



NORTH CAROLINA
State Board of Education
Department of Public Instruction

REPORT TO THE NORTH CAROLINA GENERAL ASSEMBLY

Extended Learning and Integrated Student
Supports (ELISS) Competitive Grant
Program: Year 2 Report

Session Law 2021-3 House Bill 196

Date Due: February 15, 2023
DPI Chronological Schedule, 