on Wednesdays.

Extended Learning + Integrated Student Supports (EL+ISS)

Fourteen (14) organizations received ELISS funding to provide a combination of EL and ISS services. There was variability regarding how services were delivered to students. Table 5 provides an overview of the service delivery models implemented across the EL + ISS programs. Two (2) of the grantees provided services primarily in person, 7 virtually, and 5 with a hybrid approach.

Table 5. Extended Learning (EL) + Integrated Student Support (ISS) Services Delivery Model

Type of Grant	Organization Name	Primary Type of Service Delivery	In-Person Programming Provided		Virtual Programming Provided
			# of School-based Site(s)	# of Community-based Site(s)	Was ELISS virtual programming provided?
EL and ISS	Book Harvest*	Virtual			Yes
	Boys & Girls Club of Cabarrus County	In Person	2	1	Yes
	Children First/Communities in Schools of Buncombe County	Hybrid	3	1	Yes
	Communities In Schools of Cape Fear	Hybrid	12	1	Yes
	Communities In Schools of Montgomery County	Virtual			Yes
	Communities In Schools of Robeson County	Virtual			Yes
	East Durham Children's Initiative	Virtual			Yes
	Kinetic Minds	Virtual			Yes
	Math & Esther Christian, Inc.	Hybrid	1	**	Yes
	RAM Organization	Virtual			Yes
	Reeves Community Center Foundation	In Person	1	**	
	Student U	Hybrid		1	Yes
	The Family Institute for Health & Human Services dba Project Cares*	Virtual			Yes
United Way of Pitt County*	Hybrid	1		Yes	

*Changed status from EL + ISS to ISS only

** Grantee provided ELISS-funded services in multiple venues, as needed, across the community.

Three (3) grantees originally proposed implementing both EL + ISS components; however, due to changes in district/school opening plans and policies, the grantee requested a program amendment to implement ISS-focused services only.

1. **Book Harvest.** This grantee provided ISS services to Durham Public School students in grades K-5. The district adopted Plan C (virtual only), so the grantee's HELPS tutoring program for third grade students at W.G. Pearson Elementary and the Parent Workshop Sessions for Fayetteville Street Elementary were both converted from an in-person curriculum to an on-line curriculum. In addition, the grantee used ELISS funds to distribute books to four low-performing elementary schools (W.G. Pearson, Fayetteville, Merrick-Moore and C.C. Spaulding). The provision of books was provided via mail or contactless pick up at their office or identified meal sites.
2. **The Family Institute for Health and Human Services.** Project CARES provided ISS services to third grade students at Hidden Valley Elementary in Charlotte. The district adopted Plan C (virtual only); therefore, the grantee collaborated with the school to receive access to all third-grade classrooms in order to work with teachers in a virtual co-teaching environment. Thus, the grantee was able to provide virtual tutorial services Monday through Friday from 8:00 a.m. to 3:00 p.m.
3. **United Way of Pitt County.** The Early Grades Student Success Academy (EG-SSA) provided supports during the school day, targeting at-risk students in grades three and four across four low-performing schools. The EG-SSA program provided integrated student supports both in person and virtually. Each school determined the format of ELISS instruction; however, most schools served students Monday through Thursday between the hours of 8:00 a.m. and 4:00 p.m. (One school opted to bring teachers into the building to work with students face to face, while the other three schools opted to initially serve students remotely.) Remote learners and their families worked with ELISS teachers to develop schedules for Zoom sessions which allowed for both regular school instruction and ELISS integrated support.

Four (4) ELISS grantees were Communities in Schools (CIS) affiliates, that provided the traditional CIS model of tiered supports as well as an extended learning component.

1. **Children First/CIS of Buncombe County.** This grantee provided in-person ISS services at three Asheville City and Buncombe County schools (two elementary schools and one intermediate school that serves grades 5-6). In addition, the grantee operated two extended learning programs: a community-based remote learning center (from 9:00 a.m. to 12:30 p.m. and 1:30 p.m. to 5:00 p.m., Monday through Friday) and an afterschool program at Eblen Intermediate (from 1:30 p.m. to 4:15 p.m. on Tuesdays and Thursdays).
2. **CIS of Cape Fear.** This grantee provided ISS services to two school districts (New Hanover and Pender County). The ELISS funding allowed for placement of CIS staff serving at-risk students with case management during the school day in six schools in New Hanover County and six schools in Pender County. In addition, ELISS funding supported extended learning via a community-based remote learning center that operated from 8:30 a.m. to 3:30 p.m. Monday through Friday.

3. **CIS of Montgomery County.** Project METAL provided virtual ISS services to two middle schools in Montgomery County. Due to the high incidence rate of COVID-19 in the county, Montgomery County Schools adopted Plan C (all virtual). In addition, Project METAL provided extended learning via a virtual platform three hours per day, four days per week.
4. **CIS of Robeson County.** The Public Schools of Robeson County adopted Plan C (all virtual); thus, this grantee provided virtual ISS and EL supports to five schools across Robeson County serving grades 5-12. The ISS services were provided to students, as available, during their online instructional time during the day. Afterschool programming was provided Monday through Thursday from 3:15 p.m. to 5:15 p.m.

One (1) ELISS grantee was a Boy's and Girl's Club affiliate that provided their organization's traditional afterschool programming as well as remote learning and ISS services during the regular school day.

1. **Boys and Girls Club of Cabarrus.** Project ASPIRE provided afterschool programming and ISS services at two Cabarrus County elementary schools. In addition, Project ASPIRE provided a community-based remote learning support program to students attending virtual classes and completing assignments Monday through Friday from 8:30 a.m.-2:30 p.m.

Three (3) grantees used ELISS funds to serve students at charter schools with EL and ISS services:

1. **Kinetic Minds.** This grantee primarily provided virtual EL and ISS services to grades K-8 at Dillard Academy Charter School (in accordance with the school's operation and limits on non-school staff allowed in the school facility) in Goldsboro. EL services were provided Monday through Thursday from 3:30 p.m.-5:30 p.m. ISS services were delivered Monday through Thursday from 8:40 a.m.-10:10 a.m. and 11:20 a.m.-12:50 p.m.
2. **Math and Esther Christian, Inc.** This grantee provided both in-person and virtual services to grades PreK-8 at Children's Village Academy (CVA) in Kinston. EL services were conducted during the school day and after school hours. Students participated remotely from home or they convened in small groups of 10-12 students called "learning pods." Learning pod participants gathered in person in classrooms located on CVA's upper and lower campuses as well at community-based sites including: the Makers' Space facility, the Math and Esther Christian Church and conference center, and the Kinston (Lenoir County) Library. ISS services were also provided both virtually and in person across multiple learning pods, sites, and program components.
3. **RAM Organization.** This grantee primarily provided virtual EL and ISS services to grades K-4 at Reaching All Minds Academy in Durham. EL services were provided Monday through Thursday 3:00 p.m. through 5:00 p.m. ISS services were provided to students during the school day.

Three (3) grantees used ELISS funding to serve students district-wide with EL and ISS services.

1. **East Durham Children’s Initiative.** This grantee provided ISS services virtually via an academic coaching program to students in Durham Public Schools. Academic Coaches monitored student attendance, assignment completion, academic confidence, and social-emotional well-being for each ELISS participant. In addition, this grantee provided a five-week EL summer program for elementary students and a family advocacy program that provided one-on-one support to increase parental engagement in their children’s education and assistance with basic needs (e.g., food and housing security, health and wellness support).
2. **Student U.** This grantee targeted its services to 28 schools across Durham Public Schools. ELISS funding was used to provide three types of extended-learning components: (a) an in-person, community-based EL learning center that operated Monday through Thursday from 7:00 a.m.-4:00 p.m.; (b) a virtual tutoring program that provided individualized direct assistance to students, as needed, Monday through Friday (three hours per day and five hours on Wednesday); and (c) virtual UPrep workshops held on Saturdays for students and parents/caregivers. In addition, Student U provided virtual ISS services that included a mentor/advocate program and college advising sessions.
3. **Reeves Community Center.** The Fit Bodies/Fit Brains Project used ELISS funding to support in-person EL and ISS services for students in Mount Airy City schools. More specifically the Fit Bodies/Fit Brains Project’s goal was to “*strengthen the community as a whole through school, family, and community-based organizations in order to achieve improved academic achievements for at-risk students through the develop of physically active practices that value family and community resources and partnerships.*” EL services were provided at Mount Airy Middle School (before-school physical-fitness/nutrition education classes) and ISS services were provided in multiple venues across the community (i.e., parks and greenways and Housing Authority).

Summary of Types of Academic and Behavioral Support Services Provided ELISS Participants

Over the fall of 2020, ELISS-funded organizations were provided the opportunity to modify their services in “real time” to better support the changing needs of students and families in their communities. As a result, an array of support services were provided, via ELISS-funded programming, to engage at-risk students both academically and behaviorally. Table 6 provides a summary of number and types of ELISS-funded program components including: afterschool programs, remote learning support centers, summer programs, case management (Tier II and III), and Tier I services.

Table 6. ELISS Grantees by Type of ELISS-funded Program Component

Grantee	Extended Learning (EL) Program Components			Integrated Student Support (ISS) Program Components	
	Afterschool Program	Remote Learning Support Center	Summer Program	Case Management (Tier II and III)	Tier I
Abundant Life Community Services	✓				
Alliance for Children & Youth/CIS		✓		✓	✓
Book Harvest				✓	✓
Boys & Girls Club of Cabarrus County	✓	✓		✓	✓
Boys & Girls Clubs of Greater High Point	✓	✓			✓
Children First/Communities in Schools of Buncombe County	✓	✓	✓	✓	✓
CIS of Brunswick County				✓	✓
CIS of Lincoln County				✓	✓
CIS Rowan				✓	✓
Communities In Schools of Cape Fear		✓	✓	✓	✓
Communities In Schools of Montgomery County	✓			✓	✓
Communities In Schools of Robeson County	✓			✓	✓
East Durham Children's Initiative				✓	✓
FBC-W CSA dba Charlotte Community Services Association	✓	✓	✓		✓
Jehovah Rapha International, Inc.	✓	✓	✓	✓	✓
Kinetic Minds	✓			✓	✓
Math & Esther Christian, Inc.	✓	✓	✓	✓	✓
MeckEd	✓				
Piedmont Conservation Council, Inc.	✓				✓
RAM Organization	✓	✓	✓	✓	✓
Reeves Community Center Foundation	✓				✓
Student U	✓	✓	✓	✓	✓
The Family Institute for Health & Human Services dba Project Cares			✓	✓	✓
United Way of Pitt County			✓	✓	
Wilson Youth United, Inc. dba the SPOT	✓	✓			
YMCA of Northwest North Carolina	✓	✓			
Total Number of Grantees:	17	12	9	18	21

Note: While almost all ELISS grantees provided Tier I services, a check in this column indicates that this was a major component of the grantees programming that was tracked and reported on monthly.

Extended Learning Program Components

Afterschool Programs. Seventeen (17) grantees used ELISS funds to support afterschool programming for at-risk students. Overall, these programs encompassed a broad range of focus areas including academic support, social-emotional learning, mentoring, arts, sports, recreation, and parent engagement. Specifically,

- 4 grantees provided afterschool services to elementary-age students only (3 with in-person services and 1 with virtual-only services),
- 2 grantees served middle school age students only (1 provided academic tutoring and remediation virtually, while the other provided a mix of virtual STEM enrichment and in-person academic and social-emotional learning support),
- 6 grantees served both elementary and middle school students (with four providing community-based afterschool services and two providing services to a specific charter school),
- 2 grantees provided services to high school students (both using a hybrid approach, but one focusing its services on STEM project-based learning and the other focusing on college and career development), and
- 3 grantees served a mix of youth ranging from kindergarteners to high school students.

Remote Learning Support Centers. As a result of many districts and schools across North Carolina adopting a remote, online approach to instruction during the 2020-21 school year, ELISS grantees collaborated with their local communities to provide innovative solutions to safe, socially-distanced learning opportunities for students. In response, ELISS-funded remote learning centers were developed and operated several hours a day (during traditional school hours and beyond) with the goal of providing support for the district's/school's on-line instruction. Thus, remote learning centers were designed to provide supervision, access to technology, and academic assistance for students that were in need of such supports during periods of remote learning (including those that were on a hybrid schedule and had a few remote learning days a week, as well as students who attended school 100% virtually). As shown in Table 6, there were 12 ELISS-funded grantees that implemented remote learning support centers. One of the 12 grantees used a "learning pod" approach. In other words, instead of using a single site to provide remote learning supports, they created co-quarantined groups of students supervised by ELISS-funded staff across multiple locations within the community (i.e., various school buildings, church buildings, and the local public library).

Summer Programs. Nine (9) grantees indicated that they used ELISS resources to partially- or fully-fund summer programming for students (i.e., after July 1, 2020). More specifically,

- 2 grantees provided summer programming to elementary and/or middle school age children to help reduce summer learning loss,
- 3 grantees implemented "transition camps" for rising 6th graders and/or rising 9th graders,
- 2 grantees held summer camps for high school students to assist with college preparedness, and

- 1 grantee implemented an internship program to expose students to future career opportunities and help them gain experience to shape and motivate their high school graduation goals.

Integrated Student Support Service Program Components

Case Management (Tier II and III Services). Many districts and schools use a tier-based system to identify and support students’ specific needs. In response, a total of 18 grantees used ELISS funds to implement an integrated student support case management approach to help support students identified as at-risk by providing high-intensity, targeted services (i.e., Tier II and III services). ELISS grantees provided Tier II services (small group interventions) and Tier III services (individualized, student specific interventions) to students who displayed risk factors such as poor academic performance, a high absentee rate, and/or behavioral problems. The Tier II and III services ELISS grantees provided included forms of support such as individual and group counseling, academic tutoring, behavioral interventions, life skills, and college/career guidance.

Tier I Support Services. In addition to Tier II and III services, ELISS-funded grantees also provided Tier I services. While case-managed Tier II and III services are usually longer-term, high-intensity, targeted services, Tier I services are more whole-school based. In general, there is no case management process for these one-time, short-term, and/or as needed types of services. It is important to note that while all grantees provided Tier I services to some extent, only 21 grantees considered it a primary component to their program model and reported Tier I data as part of their monthly and/or end-of-grant reports. The Tier I services grantees most frequently provided using ELISS funds included: food distribution, basic needs and/or school supply distribution, social-emotional curriculum activities/supports, technology support, and personal protection equipment (PPE) distribution.

Students Reported as Served by ELISS-Funded Programs

As part of the monthly reporting process, grantees cumulatively reported data on students served via EL programming and/or via ISS programming (e.g., case management, tutoring, and other individualized supports). The (a) number of students served and (b) average hours of services received (per student) are based on final programmatic data submitted by grantees at the end of the grant (i.e., on or before December 22, 2020).

Table 7. Reported Number of Students Served and Average Hours of Services Received

Type of Programing	# Grantees Providing Type of Programming	Total # Students Reported Served	Average Hours Served Per Student
EL	20	2,030 students	173 average hours
Tier II and III	18	2,921 students	86 average hours
Tier I	21	15,849 students	--

-- Average hours, per student, not applicable and, thus, not collected for Tier I services.

As indicated above in Table 7:

- Across grantees providing EL programs, 20 grantees reported that a total of **2,030 students** participated in their afterschool, summer, and/or remote learning programs, with **173 average hours** of services received per student.

- Across grantees providing Tier II and III ISS services, 18 grantees reported that a total of **2,921 students** received case-managed services in 2020, with **86 average hours** of services received per student.
- Across grantees providing Tier I ISS services, 21 grantees reported that a total of **15,849** students were provided short-term, as needed services in 2020.

Thus, from July 1 to December 15, 2020, over 15,000 students were reported as having been served by ELISS-funded programs.

Student Enrollment

Grantees were asked, “Was it a challenge to enroll the number of at-risk students you proposed to serve in your grant proposal?” Eleven (11) grantees indicated “no” and 15 indicated “yes.” Of those who indicated “yes,” almost all the reported enrollment challenges were due to issues brought on by the COVID-19 pandemic. Table 8 presents a summary of the challenges grantees reported as well as sample quotes from grantee monthly reports.

Table 8. Grantee-Reported Enrollment Challenges due to COVID-19

Enrollment Challenges	Sample Quotes
Difficulty convincing parents to enroll their children due to safety concerns.	<i>Since the beginning of the program, it has been a challenge to enroll students. Parents/guardians are still concerned about the unknowns of the COVID pandemic. Parents are scared about their child's safety and are trying to take as many precautions as possible when it relates to their child being in a sanitized environment. Because of these uncertainties, parents are very hesitant about sending their child face-to-face for instruction and/or support even though they know that their student really needs face-to-face instruction/support.</i>
Lack of space available to provide the proposed programming	<i>It was challenging to enroll the originally proposed number of students due to the impacts of the COVID-19 virus. The [site] had to adapt new operating procedures, recommended by the guidelines of the Health Alliance. These safety procedures required social distancing, unique grouping, and limited room capacity. The [site] could not safely enroll students once reaching capacity under these new measures</i>
Difficulty collaborating with parents and school staff	<i>Due to the school system being completely virtual since March 13, 2020, it has been much harder to effectively communicate with and recruit students for programming. It has been much more difficult to engage with parents, teachers, administration, and other school personnel who are a part of the referral and recruiting process.</i>
On-line fatigue	<i>We did encounter challenges in enrolling students in our planned afterschool program component. After a full-day of online instruction, many students were very reluctant to sign-on to attend the extending learning portion of our program unless it was to receive homework assistance or supplemental instruction.</i>

Serving At-Risk Students

Given the legislative intent that grantees work to improve outcomes for at-risk students, grantees were required to indicate the extent to which they served the types of at-risk students mentioned in the legislation.¹⁰

Thus, as part of the final monthly reporting deliverable, grantees were required to indicate the percentage of students they served who met each of the three criteria as applicable (not all

¹⁰ The legislation indicated that the target population for these funds should be: at-risk students not performing at grade level as demonstrated by statewide assessments, or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification, students at-risk of dropout, students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors

grantees targeted all three criteria). Their responses indicated a focus on all three types of at-risk students.

- All 26 grantees reported that they served at-risk students not performing at grade level or not on-track to meet year-end expectations. On average, grantees estimated that 90% of ELISS participants met this at-risk criterion.
- 17 of 26 grantees indicated that they had a focus on serving students at risk of dropping out; on average, they estimated that 61% of ELISS participants met this criterion.
- 14 of 26 grantees indicated a focus on students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors, and they estimated that, on average, 37% of ELISS participants met this criterion.

Program Implementation Features Mentioned in Legislation

Mitigation of COVID-19

As stated in the legislation, the purpose of ELISS was to fund “*programs for at-risk students whose learning has been negatively affected by COVID-19 impacts.*” Based on (a) information conveyed by the Center for Disease Control (CDC), (b) conversations with grantees during technical assistance calls, and (c) discussions with NCDPI staff, a list of common COVID-19 mitigation strategies was compiled. Grantees were asked to review the list of strategies and report “*In what ways has ELISS funding helped to mitigate the negative impacts of COVID-19 at your sites, in your partnering schools, and/or within your community?*” Table 9 provides an overview of the most common mitigation strategies implemented by grantees. For example, 20 of the 26 grantees (77%) indicated that the ELISS funds they received helped (a) impact knowledge, attitudes, and/or practices regarding mitigation of “best practices” among staff; (b) increase access to technology that is needed to facilitated instruction and learning (including hardware, software, and connectivity equipment like hot spots); and (c) increase staff willingness/ability to adopt virtual technology or use of alternative teaching/learning methods.

Table 9. Types of Mitigation Strategies Funded by ELISS

Common COVID-19 Mitigation Strategies	Count of Grantees Implementing Mitigation Strategy	Percent of Grantees Implementing Mitigation Strategy
Impact knowledge, attitudes, and/or practices regarding mitigation "best practices" among staff.	20	77%
Increase access to technology that is needed to facilitate instruction and learning (including hardware, software, and connectivity equipment like hot spots).	20	77%
Increase staff willingness/ability to adopt virtual technology or use alternative teaching/learning methods.	20	77%
Increase available cleaning/disinfection supplies and/or equipment (including soap, hand sanitizer, air purifiers, etc.).	18	69%
Increase the number and/or hours of staff available to help with COVID-19 mitigation strategies (including screening students/staff and monitoring safe-distancing protocols).	17	65%
Impact knowledge, attitudes, and practices regarding mitigation "best practices" among parents, caregivers, and/or guardians.	16	62%

Common COVID-19 Mitigation Strategies	Count of Grantees Implementing Mitigation Strategy	Percent of Grantees Implementing Mitigation Strategy
Provide basic needs for eligible students and families (including providing meals and clothing; assisting with utility bills and transportation needs).	13	50%
Ensure greater attention to cleaner and safer facilities by contracting with local janitorial/disinfectant service providers.	9	35%

Furthermore, due to the frequently shifting guidance, policies, and data provided to the public from local, state, and national organizations, ELISS grantees had to continually assess and reassess their operational procedures based on various sources of information regarding COVID-19. Thus, to gain a better understanding of how organizations were navigating this deluge of information, grantees were asked, “Which factor has contributed most to your organization's decisions to strengthen, focus, or relax mitigation strategies over time?”

- 10 of 26 grantees (38%) indicated the availability of resources to implement mitigation strategies (including but not limited to funding, staffing, technology, supplies, educational materials).
- 7 of 26 grantees (27%) indicated the district and/or charter school’s operational policies and guidance.
- 5 of 26 grantees (19%) indicated the guidance from public health agencies.
- 4 of 26 grantees (15%) indicated the levels of COVID-19 transmission within the school and community (e.g., percent positivity, trends in case counts, number and size of outbreaks in schools).

Collaboration with Low-Performing Schools

As stated in the legislation, “priority consideration shall be given to applications demonstrating models that focus services and programs in schools that are identified as low-performing pursuant to G.S. 115C-105.37.”¹¹ Given the legislative intent that non-profit organizations awarded grants work in close collaboration with low-performing schools in improving outcomes for at-risk students, grantees were required to report the number of low-performing schools they served using ELISS funding in 2020. Overall, ELISS grantees reported serving a total of 98 low-performing schools.

- 8 of 26 grantees (31%) reported serving 1 low-performing school.
- 5 of 26 grantees (19%) reported serving 2-3 low-performing schools.
- 5 of 26 grantees (35%) reported serving 4-5 low-performing schools.
- 6 of 26 grantees (23%) reported they served 6-8 low-performing schools.
- 1 of 26 grantees (4%) reported they served 17 low-performing schools.¹²

¹¹ Low-performing schools are those that receive a school performance grade of D or F and a school growth score of met expected growth or not met expected growth.
¹² One (1) grantee reported they did not serve any low-performing schools directly

Leveraging of Community-Based Resources

Since the ELISS legislation mentioned the importance of leveraging community-based resources, the November monthly reporting system asked grantees, “Overall, to what extent has your organization been successful with leveraging community-based resources to support ELISS programming?” Overall, 6 grantees (23%) indicated “very successful,” 11 grantees (42%) indicated “mostly successful,” and 7 grantees (27%) indicated “somewhat successful.”¹³

In addition to reflecting on the extent of their success, grantees were also asked, “How has the COVID-19 pandemic impacted your organization's need to leverage community-based resources?” Overall, 7 grantees (27%) indicated their organization relied less on community-based resources for student/family programming due to the pandemic, 9 grantees (35%) indicated their organization relied more on community-based resources, and 8 grantees (31%) indicated there had been little to no change.¹³ A summary of grantee responses (including illustrative quotes in italics) are provided below.

Grantees that reported their organization relied less on community-based resources for student/family programming due to the pandemic (N=7) indicated it was a result of their adherence to COVID-19 mitigation policies and the move toward more virtual versus in-person services.

- *The ELISS-funded program for [our organization] was not able to utilize community-based resources due to the restrictions made by the COVID-19 pandemic.... [ELISS-funded sites] did not permit volunteers in their building to help avoid the spread of COVID-19.*
- *Due to COVID and having to manage our program completely virtually, we have been limited with our capability of leveraging community-based resources. We would have typically reached out to volunteers and would have involved community-based programming extensively.*

Grantees that reported their organization relied more on community-based resources for student/family programming due to the pandemic (N=9) indicated more community-based resources were necessary in order to meet the increased needs of local schools, students, and families.

- *Due to COVID, parents have lost employment and experienced reduced work hours which has created more economic hardship. Families are in need of food and basic necessities that we provide through our partnership with the Food Bank. Children do not have access to resources such as free/reduced lunch and the responsibility is placed on parents to provide additional meals during the week. Since children are not in school daily, they do not have access to the supplies in the classroom and our organization has had to provide basic school supplies to children.*

¹³ Note: Two (2) grantees (8%) indicated not applicable.

- *We may have had to restructure some of our policies and the way we interact with our students and our community partners, but have definitely utilized our community more during this pandemic.*

Grantees that reported little to no change in terms of their organization's use of community-based resources for student/family programming (N=8) indicated that, as a result of the pandemic, they had to make adjustments to *how* they worked with their partners; but overall, the types of collaborative efforts were similar to past years.

- *We have adjusted the way we work with our partners, but we continue to work with each of our existing partnerships and continue to solicit new partners.*
- *While the methods of service delivery we use have changed considerably, the basic structure of our organization, and the mission to which we are dedicated, has not changed. This grant may have temporarily decreased our needs for some local resources, but to be sustainable beyond the grant period we have continued to encourage the kind of community participation that we have depended upon in the past.*

ELISS grantees reported partnering with local food banks, health departments, public nutrition services, churches, housing authorities, shelters, public libraries, parks and recreation programs, police departments, universities, hospitals, mental health facilities, community art councils, non-profit foundations, and local businesses. Examples of community-based resources grantees reported they leverage to support their ELISS programming included: food, school supplies, volunteers, PPE, technology, internet connectivity, best practices for remote learning, use of facilities, and matched funds.

Use of Digital Resources

The legislation encouraged the utilization of digital content, when appropriate. As a result, grantees were asked, “*How has the COVID-19 pandemic impacted your organization's use of digital content and/or resources?*” While 3 grantees reported “little to no change” due to the pandemic, the other 23 grantees reported that their organization relies on digital content and/or resources for student/family programming much more now than in the past. The majority of grantees indicated that, due to school closures and the adoption of remote instruction by local districts/schools, their organizations had to change their traditional approaches to delivering services to at-risk students. For example, one grantee stated:

Our program was forced to move from in person to totally virtual and online classes. Students were sent home, initially without computers and many without internet services. With support from ELISS, all students received laptop computers and hotspot support allowing access to the internet remotely. The pandemic required smaller classes and social distancing. Access to digital technology allowed us to offer smaller classes with remote connections to staff in remote locations. With digital tools in hand, students working remotely were able to have the same access as those on campus and at other remote locations in [the district].

In addition, those grantees that implemented remote learning centers had to gain a deeper understanding of the district's learning platforms and supplemental instructional resources in order to support students and their families in successfully navigating remote instruction.

Our remote lab supports students on days they are receiving school via 100% digital content. We developed on-line resources for students and their families; we have utilized Zoom to implement small-group SEL programming, as well as weekly meetings of our young parents; we are connected to our students' on-line classrooms in order to provide relevant supports; we instituted virtual tutoring hours; and more.

Through ELISS funding, overall, grantees reported increasing ELISS students' access to both the hardware and software needed to effectively participate in remote learning. While the majority of grantees shared positive aspects regarding their organization's increased use of digital resources, one grantee reported on some negatives as well: (a) students experienced a much more sedentary school day, (b) students were easily distracted by non-school related websites, and (c) students sometimes became overwhelmed and frustrated with digital devices because they were required to be on them so many hours a day.

Matching Funds

The ELISS legislation stated,

A grant participant shall provide certification to the Department of Public Instruction that the grants received under the program shall be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in non-grant funds. Matching funds shall not include State funds.

All grantees provided certification (via attestation forms) that both cash and in-kind matching funds would be secured. Sources of matching cash funds included: private donors, corporate/nonprofit grants, city agencies, and districts. More specifically, 9 grantees (35%) reported they received Title I or IV funds from the schools and/or districts they served. In-kind matching donations were reported to have come in the form of: (a) facilities, (b) staffing, and (c) supplies—including food, technology and school supplies for students.

Sustainability

To gauge the sustainability of programming, grantees were asked, “*What is the likelihood that your organization will be able to sustain the provision of services for ELISS participants beyond December 30, 2020?*” While 6 grantees indicated “definitely”, the majority of grantees (18 of 26) reported they would “most likely, at least in part” be able to provide similar services to at-risk students. For example, one grantee stated, “*We have funding from other grants to continue serving our students in the afterschool program setting but will not be able to serve them during the school day in small groups that are needed.*” Conversely, another grantee reported that their organization will,

Continue to handle students at Tiers 2 and 3 who are referred by [the district]. However, the [grantee] will not be able to continue the afterschool portion of the project unless we

can find additional sources of revenue to pay teachers stipends to provide afterschool program components.

Another grantee's sustainability plan included implementing program fees.

In order to continue the program the following changes will be made to enrollment and program availability: (1) a monthly participant fee will be charged to each family if the Extended Learning Program is not available in 2021 [and] (2) [a] transportation fee will be charged to each family. Financial assistance will always take priority and a family's inability to pay an attendance fee should be eliminated through a variety of resources. Resources will be intentionally sought out to decrease or eliminate this obstacle to assure the students that need the most academic and emotional support are able to attend.... Our goal is always to offer FREE services to the kids and families that need and, in our opinion, deserve access to quality after school programs.

The grantees that indicated “not likely” or “definitely not” both reported that they were looking for additional funding sources; however, they were not hopeful they would find sufficient funding to support their ELISS services beyond December 30, 2020.

Summary of End-of-Grant Subgrantee Reports

With any grant program, it is essential that grantees evaluate and report on program impact. As specified in the legislation, ELISS grantees were required to submit evaluation reports at the end of the grant period. Thus, grantees were instructed that they must submit an *End-of-Grant Subgrantee Report* in the CCIP system on or before December 15, 2020. It is important to note, however, that because this due date occurred mid-school year and before the official end of their grant (i.e., December 30, 2020), some grantees indicated they did not have sufficient time to access and analyze their program output and student performance data.

It is also important to note that because of the variation in ELISS programs/services, grade levels served, academic foci, behavioral goals, etc., it was not possible for SERVE to conduct an external evaluation of each of the 26 programs in terms of extent of student improvement on key measured outcomes. Furthermore, while the legislation states that grant recipients were required to “*submit a final report on key performance data, including statewide test results, attendance rates, graduation rates and promotion rates, and financial sustainability of the program,*” due to closure of schools in March 2020, statewide testing was almost completely disrupted; and thus, these data are not available. Also, due to the short timeframe of the grant (total of six months) that ended in the middle of the academic year, school attendance rates, graduation rates, and promotion rates were not applicable measures for ELISS grantees. Thus, to address these challenges, SERVE collaborated with each of the 26 grantees to develop a logic model identifying each organization's proposed outputs and short-term outcomes as a means to ensure that their measures were feasible and relevant for their unique ELISS-funded programming.

All but 1 grantee met the evaluation requirement and submitted an End-of-Grant Subgrantee Report on or before the December 15th deadline.¹⁴ According to the reporting guidance, grantees

¹⁴ The Program Director for one of the grantees contracted the COVID-19 virus and was unable to complete the report prior to December 15, 2020 deadline; however, the report was submitted via email prior to the end of the grant contract.

were asked to describe, “*To what extent did your ELISS students, parents, or feeder schools report positive academic or behavioral impacts?*” (i.e., Section D, Part 1) and/or “*To what extent did students served by the ELISS program improve in terms of their academic and/or behavioral performance?*” (Section D, Part 2). (See Appendix B for End-of-Grant Subgrantee Report Template.)

Perceived Outcome Measures Reported

As already mentioned, due to the short turnaround time of the grant, it was not always feasible or relevant for grantees to collect student performance-based outcome data for their End-of-Grant Subgrantee Report. Thus, in lieu of (or to further support) student performance outcome data, grantees were encouraged to collect data regarding student, parent, and/or feeder school perceptions regarding the impact of the ELISS-funded program on student academic and/or behavioral outcomes. While some grantees collected stakeholder perception data via interviews, the majority used surveys.

- 9 of 26 grantees (35%) provided data regarding parent perceptions of the program’s impact on their child.
- 6 of 26 grantees (23%) provided data regarding teacher perceptions of the program’s impact on their student.
- 6 of 26 grantees (23%) provided data regarding student perceptions of the program’s impact.
- 6 of 26 grantees (23%) provided data regarding ELISS staff member perceptions of the program’s impact on participating students.

Student Performance Outcome Measures Reported

In terms of reporting student performance outcomes,

- 12 of 26 grantees (46%) provided data based on student assessments, 10 of which used pre/post tests to measure change across time.
- 5 of 26 grantees (19%) provided data based on student grades and/or student completion of assignments from their regular-school-day teacher(s).
- 4 of 26 grantees (15%) provided data based on progress on students’ personal goals to improve academics and/or behavior.
- 2 of 26 grantees (8%) provided data based on student class and/or school attendance.

To measure student performance in terms of reading, some grantees reported using assessments such as: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), San Diego Quick Reading Assessment, Language Live!, and Passports Assessment. To measure student performance in math, 1 grantee reported using the Excel Mathematics Assessment. Other assessments were used to measure a combination of reading, math, and/or science including: STAR, Istation, IXL, and iReady scores. Furthermore, 2 grantees used pre/post social emotional assessments.

Table 10. Overview of Measures Reported by Grantees in End-of-Grant Subgrantee Report

Grantee	D1. Perceived Outcome Measures				D2. Student Performance Outcome Measures			
	Student Data	Teacher Data	Parent Data	Staff Data	School/Class Attendance	Coursework Completion/ Grades	Goal Attainment	Assessment Scores
Abundant Life Community Services	✓		✓	✓	✓	✓		
Alliance for Children & Youth/CIS								
Book Harvest	✓	✓	✓					✓*
Boys & Girls Club of Cabarrus County		✓*	✓*					✓*
Boys & Girls Clubs of Greater High Point			✓	✓				✓*
Children First/Communities in Schools of Buncombe County						✓*		
CIS of Brunswick County							✓	
CIS of Lincoln County							✓	
CIS Rowan							✓	
Communities In Schools of Cape Fear*								
Communities In Schools of Montgomery County			✓	✓			✓	
Communities In Schools of Robeson County			✓			✓		
East Durham Children's Initiative	✓*		✓*					✓*
FBC-W CSA dba Charlotte Community Services Association								✓*
Jehovah Rapha International, Inc.		✓						
Kinetic Minds		✓						✓
Math & Esther Christian, Inc.								✓*
MeckEd*				✓				
Piedmont Conservation Council, Inc.	✓*							✓*
RAM Organization					✓			
Reeves Community Center Foundation			✓					
Student U	✓					✓		
The Family Institute for Health & Human Services dba Project Cares		✓		✓				✓
United Way of Pitt County								✓*
Wilson Youth United, Inc. dba the SPOT	✓*	✓	✓	✓		✓		✓*
YMCA of Northwest North Carolina								✓*
Total Number of Grantees:	6	6	9	6	2	5	4	12

✓*= pre/post data collected

III. Summary of Program Models and Recommendations

Summary of Program Models

The ELISS Program comes at an opportune time of high national, state, and local interest in how to bring community-based organizations into effective partnerships with schools and districts to help address the emerging needs of at-risk students who are experiencing academic or behavioral problems in school as a result of the negative impacts of the COVID-19 pandemic.

In summary, across the state, during the first half of the 2020-21 school year, the 26 ELISS grantees:

- served 22 counties;
- collaborated with up to 98 low-performing schools on service provision to at-risk students;
- provided 2,030 students afterschool, summer, and/or remote learning programming, with 173 average hours of services received per student;
- provided 2,921 students Tier II and III ISS services, with 86 average hours of services received per student; and
- served over 15,000 students with ELISS-funded Tier I, as needed, services.

See Appendix C for profiles that include grantee-specific information including award amount, number of students/schools served, at-risk characteristics of focus, program summaries, etc.

Recommendations

Grantees were asked, “*What recommendations, if any, would you like to offer state legislators, policy makers, and/or NCDPI about improving the performance of at-risk students through ELISS programs?*” The most frequent suggestions referenced the short funding period of the ELISS grant. That is, some grantees suggested extending the timeframe of ELISS funding.

- *Implementation of the ELISS program was challenging because of the short period of availability, so we would urge legislators to provide state funding for ELISS in 2021. While our program participants did demonstrate growth, there was not enough time to get them up to grade level. Students need an extension of ISS and EL to truly generate greater academic and behavioral improvements.*
- *Consider an extension of the ELISS program for 2-3 years. This would increase the already positive impact this program has on students long term. COVID-19 academic outcomes for students that were already behind in core subject proficiency will have a dramatic negative impact if programs like ELISS cannot continue for multiple years.*
- *The funding provided critical services that our middle school students need, but so much more is needed. Students came to us in September very behind on schooling. In many cases, they had not completed an assignment since March. Since funding ends in December, a majority of these students will no longer*

receive free programming and will again be at-risk for falling further behind academically. These students need programs outside of school if we hope to mitigate any further damage COVID has caused.

- *Recommendations for improvement would be the opportunity to utilize funds for summer programs to minimize the summer loss of content.*

In addition, some suggested that the timeframe for showing results (“lasting change”) is longer than the time provided through the ELISS grants.

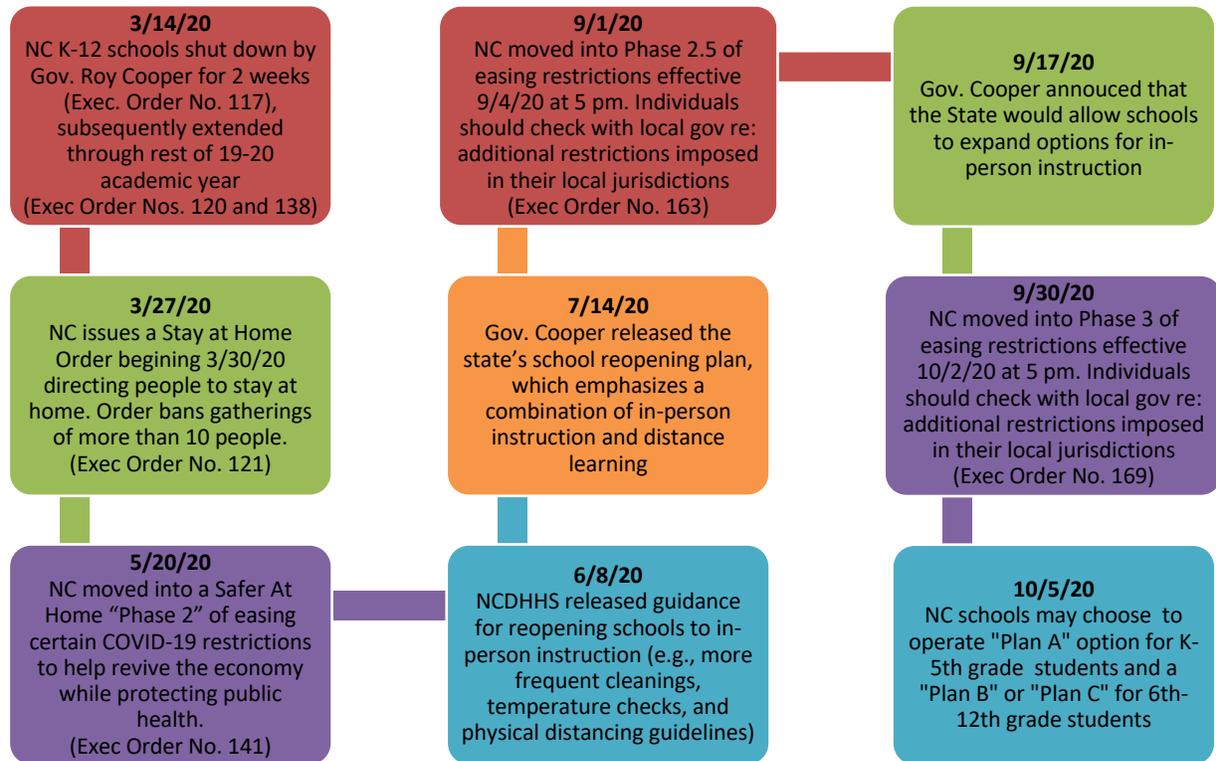
- *It would be more beneficial to have a longer time period to work with students to achieve the desired outcomes. Additional time to report would help with coordination for the collection of student data from the school system.*

Despite the timeline challenges, grantees voiced great appreciation for the ELISS funding opportunity in that it represents an important state-supported venue for mitigating the negative impacts of the COVID-19 pandemic.

- *ELISS programming has been essential in supporting young learners who suffered the loss of in-person education due to the COVID pandemic. These students and their families were thrown into remote learning with no time to adjust and limited support in carrying out these new responsibilities. Schools did their best to provide remote learning opportunities from March through June, but students were often left behind. When the new school year opened, many learners were still engaged in remote learning, and teachers were striving to juggle in-person and virtual learning concurrently. Additional support was imperative. ELISS teachers were able to build relationships with the students, their regular education teachers, and their families. Building emotional bonds remained as critical with remote learning as with in-person learning, especially when personal contact, proximity, and peer interaction became more difficult. Continued ELISS funding will provide the opportunity for students to work in small groups and receive individualized instruction. As students receive this additional ELISS support, they will be able to understand content and concepts as well as reach grade level proficiency.*
- *We urge our public officials and policymakers to recognize the pending education, economic, and social crisis that looms before our state's students—the next generation of leaders for North Carolina. The NC DPI ELISS program must not only be continued but expanded to bridge the perilous gap that our most vulnerable students will face in the next few years.*

Appendix A

Timeline of North Carolina's Response to COVID-19



Source: <https://www.nc.gov/covid-19/covid-19-orders>

North Carolina's School Reopening Plan Options

North Carolina's reopening plan options included three possible plans: "Plan A", "Plan B", and "Plan C". Public school districts and charter schools had the option to choose to implement Plan

A for elementary schools (grades K-5), which includes important safety measures, such as face coverings, social distancing, symptom screening and cleaning but does not require schools to reduce the number of children in the classroom. Another option was a modified Plan B, which allows children to attend school in person but requires fewer children in the classroom, with additional

Plan A	Plan B
<ul style="list-style-type: none"> Minimal Social Distancing All students in school daily for face-to-face instruction Enhanced health protocols Full-time remote learning is an option 	<ul style="list-style-type: none"> Moderate Social Distancing Student density limited to 50% Students attend school part-time for face-to-face alternated with remote learning Plan A health protocols + 6ft social distancing Full-time remote learning is an option
Plan C	
<ul style="list-style-type: none"> Full-time remote learning No students in school facilities All at home 	

precautions in place (e.g., ensuring social distancing of 6 feet between individuals in all school facilities and transportation vehicles). Under both plans, local school districts must also provide a

remote-learning option for any child who chooses it. Finally, school districts had the option of Plan C – which consisted of all remote learning with no students allowed in school facilities.

Safety Requirements and Recommendations for Schools during COVID-19 Pandemic

Strong Schools NC Public Health Toolkit (K-12)

Sample requirements include:

- Face coverings are required for every teacher, staff member and student from kindergarten through high school. The state will provide at least five reusable face coverings for every student, teacher and staff member.
- Symptom screenings, including temperature checks, take place daily before children enter school buildings.
- Schools must create a way to isolate students who have symptoms and ensure that they can get home safely.
- Schedules must allow time for frequent hand washing and schools will regularly clean classrooms, bathrooms, buses and equipment.
- Teachers work to limit sharing of personal items and classroom materials.
- Non-essential visitors and activities involving outside organizations is limited.
- Schools discontinue the use of self-service food or beverage distribution.

In addition to these and other requirements, schools are strongly recommended to implement other safety precautions such as:

- One-way hallways and entrances
 - Keeping students in small groups that stay together as much as possible
 - Eating lunch in the classroom if the cafeteria doesn't allow for social distancing
 - Suspending activities that bring together large groups such as assemblies
 - Installing physical barriers, such as plexiglass at reception desks and similar areas
- Public health experts and school leaders developed these safety rules to protect our students and teachers and their families. They have also created detailed procedures for what will happen if a student or teacher tests positive.

If trends spike, and in-person school cannot be done safely even with these safety protocols, then North Carolina will need to move to all remote learning.

Source: <https://www.nc.gov/covid-19/staying-ahead-curve/opening-public-schools-north-carolina>

Appendix B



NC Extended Learning and Integrated Student Supports (ELISS) Grant: 2020 End-of-Grant Final Report Template

[Note: This report should be completed and uploaded into CCIP in a Word or PDF document on or before December 15, 2020]

Subgrantee Name	
LEA(s)/ Charter School(s)	
Focus	<input type="checkbox"/> Extended Learning <input type="checkbox"/> Integrated Student Supports
Award Amount	\$

A. Program Description

Number of Students Projected to be Served by ELISS grant		Total Number of Students Served by ELISS grant (July – December 2020)	
Targeted Grade-Levels of Students	<input type="checkbox"/> Elementary School Students <input type="checkbox"/> Middle School Students <input type="checkbox"/> High School Students		
# of schools served with ELISS-funded extended learning/afterschool services (EL)	<input type="checkbox"/> N/A <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18+		
# of schools served with ELISS-funded integrated student support services (ISS)	<input type="checkbox"/> N/A <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18+		
Program Summary			

B. Students Served by ELISS funds

At-Risk Characteristics of Focus	<input type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors
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B.1. How did your program identify the at-risk students it served with ELISS funding?

B.2. To what extent was your ELISS-funded program able to serve the number of students projected?

C. ELISS Services Received

C.1. What types of services did your ELISS-funded program provide?

C.2. To what extent did students participate in and/or receive the ELISS-funded services your program provided?

D. Statement of Key Impacts on Students

D.1. To what extent did your ELISS students, parents or feeder schools report positive academic or behavioral impacts?

D.2. To what extent did students served by the ELISS program improve in terms of their academic and/or behavioral performance?

E. Mitigation of Negative COVID-19 Impacts

E.1. In what ways did your ELISS-funded program help to mitigate negative COVID-19 impacts for students, families, and/or schools in your community?

Appendix C



NC Extended Learning and Integrated Student Supports (ELISS) Grant: 2020 Profiles

Note: All information included in ELISS profiles was reported by grantees as part of the end-of-grant and/or monthly reporting process.

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Abundant Life Community Services Inc.

Subgrantee Name	Abundant Life Community Services, Inc.
LEA(s)/Charter School(s)	Craven County Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input type="checkbox"/> Integrated Student Supports
Award Amount	\$67,200

# of Students Projected to Be Served by ELISS Grant	50	Total # of Students Served by ELISS Grant (July-Dec 2020)	38
EL—Average # Of Reported Contact Hours, Per Student	39	ISS—Average # Of Reported Contact Hours, Per Student	N/A
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input checked="" type="checkbox"/> In Person <input type="checkbox"/> Virtual <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	10	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	N/A
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary
<p>Abundant Life Community Services, Inc. (ALCS) has structured an extended learning program that works diligently to bridge academic learning gaps for students who have scored below the district and state end of grade test averages in reading, mathematics, and science. Along with implementing academic support, students engage in activities to decrease anti-social behavior to improve overall academic performance and reduce disciplinary action.</p> <p>ALCS has identified the needs of elementary and middle school children in the community. The goals are to increase academic success and positive character development. ALCS has structured afterschool and summer programs to provide students with guidance from qualified staff and support educational needs outside the regular school day. The various activities and learning opportunities provide academic support and engagement to allow students to start thinking about their futures while still attending school. The program's parent engagement component supports parents striving to earn a livable wage and tools to help their children become successful adults. The program is an interactive village concept where parents, teachers, and ALCS staff engage in fine-tuning the program. Attendance and academic achievement are tracked for each student to monitor their success during the school year. There are 2 sites with the capacity to serve 25 students each. The program is held on Mondays, Tuesdays, Thursdays and Fridays from 3:30 to 6:00 pm. Wednesdays are asynchronous learning for students which means schools are closed. We utilize this day to thoroughly clean and sanitize our sites.</p> <p>The extended learning program aligns with the common core standards goals for early grades to have a strong foundation of reading, writing, and math skills, routines, and practices so that students can build on this as they move through higher grades. The program model fits within the COVID 19 Recovery Act. It provides Internet access and electronic devices to access assignments to allow children to meet grade-level expectations challenged and altered during the stay at home order. ALCS provide snacks for children and food boxes for families trying to recover from economic hardship.</p>

Book Harvest

Subgrantee Name	Book Harvest	
LEA(s)/Charter School(s)	Durham Public Schools	
Focus	<input type="checkbox"/> Extended Learning	<input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$179,041	

# of Students Projected to Be Served by ELISS Grant	1,400	Total # of Students Served by ELISS Grant (July-Dec 2020)	2,163
EL—Average # Of Reported Contact Hours, Per Student	N/A	ISS—Average # Of Reported Contact Hours, Per Student	7
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input checked="" type="checkbox"/> Virtual <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	N/A	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	4
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary
<p>KEEP LEARNING ALIVE: A Multi-Tiered, Rapid Response to Support Durham's At-Risk Students in the Time of COVID-19 (KEEP LEARNING ALIVE) was designed to sustain the reading engagement and proficiency of students in grades K to 5 who attend low-performing Durham Public Schools (DPS) during their disruption from in-school learning. KEEP LEARNING ALIVE is a COVID-updated proposal of the SUMMER SOARS application that was submitted to NCDPI for its ELISS grant program in Fall, 2019.</p> <p>Keep Learning Alive has three components:</p> <ul style="list-style-type: none"> • A research validated tutoring program - Helping Early Literacy with Practice Strategies – Small Group (HELPS - SG, provided by Helps Education Fund). Helps Education Fund staff were contracted to provide small group tutoring to academically at-risk students at WG Pearson Elementary school during the regular school day. This program was delivered virtually using the Zoom platform. The goal was to identify and enroll 20-30 at-risk students. • Sequentially structured family workshops that engage families as confident at-home reading coaches and advocates for their at-risk children. These workshops were provided to parents and their students by Book Harvest Staff using Springboard Collaborative’s materials. This program served students and families at Fayetteville Street elementary school. The goals of this program were to enhance home-based reading knowledge, confidence, and behavior and to enroll 10-15 families. • Abundant book provision for at-risk students. Students in grades kindergarten through fifth grade from four low performing schools received packets of 10 brand new books (plus additional reading resources) mailed to their homes. In addition, DPS students in grades K-5 also received books through Book Harvest’s Grab and Go (weekly contactless book pick up at the Book Harvest office) and Well Fed, Well Read (book provision at DPS meal sites) programs. The goal of the book provision program was to reach 1600 DPS K-5 students. <p>The Keep Learning Alive Multi-Tiered Response required close partnership between Book Harvest, Helps Education Fund, Springboard Collaborative, DPS district leaders, DPS principals, DPS teachers and staff. Due to our existing relationship with the district and the individual schools, all of the necessary staff and personnel were eager to implement the Keep Learning Alive programs which greatly benefited children and families in our community.</p>

Boys & Girls Club of Cabarrus County

Subgrantee Name	Boys & Girls Club of Cabarrus County
LEA(s)/Charter School(s)	Cabarrus County Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$294,999

# of Students Projected to Be Served by ELISS Grant	160	Total # of Students Served by ELISS Grant (July-Dec 2020)	115
EL—Average # Of Reported Contact Hours, Per Student	378	ISS—Average # Of Reported Contact Hours, Per Student	26
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input checked="" type="checkbox"/> In Person <input type="checkbox"/> Virtual <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	2	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	2
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary
<p>The Boys & Girls Club of Cabarrus County collaborated with Cabarrus County Schools to provide evidence-based extended learning and integrated support services for K-5 students in two high-need elementary schools: Rocky River Elementary and W.M. Irvin Elementary. ASPIRE (After School Program and Integrated supports for at-Risk Elementary students) was designed to address significant needs identified in our target schools and community.</p> <p>Through ASPIRE, we worked to combat these challenges by providing integrated evidence-based interventions and STEM and literacy experiences during the school day and afterschool. We provided Student Support Counselors that worked collaboratively to identify students at risk of academic failure using Cabarrus County Schools' Early Warning System, a data portal that allows schools to triangulate student data points (i.e., student discipline, grades, EOB test scores, attendance) to flag at-risk students. Student Support Counselors provided supports to meet the academic and social-emotional needs of at-risk students. For academic monitoring, we used iReady and Istation for academic assessment and enrichment support during the school day and afterschool.</p> <p>We provided remote learning during the school day as well as afterschool programming that included tutoring, academic support, and remediation in core academic subjects plus social-emotional interventions and enrichment activities. To further meet the social-emotional needs of students, Cabarrus County School provided Second Step (an evidence-based practice integrating social-emotional learning, bullying prevention, and child abuse protection units) and evidence-based Check-in/Check-out to provide students with adult mentoring support, encouragement, and feedback. Student Support Counselors provided intensive support to Tier 3 students and made referrals, as needed, for outside providers of professional mental health services. Restorative Circles were integrated to build community, address challenging behaviors, and help build students social emotional skills. Family Engagement Specialists were utilized to enhance communications and encourage family engagement.</p>

Boys & Girls Club of Greater High Point

Subgrantee Name	Boys & Girls Club of Greater High Point
LEA(s)/Charter School(s)	Guilford County Schools and Asheboro City Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input type="checkbox"/> Integrated Student Supports
Award Amount	\$228,698

# of Students Projected to Be Served by ELISS Grant	64	Total # of Students Served by ELISS Grant (July-Dec 2020)	61
EL—Average # Of Reported Contact Hours, Per Student	65	ISS—Average # Of Reported Contact Hours, Per Student	N/A
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input checked="" type="checkbox"/> In Person <input type="checkbox"/> Virtual <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	5	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	N/A
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

The Boys & Girls Club of Greater High Point (BGC GHP) was established in 1998 with a mission to inspire and enable all young people, especially those that need us the most, to realize their full potential as responsible, productive, and caring citizens. Our goals are to provide a safe place for youth to learn and grow, develop ongoing relationships with caring adult professionals, life-enhancing programs, character development experiences, hope and opportunity.

As an informal learning space, our Clubs have an opportunity to offer both remediation and enrichment, all while inviting youth to discover and pursue the passions that connect to future opportunities. Our organization believes education is one of the greatest equalizers' children have that may improve their situation in life and overcome many of the barriers they face as children such as poverty, inequality, broken families, and myriad other reasons too many to list. To increase academic achievement and close proficiency gaps, there will be a heavy emphasis on our Academic Success Focus Area.

Project Learn was the operational framework used for this program, which reinforces and enhances the skills and knowledge young people learn at school during the hours they spend at the BGC GHP. The strategy consists of five components:

1. Homework help and tutoring enable students to develop the daily habit of completing homework in a safe, quiet, allocated space with staff encouragement for five to six hours weekly.
2. High-yield learning activities (HYLAs) help students apply what they learn in the classroom and encourage them to make productive choices about how leisure time is spent afterschool and at home.
3. Parental involvement empowers significant adults to support students' academic development by informing them of the child's progress and providing programs and information so they can assist their children at home.
4. School collaboration allows afterschool programs and teachers to development individualized plans for members to build competencies in challenging subjects.
5. Incentive reward participants for positive academic participation and encourage parental involvement in Project Learn.

BGC GHP has enabled members to become high-achieving students by incorporating these academically beneficial activities and structuring their day to follow school schedules, provide necessary tools and equipment, and provide approximately 15 hours of support weekly by highly qualified teachers.

The proposed number of students to be served was 64 students across four sites in the Greater High Point area and Asheboro site. At this time, the grant has enrolled 83 students and has served 61 students with an average of 63 Extended learning contact hours per student. To ensure that all local youth were given equal access to academic and behavioral enhancing programs during this time, three schools in Guilford County and two schools in Asheboro City Schools school districts were identified as low performing: Fairview Elementary -D, Triangle Lake Montessori -D, Oak View Elementary -D, Donna Lee Loflin Elementary -D, and Lindley Park Elementary -C (this school was chosen due to its proximity to out Asheboro Club site).

Children First/Communities In Schools of Buncombe County

Subgrantee Name	Children First/Communities In Schools of Buncombe County		
LEA(s)/Charter School(s)	Buncombe County Schools		
Focus	<input checked="" type="checkbox"/> Extended Learning	<input checked="" type="checkbox"/> Integrated Student Supports	
Award Amount	\$80,500		

# of Students Projected to Be Served by ELISS Grant	825	Total # of Students Served by ELISS Grant (July-Dec 2020)	936
EL—Average # Of Reported Contact Hours, Per Student	45	ISS—Average # Of Reported Contact Hours, Per Student	115
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	3	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	3
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

The mission of Communities in Schools (CIS) is to surround students with a community of support, empowering them to stay in school and achieve in life. Children First/CIS is the only affiliate of CIS in Buncombe County, and we serve grades K-6. As an affiliate, Children First/Communities in Schools implements the proven model developed by Communities In Schools National. Student Support Specialists (SSS) work with the school principal, support staff, and teachers to develop and implement a comprehensive school support plan that addresses school-wide needs and identifies supports and services for students at high risk of eventually dropping out of school. At the beginning of each school year, SSS complete a needs assessment and support planning, which produces a plan for school-wide services (known as Tier 1 Supports), and individualized goals for at-risk students (known as Tier 2 and 3 Supports). Through all of this work, SSS are focusing in on Academics, Behavior, Coursework, and Parent Engagement (ABC+P) – four key factors that are proven to impact dropout rates and long-term success.

Funds from this grant will support the SSS roles at three Buncombe County schools: Johnston Elementary, Emma Elementary, and Eblen Intermediate, which will serve at least 75% of the entire student population with Tier 1 services. Tier 1 services are designed to foster a positive school climate and address school-level risk factors. Most Tier 1 supports are made available to the entire school population. In addition to school-wide Tier 1 supports, Student Support Specialists maintain a caseload of 5-10% of students who have been identified as "at-risk" and can benefit from one-on-one or group intervention. This percentage is adjusted based on student enrollment and staff capacity. Maintaining a manageable caseload ensures that students are receiving the most efficient and effective level of service. These supports include case management, tutoring, mentoring and crisis intervention. These interventions are planned through a needs assessment and support planning process with each individual student that includes consultation with the student, parents, school social workers, counselors and teachers.

Each student working with an SSS has a unique goal related to Attendance, Behavior and Coursework that can support success in the classroom. For students working on behavior, self-regulation skills taught by the SSS may make them more successful. Students whose academic data shows a need for coursework support will receive targeted tutoring from the SSS or from a volunteer or service the SSS brings into the school.

Student Support Specialists also run Family Resource Centers and provide afterschool and summer enrichment. Family Resource Centers provide basic needs support for students and families. This includes food boxes, a clothing closet, hygiene packs and more. Afterschool and summer enrichment is an important part of the Student Support Specialists' role at the school because it expands the relationship beyond the school walls and into the community. The SSS pick up and drop off students, visit students' homes, and facilitate parent nights in the communities they serve. As a result, school leadership at both Eblen and Johnston count on the SSS as a bridge to improve communication between school and home.

Afterschool programming typically takes place at Eblen Intermediate School and in Woodridge and Deaverview apartments,

public housing complexes in Asheville with some of the most diverse populations within the city. Students that participate in afterschool and summer enrichment are provided a healthy snack and transportation, which addresses a common barrier to participation. During afterschool and summer programming, the Student Support Specialists continue to focus on coursework by providing homework support in addition to other targeted academic supports. Due to an issue obtaining space for our Learning Center at Deaverview, this semester we have been operating one Learning Center at Woodridge from 9-12:30 pm and 1:30-5 pm Monday-Friday, and holding afterschool enrichment at Eblen Intermediate on Tuesdays and Thursdays from 1:30-4:15 pm. Data is regularly collected and carefully monitored through use of "CISDM", the Communities in School data management system. SSS use data to monitor and adjust their work in the school and with individual students.

CIS of Brunswick County

Subgrantee Name	CIS of Brunswick County	
LEA(s)/Charter School(s)	Brunswick County Schools	
Focus	<input type="checkbox"/> Extended Learning	<input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$137,524	

# of Students Projected to Be Served by ELISS Grant	200	Total # of Students Served by ELISS Grant (July-Dec 2020)	185
EL—Average # Of Reported Contact Hours, Per Student	N/A	ISS—Average # Of Reported Contact Hours, Per Student	11
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> Middle	<input type="checkbox"/> High
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person	<input type="checkbox"/> Virtual	<input checked="" type="checkbox"/> Hybrid
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	N/A	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	6
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

Communities In Schools mission is "to surround students with a community of support, empowering them to stay in school and achieve in life". CIS of Brunswick County is an affiliate of the Communities In Schools national organization which provides dropout prevention programs across the US. Our dropout prevention program in Brunswick County is called Action for Success and case management staff implementing the program are called Success Coaches. We implement the CIS Model of Integrated Student Supports using the Multi-Tiered System of Support (MTSS) framework used by the school district. This three-tiered model focuses on Tier I school-wide supports designed to reach a minimum of 75% of the entire school population during the school year and includes activities and events such as Kindness Week, provision of basic needs, anti-bullying initiatives, good citizenship award events, Friends of Rachel Club (anti-bullying club), Bow Tie Club (supporting positive peer groups and interactions with others) and Career Days; Tier II services are provided to individual students specifically identified as at-risk for dropping out of school or not being promoted to the next grade due to low academic proficiency, poor school attendance, disruptive/negative behaviors in and out of the classroom and other risk factors that impede success. Services include small group interventions such as social-emotional learning groups, small group tutoring in Reading/Language Arts and Math, mentoring, community service learning projects, and case management. Services are provided based on individual Student Support Plans developed with the student, parent and input from school staff and student records in order to establish a performance baseline and set goals to support student growth and success. Tier III services are those provided to students with multiple risk factors who require more intensive case management and one-on-one support and intervention. This can include mentoring, individual tutoring, parent engagement, behavioral interventions and incentives, truancy interventions and incentives and frequent check ins with the student. These services are also provided through an individualized Student Support Plan.

Success Coaches are assigned to a specific school site where they work as embedded staff in that school's team. They have an office at the school and are present and working with students each day throughout the school year. Prior to the start of a new school year, the Success Coach develops a School Site Team consisting of the principal or assistant principal, guidance counselor and/or social worker, school resource officer, teachers and other support from within that school. The Site Team conducts a Needs Assessment, reviewing the prior year's aggregate school demographics, EOG test scores, promotion, attendance and discipline records, School Improvement Plan, and relevant community data to determine what the primary needs are for that school population and what role the Success Coach will play in meeting student and school needs in the coming year. A School Support Plan is then developed outlining what Tier I, II, and III services will be provided by the Success Coach. Once school begins, individual at-risk students are identified by school administration, staff and/or parents and referred to the program. The Success Coach reviews the prior school year's attendance, discipline, and academic proficiency data and then meets with the student and parent to develop an individualized Student Support Plan to guide services during the school year for that student. Services are monitored throughout implementation and intensity and type of services are adjusted based on student progress and emerging needs throughout the school year. At the end of each Nine Week Grading Period, a formal progress report is provided to school administration and CIS leadership. At year end a final impact report is provided as well. Ongoing communication with the student, parents, and classroom teacher ensure current needs are being

met and additional support is provided when and where needed. Community volunteers are recruited by CIS and trained to work along with the Success Coach, providing tutoring, mentoring and assisting with social-emotional learning groups as appropriate to help maximize the number of at-risk students able to be reached with the program. The Success Coach also plans and implements a minimum of four Tier I school-wide services during the school year, as outlined in the School Support Plan.

The Success Coach ensures all interventions and supports are measurable and utilize evidence and research-based curricula. Tier II and III services are provided using Why Try, Check and Connect, Second Step, Wilson Reading, Motivational Interviewing techniques, Sanford-Harmony curricula, and following the NC Standard Course of Study. Success Coach staff attend training to become proficient in these curricula so they can implement them with fidelity. Teaching staff in core subject areas at the assigned school work one-on-one with the Success Coaches to train them in Common Core Math and Language requirements so they can tutor students by reinforcing concepts and processes taught in the daytime classroom. The Success Coaches and their supervisor conduct Fidelity Checks to ensure curricula is being implemented properly for maximum benefit to students. Monthly coaching check ins and quarterly in person coaching sessions with the supervisor reinforce expectations and ensure ongoing skill development occurs. Regional training is also provided through CIS of NC.

In addition to the multi-tiered services provided, each Success Coach also implements Peer Court, a juvenile court diversion program for first time misdemeanor offenders. This program utilizes student/peer volunteers who are trained by community members with legal backgrounds to serve as attorneys, bailiffs, clerks, and jurors to hear cases of student defendants. The cases are presented one afternoon each month and the defendant's parent is required to be present for proceedings. Once cases are heard, student jurors deliberate using structured sentencing guidelines and utilizing an adult jury monitor, to deliver a constructive sentence to the defendant. The defendant has 60 days to complete sentencing requirements and thereby avoid a juvenile record. If they do not complete them, the case is referred back to the referral source (school resource officer, principal, etc.) for further disposition. Sentencing requirements can include community service, essays, letters of apology, restitution, parenting classes, maintaining grades and school attendance, serving as a juror at a future Peer Court session, and/or refraining from attending school-sponsored events for a specified period. The program has been very successful and routinely achieves an annual recidivism rate of only 12-14%. Students are tracked for one year after sentencing completion to determine recidivism. Peer Court is also used as a constructive alternative to suspension, based on the offense and principal referral. This ensures students who commit an offense still attend school and maximize their opportunities to learn. Peer Court is a vital component of the school district's tiered disciplinary protocol.

The overarching program goals are to keep students in school, focused on learning, and working toward graduation. The program achieves this goal through a focus on meeting individual student need in the core areas of academics, school attendance, and reducing negative behaviors. Parent engagement and social-emotional learning also support this goal. In our rural community where students are socially and culturally isolated once the school day ends, this program is vital to student success. Brunswick County Schools serve a district-wide population where over 65% are Economically Disadvantaged, with Supply Elementary at a high of 79.9% Economically Disadvantaged.

CIS of Lincoln County

Subgrantee Name	Communities In Schools of Lincoln County		
LEA(s)/Charter School(s)	Lincoln County Schools		
Focus	<input type="checkbox"/> Extended Learning	<input checked="" type="checkbox"/> Integrated Student Supports	
Award Amount	\$79,670		

# of Students Projected to Be Served by ELISS Grant	180	Total # of Students Served by ELISS Grant (July-Dec 2020)	197
EL—Average # Of Reported Contact Hours, Per Student	N/A	ISS—Average # Of Reported Contact Hours, Per Student	544
Targeted Grade-Levels of Students	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	N/A	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	4
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

CIS operates in the middle schools in Lincoln County, CIS believes that every student needs and deserves:

- A one-on-one relationship with a caring adult.
- A safe place to learn and grow.
- A healthy start and a healthy future.
- A marketable skill to use upon graduation. A chance to give back to peers and community.

CIS accomplishes these goals through our site coordinators in the middle schools. Site coordinators provide support to students enrolled in the CIS program at the middle school as well as providing whole school support for any student with identified needs. The site coordinators recruit one-on-one mentors for students along with other needed community services. Through the involvement of the mentor, the CIS site director, school administration, and the student's parents or guardians we work to build a team whose primary goal is to offer each student the opportunity to reach their fullest potential in school and in life. The program will increase students' academics, improve behavior, and satisfactory coursework.

Our school-based Site Coordinators identify students in danger of not achieving their potential, assess student needs and provide wrap-around interventions and resources to change outcomes. The Site Coordinators implement a plan for the at-risk CIS students such as post-secondary education, military service, or graduating high school with the skills necessary to enter the workforce. Now more than ever COVID-19 has taken an impact on our at-risk students mentally, socially, academically, and our CIS Site Coordinators at the middle schools have adapted and adjusted to these impacts. The Site Coordinators are working to ensure students stay on top of school work by daily/weekly check-ins with each case managed/at-risk student via phone or virtually, identifying needs in the students during COVID-19, conducting remote learning, having our CIS mentors connect with students, and tracking data for each student's progress/grades during COVID-19. The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life.

The Key Program Outputs include:

- In the CIS elective classes we are currently serving 197 case managed students who have been identified as at-risk by school administration.
- Daily attendance per CIS includes: East Lincoln Middle School 97%, North Lincoln Middle School: 97 %, Lincolnton Middle School: 75%, West Lincoln Middle School: 95%
- CIS Site Coordinators have conducted 10 Home Visits of the at-risk students during July to December of 2020
- The CIS Coordinators serve around 800 hours working on academic assistance, behavior, enrichment, and social skills. The CIS elective classes are full-time elective based classes and the CIS Site Coordinators see the at-risk students 5 days a week.
- 40 students are receiving Tier 1 services under CIS

- CIS Site Coordinators work on a full-time basis inside the Middle Schools.

CIS of Lincoln County is in Partnership with Lincoln County Schools and CIS has an established elective class in 4 middle school sites. The 4 CIS Site Coordinators have a full time position at the 4 school sites, and the hours of operation are from 8:00 am until 3:00 pm.

CIS Rowan

Subgrantee Name	Communities In Schools of Rowan County
LEA(s)/Charter School(s)	Rowan-Salisbury Schools
Focus	<input type="checkbox"/> Extended Learning <input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$180,116

# of Students Projected to Be Served by ELISS Grant	290	Total # of Students Served by ELISS Grant (July-Dec 2020)	155
EL—Average # Of Reported Contact Hours, Per Student	N/A	ISS—Average # Of Reported Contact Hours, Per Student	16
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input checked="" type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	N/A	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	8
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

Communities In Schools of Rowan County serves eight area schools – five elementary, two middle and one high school - and employs a service model proven by independent research to produce positive outcomes for at-risk youth and schools. The CIS Model pairs the provision of widely accessible prevention services and resources that are available to entire school populations with coordinated, targeted and sustained intervention services and resources for the subset of students who are most at risk of dropping out of school. As a nonprofit organization, we solicit donations and apply for local and state funding that is not typically available to public schools, and consequently we are able to supplement available resources for student retention that are not ordinarily available to North Carolina public schools.

At the school level, the CIS site coordinator works with school administrators to identify school and student needs, developing a plan of integrated whole-school and targeted services. The site coordinator oversees the delivery of services and ensures effectiveness by monitoring and adjusting services as needed, with a goal of improving student success in school and ultimately improving graduation rates at the schools served.

Communities In Schools of Cape Fear

Subgrantee Name	Communities In Schools of Cape Fear
LEA(s)/Charter School(s)	New Hanover County Schools and Pender County Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$173,198

# of Students Projected to Be Served by ELISS Grant	700/600	Total # of Students Served by ELISS Grant (July-Dec 2020)	524
EL—Average # Of Reported Contact Hours, Per Student	263	ISS—Average # Of Reported Contact Hours, Per Student	16
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> Middle	<input checked="" type="checkbox"/> High
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person	<input type="checkbox"/> Virtual	<input checked="" type="checkbox"/> Hybrid
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	11	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	12
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary
<p>The mission of Communities In Schools of Cape Fear is to surround students with a community of support, empowering them to stay in school and achieve in life. Working in collaboration with New Hanover and Pender County Schools, CIS Cape Fear’s EL&ISS project provides integrated student supports to K – 12th grade students at 12 high-need and/or low performing schools across both counties with the goals of improving attendance, improving academic achievement, decreasing behavior referrals and increasing parental involvement. Six of the participating schools are on the State’s low-performing list and all are Title 1 eligible, with high percentages of free/reduced lunch eligibility. Each of these opportunities serve to further support and extend student learning. Our target population are youth who have been identified as being at-risk of dropping out of or falling behind in school, or who exhibit behaviors that result in suspension or expulsion. Referrals flow through each school’s MTSS team, as well as some direct teacher/counselor referrals.</p> <p>ELISS grant funding, and our associated required matching funds, help to support the work of our Student Support Specialists during the school day across both New Hanover and Pender Counties. It also helps to fund our ongoing efforts to provide remote supports to case-managed students during school closures, and upon their return to school hybrid in-person / remote learning. ELISS funding also supports the operation of our Remote Learning Lab at WIRE, while our 21st CCLC funding continues to support our afterschool programs in Pender County.</p> <p>The effectiveness of the CIS Model stems from the integration of three tiers of supports: Tier 1 services are geared towards specific school needs that benefit the entire student body, such as career fairs, motivational speakers, clothing and food closets, etc. Simultaneously, CIS Student Support Specialists work with school leaders and counselors to identify the students most in need of additional support, and then provide targeted and/or individualized interventions (Tiers 2 & 3) based on each referred student’s unique needs. We use the ABC+P framework to guide activities to ensure positive outcomes for students, which is directly aligned with research conducted by Johns Hopkins University and informs us that consistent Attendance, appropriate Behavior, and successful Coursework completion are the best predictors of student success. Parental engagement is also addressed.</p> <p>In order to provide consistent, wrap-around services across school sites, the Student Support Specialists implement several research and/or evidence-based interventions, including but not limited to, Check & Connect, Why Try, Restorative Talking Circles, Why Try Resilience for Youth, and the CIS model of integrated student support. Our remote learning lab at WIRE operates daily from 8:30 – 3:30, while our school-based Integrated Student Supports take place on site at each school, according to each school’s calendar and daily schedule.</p>

Communities In Schools of Montgomery County

Subgrantee Name	Communities in Schools of Montgomery County
LEA(s)/Charter School(s)	Montgomery County Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$269,829.00

# of Students Projected to Be Served by ELISS Grant	877	Total # of Students Served by ELISS Grant (July-Dec 2020)	881
EL—Average # Of Reported Contact Hours, Per Student	3	ISS—Average # Of Reported Contact Hours, Per Student	26
Targeted Grade-Levels of Students	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input checked="" type="checkbox"/> Virtual <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	2	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	2
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

Project METAL (Montgomery’s Excellence through Academic Leadership) ELISS project is a joint project between Communities in Schools of Montgomery County (CISMC) and Montgomery County Schools (MCS), to provide wraparound supports and evidence-based interventions via the use of integrated support services (ISS) and extended learning (EL) opportunities for 877 students in grades 6-8 attending East and West Montgomery Middle Schools. Due to the high incidence rate of COVID-19 in Montgomery County, which have been among the highest in NC during the pandemic, MCS has been in all-virtual instruction since the start of the school year and is projected to remain in virtual instruction until the second semester of 2020-21 which begins on January 5, 2021.

ELISS funding has enabled CISMC and MCS to collaborate to provide Tier I-III services and supports during the regular school-day. At Tier 1, this has included universal, schoolwide services and resources to all students via two social-emotional curricula, Second Step and Botvin Life Skills. These curricula are designed to promote a positive school climate and address school-level risk factors by building increased emotional regulation, social connectedness, and growth mindsets. Students also receive instruction via evidenced-based curricula including AVID and Project Lead the Way. Additional online platforms including Edmentum, Discovery Learning, and I-Ready are also used for instruction, remediation, and enrichment. Tier II and III services provided by CISMC Student Support Specialists have included interventions such as individual counseling, tutoring, mentoring and case management. Specific interventions have included Check & Connect and Motivational Interviewing, with Tier III students receiving more intensive supports. The CIS Student Support Specialists have also worked to identify appropriate, supplemental providers in our community to reduce service fragmentation and assist the two target schools in receiving necessary support from across a number of community-based agencies.

Our afterschool program component has provided academic tutoring and enrichment in core academic subjects delivered by state-certified teachers using a virtual platform three hours per day, four days per week, for a total of 12 hours per week. Our program has also worked to identify and remove barriers to parent engagement and involvement. Despite being in virtual instruction, this has included conducting drive-through events at our target schools so parents can pick-up laptops, wireless access hubs, supplemental learning materials, and other resources. When parents/guardians were unable to attend these events, both CISMC and MCS personnel have also conducted home visits as necessary to ensure that students and families have the appropriate resources to access needed services and supports.

Due to the short nature of the ELISS funding period, it has been difficult to assess the attainment of long-term goals or objectives. However, our project has been able to provide a continuum of tiered, integrated supports and services to students during the school day through the combined efforts of Communities in Schools of Montgomery County and Montgomery County Schools staff and administration. This has included providing digital academic and social-emotional instruction for all students attending East and West Montgomery Middle Schools. We have also provided more intensive Tier II and Tier III services for students.

Communities In Schools of Robeson County

Subgrantee Name	Communities in Schools of Robeson County		
LEA(s)/Charter School(s)	Public Schools of Robeson County		
Focus	<input checked="" type="checkbox"/> Extended Learning	<input checked="" type="checkbox"/> Integrated Student Supports	
Award Amount	\$201,017		

# of Students Projected to Be Served by ELISS Grant	150	Total # of Students Served by ELISS Grant (July-Dec 2020)	140
EL—Average # Of Reported Contact Hours, Per Student	440	ISS—Average # Of Reported Contact Hours, Per Student	56
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> Middle	<input checked="" type="checkbox"/> High
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person	<input checked="" type="checkbox"/> Virtual	<input type="checkbox"/> Hybrid
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	5	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	5
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

As a result of ELISS funding, Communities In Schools of Robeson County has had an opportunity to enhance both Integrated Student Support and Extended Learning opportunities for programming at Lumberton Junior High School, Red Springs Middle School and Red Springs High School. Even though they were not written into the grant, we have allowed Magnolia School's Student Support Specialist to partner and work with the program established at Lumberton Junior High School. Purnell Swett High School was allowed to partner and work with the program at Red Springs High School. Since our school system has been completely Virtual since March 13, 2020, this allowed for more student participation with our Extended Learning opportunities. The CIS Model for working with students in the areas of Attendance, Behavior, Coursework, Parental Involvement and Social/Emotional Learning served as the basis for working with an at-risk population of students at these schools. All students and families in Robeson County have been impacted by the COVID-19 pandemic. Many have experienced an economic effect; all have experienced the trauma of isolation, uncertainty and fear. CIS of Robeson County has been uniquely positioned to address the social/emotional health needs of students and families, and to provide evidence-based programming while working with Extended Learning opportunities with WhyTry, Boy's Circle and Girl's Council. The program was designed to offer access to virtual reality field trips around the world while travel has been limited and students needed an expanded vision of their potential future. This was met with a major roadblock when Best Buy was contacted to begin the purchasing process for the Virtual Reality Kits – Google Expeditions. It was discovered that Google was no longer supporting Google Expeditions and any purchases would become obsolete in approximately 1 year. It was decided to continue searching for a program that would allow Student Support Specialists to work with small groups of students – similar in nature to Google Expeditions, if possible. Due to COVID-19, Supply and Demand was another major stumbling block as we began to search for something that would work for programming effectively. We eventually were able to locate a company in California that had taken the Google Expeditions and made it their own. They had created new software that was no longer connected with Google. As a result, we moved forward with purchasing the products. However, due to all of this, we were not able to use the Virtual Reality for programming during the implementation of the ELISS Grant. In fact, we are still waiting for it to arrive. It would not have changed anything anyway due to the fact that we were having to operate completely Virtual. This will be a major part of programming as we will hopefully begin dealing with post-COVID-19 in the near future.

Student Support Specialists at the identified schools have continued to provide Integrated Student Support while working with students as available during their online instructional time during the day. This has been a challenge, but we have made it work. Our best efforts with working with students have been during Extended Learning times. This was on a daily basis, Monday through Thursday, from 3:15 – 5:15 pm. Students have been provided various incentives in order to promote program attendance as a result of ELISS funding. This has included gift bags with many needed school supplies with some personal accessories included and gift cards to McDonalds and Wal-Mart. Red Springs Middle School sponsored a Virtual Session with Parents and Students after providing them with kits for making Gingerbread Houses as a family. This family engagement activity was a huge success.

In addition to everything we have provided to students since school began in August, ELISS funding allowed Red Springs High School to host two-weeks of Virtual Camps in July 2020. One week was a Transition Week for upcoming freshmen for the

2020 – 2021 year. The second week was for mainly 10th and 11th grade students with preparedness for College. Both camps were successful, and students benefitted greatly from the experiences. In conclusion, the ELISS grant has allowed services that would have not been possible as a result of COVID-19. Our funding stream for the year took a major hit when we were unable to conduct our annual “fund raising” efforts in spring 2020. These monies have actually saved jobs for two of our Student Support Specialists.

East Durham Children's Initiative

Subgrantee Name	East Durham Children's Initiative (EDCI)		
LEA(s)/Charter School(s)	Durham Public Schools		
Focus	<input checked="" type="checkbox"/> Extended Learning	<input checked="" type="checkbox"/> Integrated Student Supports	
Award Amount	\$200,115		

# of Students Projected to Be Served by ELISS Grant	415	Total # of Students Served by ELISS Grant (July-Dec 2020)	415
EL—Average # Of Reported Contact Hours, Per Student	46	ISS—Average # Of Reported Contact Hours, Per Student	N/A
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> Middle	<input checked="" type="checkbox"/> High
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person	<input checked="" type="checkbox"/> Virtual	<input type="checkbox"/> Hybrid
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	13	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	18+
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

Durham Children's Initiative (DCI) is committed to improving outcomes for children, families and youth living in Durham. Our long-term vision is to have all youth affiliated with DCI successfully graduate from high school, ready for college or a career. We work to achieve this vision by providing a continuum of high-quality services for children and youth extending from birth through college and career. DCI collaborates with over 40 local organizations and community members who share our vision to provide these needed resources and supports to Durham children and families.

Utilizing the ELISS Grant funding, the Durham Children's Initiative was able to support student learning and family support through a three-prong approach: 1) DCI BELL Xcel Remote Summer Learning Camp (July 6 – August 7, 2020); 2) DCI's Family Advocate Program (July – December, 2020); 3) DCI's Academic Coaching Program (October 5 – December 20, 2020).

- DCI's Bell Xcel Summer Camp:** Students (grades 3-5) were identified through a partnership with DPS Schools (Eastway Elementary, YE Smith Elementary, Maureen Joy Charter School). Campers met each week in a virtual setting (Google Classroom) with their teacher and "classmates" from 9am - 11am, Mondays – Fridays, for 5 weeks, (i.e., 10 hours per week for almost 5 full weeks). Camp ran from July 6 – August 7, 2020.
- Family Advocate Program:** DCI developed the Family Advocate program to provide families with one-on-one support to help empower parents to improve their children's educational environment at home and school, advocate for their child's education, and ultimately support their confidence and ability to help their child graduate high school ready for college and/or a career. Our Family Advocate Program provides family and student support in a number of ways including strategies to increase parental engagement in their children's education, student academic supports, and assistance with food security, housing security, health and wellness support, and social/emotional support. ELISS funds have supported Family Advocate work with 399 students in grades K-12. DCI Family Advocates meet with students/families receiving support on a regular basis, but time is determined on the needs of the individual student/family.
- Academic Coaching Program:** This program began on October 5, 2020 and is currently serving 86 students with 9 academic coaches. We are building capacity to serve up to 100 students with 10 academic coaches. Students (grades K-12) were identified as falling behind in virtual class settings and needing assistance and support. Students receiving Academic Coaching (86 students) meet with their coach for support between 1-2 hours per week for 12 weeks (12 - 24 hours per student) for the duration of the program.

First Baptist Church West – Community Services Association

Subgrantee Name	FBC-W CSA dba Charlotte Community Services Association
LEA(s)/Charter School(s)	Charlotte Mecklenburg Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input type="checkbox"/> Integrated Student Supports
Award Amount	\$166,698

# of Students Projected to Be Served by ELISS Grant	40	Total # of Students Served by ELISS Grant (July-Dec 2020)	32
EL—Average # Of Reported Contact Hours, Per Student	154	ISS—Average # Of Reported Contact Hours, Per Student	N/A
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input checked="" type="checkbox"/> Virtual* <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	4	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	N/A
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

The SMART Tutoring Program provided a structured, small-group tutoring program for at-risk students in grades K-9th utilizing research-based curriculums. Students met virtually with SMART teachers in small groups of 3-4 students four days a week. The program utilized the online curriculums Passport for K-2nd students and Language Live! for 3rd-9th grade students.

As our first initiative, the SMART Program's key components included:

- At least 180 minutes of tutoring each week with four to eight short activities and reading time with 45 minutes of tutoring four days a week from Monday.
- Administration of diagnostic tests to assess individual problem areas and mastery tests to gauge student progress.
- Use of a virtual online approach for tutoring that can also be provided face-to-face. In addition, from November to mid-December, a number of SMART Tutoring students took advantage of our Remote Learning Site services and were able to complete their day studies virtually with their regular school teacher on site before switching to SMART Virtual Tutoring in the afternoon.

The SMART program was operated by a community-based, nonprofit agency operating out of a church Family Life Center. Because SMART was community-based, it served students from a number of schools. The program ran parallel to and was undergirded by a 21st Century Afterschool Program that has been operating at the same site for 17 years. This provided much-needed infrastructure while allowing SMART direct operations to remain separate.

Our second initiative was providing Grab & Go Lunches of hot, healthy meals to students whose normal meal services were interrupted by district remote and alternating attendance schedules. We provided meals to students walking up to our door, parents driving through the lane for pick-ups and others taking meals to children and parents.

Our third initiative involved offering socio-emotional sessions led by a licensed social worker to help students process their emotions and fears surrounding COVID-19. We also offered a parent webinar led by a parenting expert, who also provided individual family counseling as need, and the district's outreach and parent engagement director.

Jehovah Rapha International, Inc.

Subgrantee Name	Jehovah Rapha International, Inc.
LEA(s)/Charter School(s)	Harnett County Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$79,500

# of Students Projected to Be Served by ELISS Grant	90	Total # of Students Served by ELISS Grant (July-Dec 2020)	37
EL—Average # Of Reported Contact Hours, Per Student	142	ISS—Average # Of Reported Contact Hours, Per Student	301
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input checked="" type="checkbox"/> In Person <input type="checkbox"/> Virtual <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	6	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	6
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

Jehovah Rapha International, Inc. was established in 2012 and received 501c3 status in March 2019 to provide Educational & Family Resources for participants. Our purpose was to create and offer a myriad of services to individuals as a family unit. Jehovah Rapha's vision is to facilitate more positive interactions between communities, youth, and their families. With community leaders and youth development professionals working together to help kids, Jehovah Rapha will reach across neighborhood, educational, cultural, and socio-economic lines to form lasting and transformational relationships. By providing free educational and recreational after-school programs in a safe environment; JRI teaches life skills and provides experiences essential for youth to become successful and productive citizens. Jehovah Rapha's philosophy is grounded in the belief that young people's individual strengths and capabilities can guide them to mature, productive adulthood with our encouragement and commitment. Jehovah Rapha's activities are experiential opportunities for young people to expand their horizons and realize their full potential.

Jehovah Rapha is committed to training staff and volunteers in current youth development practices and work toward ensuring that all youth have a voice and an opportunity to succeed. Our Board of Directors is committed to providing quality services in Education; Family Resources; Financial Empowerment; and Health & Wellness for families. Our long-term goal is to expand its community learning center and provide early care and education.

JRI Extended Learning program is currently housed in 2 locations: Dunn & Lillington, North Carolina. Hours of operation: M-F 7a.m. -6p.m. The majority of the students served receive free and/or reduced lunch and attend "low performing" or have been identified as CIS and/or TSI school within the district. The family environment for these students can be described as single parent homes or foster/guardianship placement. Since NC Schools moved to remote learning, we discovered that nearly 85% of the families we serve did not have adequate access to electronic devices or internet services.

Our target population, K-12 at-risk students, who are not performing at grade level as demonstrated by statewide assessments, or not on-track to meet year-end expectations as of March 16, 2020 as demonstrated by existing indicators, including teacher identification, and/or students at risk of dropout, and/or students at risk of school displacement due to suspension or expulsion as a result of as a result of anti-social behaviors. The target families are in need of positive enrichment opportunities along with activities to complement the students' regular academic learning.

Our ELLIS program provides both EL & ISS services. JRO Remote Learning Site Program provides supervision for students during the remote school day. The program operations Monday-Friday starting at 7:00 AM and continues until the student's remote school day ends (for each student/school this time differs). After the school-day ends, students transition to the Extended Learning program. JRI Extended Learning Program provides continued supervision of students transitioning from a Remote Learning Support Program held at the same site. JRI EL Program includes one-on-one academic tutoring in reading and math from certified teachers, virtual coursework/homework assistance, sessions by a Behavioral Interventionist, STEM curriculum, and various enrichment activities.

The program operates Monday-Friday starting at 3:00 PM and continues until the student's leave for the day or 6:00 PM. JRI program events are designed to promote parental involvement and family literacy. Parents/guardians are encouraged to attend events. Our Parent Café program encourages parents/guardians to become involved in their child's education, communicate with program teachers about their child's progress in school, and volunteer by participating in program field trips and fitness activities. Workshops and guest speakers partner with our EL Program to address: drug and violence preventions, counseling, and character education, and many other topics. Our staff coordinate with School Social Workers and Guidance Counselors to host sessions to set goals and expectations at home with school work.

Through our partnership with BDW Properties, LLC; Kidds Place Too, Inc.; Norrington A.M.E Zion Church Volunteers; Harnett County NAACP; Harnett County Work Force Development' Dunn Police Department, and other local businesses our services will expand the opportunities that parents/guardians and students will receive and better equip them to be more successful.

Kinetic Minds

Subgrantee Name	Kinetic Minds, Inc.		
LEA(s)/Charter School(s)	Dillard Academy Charter School		
Focus	<input checked="" type="checkbox"/> Extended Learning	<input checked="" type="checkbox"/> Integrated Student Supports	
Award Amount	\$202,500		

# of Students Projected to Be Served by ELISS Grant	300	Total # of Students Served by ELISS Grant (July-Dec 2020)	270
EL—Average # Of Reported Contact Hours, Per Student	22	ISS—Average # Of Reported Contact Hours, Per Student	5
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input checked="" type="checkbox"/> Virtual <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	1	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	1
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

In partnership with the NC Department of Public Instruction, UNCG-Serve and Dillard Academy Charter School, Kinetic Minds, Inc. improved the academic and social outcomes of Dillard Academy students and families who were negatively impacted by the COVID-19 pandemic.

Following extensive planning, capacity-building, technology and supply procurement, staff hiring and training from August-September 2020, Kinetic Minds opened the ELISS program to students in October. From October-December 2020, Kinetic Minds, Inc. provided integrated student support and extended learning centered around student and family needs. The program operated Monday-Thursday, virtually from the Dillard Academy Charter School site. Integrated student support services were delivered from 8:40 a.m.-10:10 a.m. and 11:20 a.m.-12:50 p.m. Extended learning was provided from 3:30 p.m.-5:30 p.m. Students received math and reading tutoring and intervention aligned with regular school day instruction. A variety of instructional techniques were utilized to maintain student engagement, including high-interest relevant texts, educational games, competitions and interactive media. Social-emotional concepts were taught in a nurturing environment, leading students to refer to the enrichment classes as a "family." Students received a combined 1500+ hours of instruction. Data from program staff, parents and the feeder school substantiate the success of the program. Such success is attributed not only to the Kinetic Minds, Inc. administrators and staff, but also to the NCDPI ELISS program administrator, UNCG-Serve representative and Dillard Academy Charter School administrators, staff, students and families who embraced and supported Kinetic Minds' vision for the ELISS program. Timely, meaningful and comprehensive collaboration among all partners yielded outstanding results for the students, who are, after all, the reason why we do what we do.

Math & Esther Christian Inc.

Subgrantee Name	Math & Esther Christian Inc.
LEA(s)/Charter School(s)	Children’s Village Academy
Focus	<input checked="" type="checkbox"/> Extended Learning <input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$270,000

# of Students Projected to Be Served by ELISS Grant	215	Total # of Students Served by ELISS Grant (July-Dec 2020)	215
EL—Average # Of Reported Contact Hours, Per Student	450	ISS—Average # Of Reported Contact Hours, Per Student	N/A
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	1	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	1
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

The “Extended Virtual Learning and Integrated Services and Support in the COVID-19 Context” initiative (ELISS) was the product of a collaboration between the Math and Esther Christian Association (M&E) and the Children’s Village Academy (CVA). Its primary mission was to support and elevate the academic achievement of – and educational expectations for – 200 low-income children in grades K-8 who had experienced disruption in their schooling, some falling a full year behind, as a direct result of the 2019-20 COVID-19 pandemic. Prior to the pandemic, these students were already one or more years behind in their school achievement. All required special intervention, including one-on-one and small-group remediation. They further were deemed at greatest risk of academic slippage because their parents are essential, “front-line” members of the pandemic workforce: health-care providers, food service and sanitation workers, and home-care aides. Most – over 90% – of CVA parents fall into that category. Not only were those parent’s families most likely to require social services and supports, but their children were also placed at higher risk of exposure to the virus given the kinds of work they perform. The COVID crisis also changed the home-school dynamic in these struggling households: parents were forced into teaching roles, and most were ill-prepared for that task.

Implemented at a single location between the hours of 8am and 6pm, ELISS was implemented to spot these children’s “COVID slide” and help get them back on track academically in reading, mathematics, and science. It’s overriding goal: to make education a family affair, without shame or stigma, for low-income students at risk of academic failure and to engage those students’ parents more fully and supportively in their children’s learning processes. The initiative’s administrators sought to ensure that participating students had the resources they needed, either to arrive at school ready to learn or to have a beneficial learning experience at home. They further sought to provide these students and their parents with in-person, virtual, and distance learning opportunities delivered in strict compliance with the CDC’s COVID-19 guidelines for social distancing, sanitation, and safety.

ELISS’s program components were designed to address four areas of need, accomplishing the following program objectives:

1. Close the “digital divide” between technology-rich and the technology-poor students at all grades and levels of participation. Prior to program launch, ELISS staff members communicated with each student’s home to assess each household’s readiness for remote, home-based learning. This assessment allowed program administrators to identify each student’s home-based learning challenges and opportunities and to tailor service, equipment, and resource recommendations to each household’s needs. Whenever feasible, ELISS provided students’ households with the electronic tools and equipment needed to successfully access the internet or “information highway” (e.g., Chromebooks, cable service, Wi-Fi receivers, etc.). Essential print-based educational resources such as workbooks and study guides were also distributed to students’ homes. If a student did not own or have access to a computer, he or she was given an ELISS loaner device equipped with limited-use software that enabled access to academic sites only. If a student’s home lacked cable or internet access, ELISS’s mobile Wi-Fi via vehicle would be dispatched to his or her neighborhood. Throughout the year, M&E staff members, supported by a team of ELISS teachers, tutors, and paraprofessionals provided remote instruction on computer

usage and COVID-19 updates as well as parental workshops on parent-requested topics, “Zoom” meetings and parent/teacher conferences.

2. Establish virtual classrooms that successfully provide students with small- and large-group remediation as well as one-on-one and open-forum instruction in the critical content areas of math, science, and reading. ELISS’s developers anticipated that, with the return of mandated, in-school instruction post-pandemic, one of the most significant challenges would be addressing the limited availability of physical space to sufficiently “social-distance” students on CVA’s campus. CVA parents and teachers alike agreed that implementing a staggered schedule of attendance (e.g., A/B schedules) would not yield an appropriate or feasible solution. Many CVA parents are first responders and essential workers whose jobs do not afford them the luxury of accommodating their children’s alternating schedules. Additionally, the older children in most of these households serve as primary caregivers of and caretakers for their younger siblings while their parents are at work. Returning the older children to in-classroom schooling would mean the younger children would have to be left home alone – a reality that was overwhelmingly unacceptable to most CVA parents. The ELISS response – to accommodate parents’ and students’ needs, maximize the use of on-site physical space, and meet the CDC’s guidelines – was the creation of its “virtual classrooms.” Maximizing digital and connective educational technology, eight (8) appropriately sized resource rooms and classrooms along with several outdoor areas on CVA’s campus were transformed into remote-learning spaces serving up to 10 students each. The students in one of these virtual classrooms experienced on-line instruction in real time with their regular teachers (aided by qualified paraprofessionals, and/or teaching assistants) via large-screen monitors. Students participating from home were able to access these virtual classrooms as well, thanks to the home-based or mobile Wi-Fi connectivity and loaner laptops provided via this grant.

3. Provide social and emotional support for low-income students and families that have been disproportionately impacted by COVID-19. The COVID-19 pandemic has ushered in a new era of mental health and social support concerns for CVA’s students and families. More than 90% of the school’s working parents fit into the category of “essential worker.” Coupled with the daily stress of maintaining their own health and safety in light of the COVID-19 pandemic’s crisis, these parents bear the extra burden of worrying about the health, safety, and security of their children. Add to this the stress of working around and caring for the sick, dying, or deceased – be they coworkers, patients, family, or friends – and many often are too tired or preoccupied to attend to their children’s educational needs. Those who work from home face the challenge of trying or helping to teach their children at home. Most all do not have the skill sets needed to do this, and they are frustrated. Other parents, who are unemployed and looking for employment, often must drag their children along with them to jobsites and interviews, leaving their children’s educational needs unprioritized and unattended. Many have simply stopped looking for work during the crisis, overwhelmed by the demands of childcare and the despair of joblessness and deepening poverty. The tensions and anxieties of all these groups of parents are manifested in their children’s behavior and lack of engagement and interest in schoolwork. Parents have reported that their children, many of whom have been compelled by circumstances to manage themselves and their siblings, are beginning to act aggressively toward each other and express other forms of antisocial behavior. In response, ELISS made available and provided much-needed social and emotional supports and counseling to those families most affected by the mental-health strains of the pandemic. Working closely with community-based and contracted social and mental-health services and with local health departments and agencies, it afforded participating students and parents with wraparound services to help them cope with pandemic-induced crises. ELISS staff and the program’s care providers offered a coordinated approach to addressing the needs of the whole child, engaging students’ parents and families in the process.

4) Provide coordination and support for adherence to CDC guidelines on-site and in remote-learning settings. A special ELISS COVID-19 Coordinator position was created to coordinate and monitor CVA’s adherence to the CDC’s and the state of North Carolina’s pandemic-based safety, sanitation, and social-distancing protocols and guidelines, and to share updates and other relevant health information with the CVA and M&E communities. This coordinator was responsible for ensuring daily oversight of personal protection equipment (PPE) on the school campus and for enforcing proper protocol (PPE usage and disposal; testing; social distancing; sanitation; distribution of masks, hand sanitizer, and disinfectant; etc.) at all facilities among students and staff. The coordinator also conducted bimonthly virtual meetings on pandemic-related topics with CVA’s parents, school administrators, and instructional and custodial staffs to ensure that all were apprised of and understood the current health practices and procedures recommended to address the pandemic. Additionally, this program staff person served as CVA’s liaison to the North Carolina Department of Public Health and regularly communicated with the school’s designated contact in that department’s environmental health section.

MeckEd

Subgrantee Name	MeckEd
LEA(s)/Charter School(s)	Charlotte Mecklenburg Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input type="checkbox"/> Integrated Student Supports
Award Amount	\$128,779

# of Students Projected to Be Served by ELISS Grant	100	Total # of Students Served by ELISS Grant (July-Dec 2020)	69
EL—Average # Of Reported Contact Hours, Per Student	29	ISS—Average # Of Reported Contact Hours, Per Student	N/A
Targeted Grade-Levels of Students	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	5	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	N/A
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary
<p>For this program, MeckEd strategically placed high-quality OST programming at five low-performing middle schools to address the academic and emotional needs COVID closures have intensified for vulnerable students. Specifically, money provided through this grant was used to provide virtual and in-person afterschool programming to students attending five low-performing schools to help students most impacted by COVID closure (low-income, at risk of failing when school closed in March).</p> <p>Additionally, MeckEd offered support to the providers through professional development opportunities related to COVID 19 issues and serving as a connector for organizations to better serve at-risk families through their established community programs. MeckEd worked with four program providers to meet the needs of at-risk students by utilizing the hours from 3 pm-6 pm to offer interesting, fun, and engaging programs.</p> <ul style="list-style-type: none"> • MeckEd and the providers worked directly with schools to ensure the programs offered met the strategic needs of the at-risk students resulting from COVID shutdowns • A mix of virtual and in-person programs were offered to meet the needs of students ranging from STEM focused programming, academic assistance and social-emotional learning • MeckEd provided professional development sessions for extended learning providers to address COVID-19 related issues such as self-care and mindfulness <p>As part of the program model, MeckEd is working to replace a fragmented system of service providers that currently perpetuate inequitable offerings across Charlotte middle schools with a cohesive team. Our model places a priority on building and leveraging partnerships that include public agencies, service providers, businesses, funders, and schools - all designed on what is in the best interest of the students.</p>

Piedmont Conservation Council, Inc.

Subgrantee Name	Piedmont Conservation Council, Inc.
LEA(s)/Charter School(s)	Durham Public Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input type="checkbox"/> Integrated Student Supports
Award Amount	\$24,000

# of Students Projected to Be Served by ELISS Grant	30	Total # of Students Served by ELISS Grant (July-Dec 2020)	17
EL—Average # Of Reported Contact Hours, Per Student	15	ISS—Average # Of Reported Contact Hours, Per Student	N/A
Targeted Grade-Levels of Students	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input checked="" type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	2	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	N/A
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary
<p>ELISS funds awarded to the Piedmont Conservation Council, Inc. (PCC) were used to support the Bionomic Education Training Center (BETC) program, an extended-learning program for at-risk students in Durham at Northern High School and Southern High School during the COVID-19 pandemic.</p> <p>Over the past nine years, the BETC program has provided students in Durham with comprehensive E-STEM (Environment, Science, Technology, Engineering, and Math) learning via lessons in the classroom and hands-on projects in the community. The BETC curriculum supports existing North Carolina secondary school Standard Courses of Study with relevant course objectives identified in each of the lesson plans. The hands-on lessons support improved student performance in science, math, and engineering, and fosters a greater awareness of agriculture and environmental stewardship. A significant aspect to BETC includes students growing and selling plants suited for stormwater Best Management Practices (BMPs) and learning how to engineer and install a BMP (e.g., a rain garden) that controls stormwater runoff.</p> <p>Previously, the curriculum was delivered in person; however, due to the pandemic, Durham Public Schools switched to an entirely virtual learning model. ELISS funds supported professional development of teachers to deliver the BETC curriculum and conversion of lessons to online modules delivered via six lessons plans, which included videos of cistern and rain garden installations at Durham Public School sites. ELISS funds supported teachers while they taught the students the curriculum and led students in the hands-on installation of stormwater Best Management Practices (BMPs) on DPS sites. ELISS funds were also used to purchase the materials for the BMPs. At North High School, the online modules were delivered on Fridays from 4pm to 5pm, and the BMPs were installed on Saturdays from 1pm to 3pm. At Southern High School, the online modules were delivered on Wednesday afternoons, and the BMPs were installed on Saturdays from 1pm to 3pm, plus one additional Friday afternoon.</p>

Reaching All Minds (RAM) Organization

Subgrantee Name	Ram Organization
LEA(s)/Charter School(s)	Reaching All Minds Academy
Focus	<input checked="" type="checkbox"/> Extended Learning <input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$268,000

# of Students Projected to Be Served by ELISS Grant	200	Total # of Students Served by ELISS Grant (July-Dec 2020)	200
EL—Average # Of Reported Contact Hours, Per Student	22	ISS—Average # Of Reported Contact Hours, Per Student	40 per week
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input checked="" type="checkbox"/> Virtual <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	1	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	1
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary
<p>Program Mission and Vision</p> <p>RAM Organization is a nonprofit 501(c)(3) status, faith-based organization in Durham, North Carolina. The vision of RAM Organization is to provide transformational strategies that will reach all minds. The mission of RAM is to enhance the educational achievement of students residing in high poverty and heavy crime areas that are not meeting grade level proficiency.</p>
<p>Proposed Project</p> <ol style="list-style-type: none"> 1. Components- staff development for curriculum and remote learning, virtual platform orientation for students and families, reading interventions and enrichment, math interventions and enrichment 2. Objectives- To assist the staff and students of Reaching All Minds Academy with improving their student achievement and increase the students' access to technology. 3. Staff Development Focus- Priority Standards, EL Curriculum, Eureka Math, Supplemental Programs Equity, Social Emotional Learning, Best Virtual Practices, Online Classroom Tutorials 4. Community Impact- Increased access, tutorials for virtual platforms 5. Virtual Academic Offerings- <ol style="list-style-type: none"> a. Progress Monitoring/Supplemental Programming- <ol style="list-style-type: none"> i. <i>NWEA-</i> supplemental literacy, computer- based programming that will provide a diagnostic assessment to identify reading lexile levels for all participants as well as prescribed lessons and activities to help support reading instruction and grow the lexile levels of all participants ii. <i>Zearn-</i> is the computer based, enrichment program to compliment the Eureka Math curriculum which is the adopted curriculum for our partnering LEA. This program will allow our teacher/tutors to support the ongoing Math instruction and collect data that will enable us to better monitor students' progress through math standards. iii. <i>EL curriculum Science integration Labs-</i> an online curriculum to emphasize the learning targets for elementary testing standards in Science and to enhance STEM offerings iv. <i>Pre/Post Assessments-</i> will be provided in each content area to measure the success of virtual instruction as well as program offerings. v. <i>Class Dojo/ Goal Setting/ Tracking documentation-</i> is an online behavior tracking program to assist with documenting SEL (social emotional learning) progress as well as success of various interventions and strategies. vi. <i>Positive Promotions Organization and Planning-</i> a collection of motivational stickers, resource pages and academic planners to assist with student organizational and personal planning skills. b. Small Group Remediation and Homework Assistance- Teachers/Tutors will provide instruction in Reading and Math based upon priority standards identified by the leadership team of Reaching All Minds Academy. Teacher assisted and Tutor assisted small focus groups to drill down foundational skills. Students will complete tasks with the assistance of the grade level teacher/tutor and have opportunities to remediate with tasks and concepts that student is not proficient in based upon curriculum assessment data.

- c. **STEM Learning and Project-Based Learning-** Environmental and Sustainable provides complete kits of lesson plans and STEM/STEAM activities and experiments to support the priority standards that are highlighted from the LEA Needs Assessment. Students will engage in themed based stem units that utilize grade appropriate vocabulary and science content via hands on project- based activities and labs. This will increase student's exposure to activities normally not available to them during the school day or as an extracurricular activity.
- d. **Social Emotional Learning-** Teaching Tolerance curriculum marries character education, community service and social emotional targets into one curriculum. Students will be exposed routinely to project and inquiry- based lessons and activities
- e. **Daily Reflections, Journaling and Dismissal-** At the conclusion of each virtual day, students journal the positive and negative aspects of the day via padlet.com and have a smooth transition to dismissal. This will help students to accept responsibility for their actions and decisions
- f. **Home Visits-** is another strategy for addressing and preventing academic slide. Student Engagement Specialists will assist students via phone who are unable to login with fidelity. Students receive instructional paper packets that are delivered via bus and have the opportunity to work with guidance provided by family and student engagement specialists.

Reeves Community Center Foundation

Subgrantee Name	Reeves Community Center Foundation		
LEA(s)/Charter School(s)	Mount Airy City Schools		
Focus	<input checked="" type="checkbox"/> Extended Learning	<input checked="" type="checkbox"/> Integrated Student Supports	
Award Amount	\$65,575		

# of Students Projected to Be Served by ELISS Grant	700	Total # of Students Served by ELISS Grant (July-Dec 2020)	947
EL—Average # Of Reported Contact Hours, Per Student	6	ISS—Average # Of Reported Contact Hours, Per Student	N/A
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> Middle	<input checked="" type="checkbox"/> High
Primary Service Delivery Method of Programming	<input checked="" type="checkbox"/> In Person	<input type="checkbox"/> Virtual	<input type="checkbox"/> Hybrid
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	4	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	4
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

The Fit Bodies/Fit Brains project aligns with the mission statement of the Reeves Community Center Foundation (To build a healthy Community through parks, programs and partnerships). This project has provided the Reeves Community Center Foundation and Mount Airy City Schools’ stakeholders with a strengthened partnership for sustainable programs and projects. This short-term grant project has impacted the students of all four schools from Pre-Kindergarten through 12th grade in a variety of ways. We offered options before school, afterschool and during school to accommodate more children. Elementary students received swim instruction from American Red Cross Water Safety Instructors and fundamental athletic instruction from 3:00pm-8:00pm Monday through Friday by Mount Airy Parks and Recreation. Kindergarten students enrolled in the dual language program received cultural arts and dance instruction on Thursdays from 10:00am – 11:00am from the Surry Arts Council. Middle School students received fitness and nutritional education from Mount Airy Parks and Recreation Certified Personal Trainers and Instructors before school from 8:00am-9:00am Monday – Friday. High School students participated in American Red Cross Lifeguard Certification classes from 4:00pm -8:00pm Monday – Saturday and cultural arts and dance on Thursdays from 3:30pm-4:30pm. Depending on the activity a child could participate between the hours of 8:00am-8:00pm to meet busy schedules. Students and the entire community will benefit from the fitness stations located adjacent to Tharrington Elementary, Mount Airy Middle and Mount Airy High School and can enjoy the “Book Walk” located along the Granite City Greenway and Jones Elementary School. A goal of this project is to strengthen the community as a whole through school, family and community-based organizations in order to achieve improved academic achievements for at-risk students through the development of physically active practices that value family and community resources and partnerships. This partnership has provided innovative and extended learning experiences to support student achievement for the children of Mount Airy City Schools. Reeves Community Center is located in the center of the school district, which also serves every child living in the Mount Airy Housong Authority. The at-risk and under-served students of Mount Airy City Schools now have access to resources outside of the traditional classroom setting, which also strengthens the whole child and family to increase the likelihood of student achievement and a physically healthy well-being that results in both fit bodies and fit brains. The intention of this project was to enhance a current school and community partnership to better support the whole child, their family and our community. The Reeves Community Center Foundation has successfully become a stronger partner through our innovative approach made possible by the ELISS Grant and has become a collaborative and more strategic partner to the school district.

Student U

Subgrantee Name	Student U
LEA(s)/Charter School(s)	Durham Public Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$224,836

# of Students Projected to Be Served by ELISS Grant	177	Total # of Students Served by ELISS Grant (July-Dec 2020)	220
EL—Average # Of Reported Contact Hours, Per Student	177	ISS—Average # Of Reported Contact Hours, Per Student	13
Targeted Grade-Levels of Students	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input checked="" type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	18+	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	18+
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

Overall Program Locations/Hours

Student U runs a learning center on-site at the WG Pearson Center (600 E. Umstead St, Durham, NC 27701). The in-person learning center hours are 7:30am-4:00pm Monday-Thursday. Virtual programming runs after-school with tutoring Mon, Tues, Thurs 3pm-6pm; Wed 1pm-6pm; and Fri 10am-1pm.

Learning Center

Student U will ensure that teachers, students, and families in our community have access to safe, affordable remote learning support for school-age children that allows students to complete their schooling while engaging in supplementary development activities that supports their social-emotional well-being. Student U can take a maximum of 108 registrants for remote learning support while Durham Public Schools are in Plan B or C.

Running from 7:30am-4:00pm Monday-Thursday, Student U will offer full-day programming to children of working families or those seeking employment that includes the following components:

- a. Quality Academic Environment (quiet room, socially-distanced student work spaces, internet access, adult supervision)
- b. Recreational/Physical Activity during daily free time outside
- c. Extended Learning Activities, including Social Emotional Learning, Leadership Development, and/or culture building activities on “Wellness Wednesdays”
- d. Daily breakfasts, snacks, and lunches to fuel students’ bodies throughout the day
- e. Adheres to all local, state and federal guidelines for childcare during COVID-19

High School Transition Support

Representatives from each DPS high school participate in a High School Fair for 8th grade Student U students and their parents. Prospective students learn about the opportunities and academic services available at each high school. Working with Student U's middle school staff members, 8th graders consider how their interests and skills will be best served at each high school. While participating in Student U's middle school after-school program, students apply for high school of their choice. Student U also works with families to share course selection options for ninth grade and explain how classes can best prepare students for post-secondary education. Although this work occurred prior to July 2020, providing this transition support is key to ensuring students are at the right high school for their long-term goals with COVID-19, and Student U will continue to support students as they enter the schools to which they applied.

Advocate Model

Advocates create individual remote learning plans for students, including developing a schedule for completing school assignments and ensuring students are completing work from home to be on track to move to the next grade level. Weekly check-ins take place either virtually or at school to increase attendance and include discussion of grades, homework, behavior, mental health, and school-based opportunities. Advocates have access to real-time online school databases;

therefore, they can discuss specific homework assignments and exams with students. Also, Advocates are required to be in communication with each of a student's teachers prior to check-in to ensure accurate information. From these check-ins, Advocates are required to give a full report to parents on how students are performing inside and outside of the classroom, thereby ensuring that parents understand the academic and non-academic services the school is providing. Additionally, Cluster Meetings take place on a monthly basis for all Advocates and students at a given high school. Each Cluster Meeting includes a conversation about school-wide opportunities for which students can engage, as well as time for students to discuss areas in which they are struggling and then to support one another in developing accountability plans. If themes emerge as common areas of concern for students (ie. one specific class or teacher), Advocates meet with teachers and when necessary, administrators, with the goal of enhancing the quality of academic services provided to students. These regular check-ins ensure students are moving towards high school graduation while being connected with the resources and necessary interventions that will support them as they learn in the face of COVID-19.

Virtual Tutoring, Enrichment Clubs, and Reading Intervention Groups 10 hours of online tutoring, 3 High School Book Clubs, and a Wellness Club.

Tutoring

9th Grade Build-Up is a special tutoring program designed for 9th grade students, supporting their transition to high school and helping them start on a strong academic standing. 9th grade students who have the most room for academic growth (based on grades and End-of-Grade test scores) are required to attend. Tutoring is also offered to all high school students twice a week, and virtually, Student U has the capacity to offer 10 hours of online tutoring to all high school students as practiced in the Spring of 2020. Tutors are recruited by subject area and placed with students based on their needs. Through tutoring, students will be able to reinforce academic material taught throughout the school day, and get extra help in understanding school material.

College Preparation

Student U's college advising program consists of college preparation workshops for high school juniors and seniors (College Bound 101), local college tours for all high school students, ACT/SAT preparation classes for juniors, and individualized college advising with the College Advisor. These meetings will be conducted virtually.

Internship Program

For High School Junior and Seniors, Student U matches students with summer internship opportunities at Student U and in the surrounding community, including companies in the local Research Triangle Park. These internships expose students to future career opportunities and help them gain experience that may shape and motivate their high school graduation goals. Due to COVID-19, Student U will host a reduced, 2-week version of our Summer Internship Program for High School Juniors and Seniors. Each internship will range from 10 to 35 hours per week, and will be held virtually using Zoom and remote work plans where our corporate partners have the capacity to do so. Students will participate in professional development workshops in crafting resumes and go through an application and interview process to be selected for internships.

Student and Family Support Services Team

Learning Specialist: The primary responsibility of the Learning Specialist is to make sure all Student U students have the academic skills, resources, and tools necessary to be confident, thriving learners both in and out of school. This can take many forms: meeting one-on-one or in small groups with students to build skills, connecting families and staff to academic resources, supporting families through the IEP/504 process, and working with program staff to create and choose strong curriculum. The Learning Specialist also works to strategize how to help students create learning plans for at-home learning in the instance of distance learning requirements. The Learning Specialist is charged with supporting Student U students who are on the fringe academically or those for whom standard Student U programming is not sufficient for enabling them to reach their full potential. Through a holistic approach, the Learning Specialist supports students as they work to increase their grades and End-of-Course test scores, all while working towards high school graduation.

Support Regular Academic Program

All of Student U's programming is designed to be additional support to students' academic program in their respective schools. Advocates, alongside High School Program Coordinators, are Student U's key connection to ensuring that school and Student U efforts are coordinated in supporting each individual high school student.

The Family Institute for Health and Human Services

Subgrantee Name	The Family Institute for Health & Human Services dba Project Cares
LEA(s)/Charter School(s)	Hidden Valley Elementary School
Focus	<input type="checkbox"/> Extended Learning <input checked="" type="checkbox"/> Integrated Student Supports
Award Amount	\$112,000

# of Students Projected to Be Served by ELISS Grant	160	Total # of Students Served by ELISS Grant (July-Dec 2020)	103
EL—Average # Of Reported Contact Hours, Per Student	N/A	ISS—Average # Of Reported Contact Hours, Per Student	5
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input checked="" type="checkbox"/> Virtual <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	N/A	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	1
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary
<p>The mission of The Family Institute for Health and Human Services, Inc. dba Project C.A.R.E.S. is to develop the critical thinking and social interaction skills of youth by providing an after-school and or day-school program experience that meets their academic, social, and emotional needs. Our vision is for students to graduate from high school "college and/or career ready." Our after-school program will be offered at Hidden Valley Elementary, a Title 1 school performing at the bottom of North Carolina schools in terms of student performance on state reading and math exams. The program, called Project CARES at Hidden Valley will meet the needs of third grade students by providing individualized instructional strategies for each program participant and offering substantial opportunities each week and throughout the year to address student learning deficiencies. Our program operated for 63 days, September 14 to December 18, 2020, Monday through Friday from 8:00 am to 3:00 pm. The proposed number of students for the ELISS grant is 160. Our program was successful in case-management of 103 Hidden Valley Elementary students.</p>

The United Way of Pitt County

Subgrantee Name	United Way of Pitt County		
LEA(s)/Charter School(s)	Pitt County Schools		
Focus	<input type="checkbox"/> Extended Learning	<input checked="" type="checkbox"/> Integrated Student Supports	
Award Amount	\$295,000		

# of Students Projected to Be Served by ELISS Grant	100	Total # of Students Served by ELISS Grant (July-Dec 2020)	318
EL—Average # Of Reported Contact Hours, Per Student	N/A	ISS—Average # Of Reported Contact Hours, Per Student	60
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input type="checkbox"/> In Person <input type="checkbox"/> Virtual <input checked="" type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	N/A	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	4
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

In accordance with the HB 1043 COVID-19 Recovery Act, the United Way of Pitt County (UWPC) Early Grades Student Success Academy (EG-SSA) projected service for 100 at-risk students, performing below grade level as of March 2020, whose learning has been negatively impacted by the coronavirus. Our ELISS program aligned with the vision of the EG-SSA to ensure that all children read by the beginning of fourth grade; and the EG-SSA mission to provide quality, supportive, child-centered services that foster a love of learning. The proposed program projected service for at-risk 3rd and 4th grade students below grade level in reading, writing and math from four low performing schools: Creekside, Grifton, Northwest, Wahl-Coates. Dismal 2019 third grade Reading EOG scores, all well below the district and state average, included: Creekside 43%, Grifton 33.3%, Northwest 31.4%, and Wahl Coates 40.3%, coupled with the lack of in-person instruction during the last 4 months of school, indicated a pressing need for both extended and integrated school support first semester. When programming ended abruptly in March 2020 due to the coronavirus, our struggling young readers, already behind their peers, lost even more ground. Although remote instruction, identified in the Pitt County Schools (PCS) Virtual Learning Plan, offered from March-May 2020, provided engagement opportunities for students, submitting completed assignments was optional. Many of these at-risk, struggling students did not participate in the instructional activities due to barriers caused by lack of functioning electronic devices, internet availability, and family support. The negative impact of COVID-19 on these third and fourth grade students, as well as all other elementary grade levels in these low performing schools, in large academic gaps in reading, writing and math as they entered school in August 2020. With strategic use of ELISS funds, as well matching funds, we were able to serve additional at-risk students in the four EG-SSA school sites,

Although our Early Grades Student Success Program addressed the three Rs of education: reading, writing and arithmetic, we also focused on the COVID-19 national response of relief, recovery, and rebuilding. With relief, our program in conjunction with the PCS system, provided internet access to those families lacking service. We also supplied necessary PPE COVID-19 materials such as masks, thermometers and wipes to our students and teachers. We bought laptop computers for teachers and provided iPads and Chromebooks for students at home. Tech fees were paid for students who did not have the resources to pay. We offered teacher training to our ELISS teachers for Seesaw and Canvas, as well as Zoom, as needed. With recovery, we carefully reviewed student academic assessments to determine student knowledge and what concepts and instructional gaps existed. We purchased necessary resources (paper, pencils, magnetic letters, math manipulatives, dry erase boards, markers, flash cards) as part of their home learning kits. We recognized that students needed more personalized learning, as well as intensive targeted interventions, since they were out of school for five months. Furthermore, we knew they needed quality online instruction, so during the summer we hired highly qualified teachers to write model lessons in reading, writing and math to be used in-person or online. Care was taken to include flipped lesson segments so students could watch the segments repeatedly if necessary. Highly qualified ELISS staff members were hired to deliver the instructional program either face to face in small groups or virtually via Zoom. Schools determined the format of ELISS instruction based on student enrollment in the face to face or remote learning options provided by the district. Creekside opted to bring teachers into the building to work with face to face students as well as Zoom with remote students. Grifton, Northwest and Wahl Coates opted to initially serve students remotely. Northwest, during the last month

of programming, began face to face instruction with struggling fifth graders and Wahl Coates tested the use of a remote teacher to work with a small group of face to face kindergarten students. With rebuilding educational opportunities and nurturing the whole child, we shifted our educational focus to more individualized learning. We made investments in our ELISS program for young children that ensured equitable services, as well as appropriate wrap around services through the PCS -UWPC Community Partnership were available for all children. Instead of administering assessments that sorted and judged, we focused on formative, authentic assessments that guided our instruction. In conclusion, we know the disadvantaged children and their families served by the EG-SSA ELISS program experience compound stresses daily. We must continue to develop a strategic educational plan that funds services effectively and provides foundational programs with new state and federal dollars to lift-up children for the long term.

Wilson Youth United, Inc. dba the SPOT

Subgrantee Name	Wilson Youth United, Inc. dba the SPOT
LEA(s)/Charter School(s)	Wilson County Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input type="checkbox"/> Integrated Student Supports
Award Amount	\$161,392

# of Students Projected to Be Served by ELISS Grant	80	Total # of Students Served by ELISS Grant (July-Dec 2020)	67
EL—Average # Of Reported Contact Hours, Per Student	248	ISS—Average # Of Reported Contact Hours, Per Student	N/A
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High		
Primary Service Delivery Method of Programming	<input checked="" type="checkbox"/> In Person <input type="checkbox"/> Virtual <input type="checkbox"/> Hybrid		
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	6	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	N/A
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input checked="" type="checkbox"/> Students at risk of dropping out <input checked="" type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary

Our Mission: Sharing Positive Outcome Together with kids and their families through academic achievement, social immersion and health and fitness programs.

Vision: All students will have access to a variety of learning styles and support to freely choose the style that is the most effective pathway to their academic growth, personal growth and good health and wellbeing.

The SPOT Remote Learning Center provides a safe location, supervision, and remote learning support, as needed, for students to log into the district's remote platform to continue their education. The two platforms that are utilized by the students during the program are Seesaw for K-second graders and Google classroom for third grade and up. The students attend their base school distance learning classes, complete current and missing assignments, work on projects and have access to social emotional support. Students are referred to the center by the district, teachers and or principals.

The student learning coach ratio is 1 to 10. The center is opened for service 5 days a week from 7:45am-3:00pm. The afterschool program provides continual supervision for students transitioning from the Remote Learning Center program or for students that just need after school support. The after-school program includes services such as small group instruction, tutoring lessons, health and fitness opportunities, enrichment activities, and assistance with completion of homework and or missing assignments. The program is open for service 5 days a week from 3:00pm-6:00pm.

Activity based learning in a non-traditional classroom using outdoor spaces, our gymnasium, auditorium, technology spaces will provide adequate social distancing space promoting a safe learning environment. In addition to learning on campus, the SPOT ELISS program plans to connect with families in an on-line environment that is family interactive utilizing Kahoots, on-line games and family challenges.

YMCA of Northwest North Carolina

Subgrantee Name	YMCA of Northwest North Carolina
LEA(s)/Charter School(s)	Winston-Salem/Forsyth County Schools
Focus	<input checked="" type="checkbox"/> Extended Learning <input type="checkbox"/> Integrated Student Supports
Award Amount	\$202,500

# of Students Projected to Be Served by ELISS Grant	300	Total # of Students Served by ELISS Grant (July-Dec 2020)	346
EL—Average # Of Reported	588	ISS—Average # Of Reported	N/A

Contact Hours, Per Student		Contact Hours, Per Student	
Targeted Grade-Levels of Students	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> Middle	<input checked="" type="checkbox"/> High
Primary Service Delivery Method of Programming	<input checked="" type="checkbox"/> In Person	<input type="checkbox"/> Virtual	<input type="checkbox"/> Hybrid
# of Schools Served With ELISS-Funded Extended Learning/ Afterschool Services (EL)	18+	# of Schools Served With ELISS-Funded Integrated Student Support Services (ISS)	N/A
At-Risk Characteristics of Focus	<input checked="" type="checkbox"/> At risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		

Program Summary
<p>The YMCA of Northwest North Carolina is operating four (4) full-day E-Learning Academies for students in Winston-Salem/Forsyth County Schools with the support of ELISS funding. The aim of this program is to provide students and families with academic and social emotional support while the local schools are operating in School Reopening Plan B or C. Sites are open from 7:00AM to 6:00PM Monday through Friday and opened on the first day of school, August 17, 2020. The program served 346 Students from 55 schools, 17 of which are low performing.</p> <p>Y Staff will provide student level virtual learning support with a staff to student ratio of no more than 1:10. Additional program components have included:</p> <ul style="list-style-type: none"> • Peer connection and social-emotional development including CircleUp check-ins for students to share how they're doing • Exposure to hands-on STEM activities • Additional "Selectives", so kids can choose activities that interest them. These opportunities include: <ul style="list-style-type: none"> ○ robotics, Legos ○ creative arts/drama ○ leadership development ○ college/career prep ○ sports, yoga, athletic training ○ swimming and water safety ○ cooking/baking <p>We intentionally incorporated Social and Emotional Learning into all of our program components in order to support and grow students' sense of belonging and self-efficacy. Additionally, the Y focused on other social determinants to success by providing weekend meals and school supplies and clothing to students. Our goal is to provide a program that supports the whole student and their family in order to improve social, emotional, and academic outcomes among students. The Y plans to continue offering this level of support after the funding period has ended as the need for these services still exists in our community.</p>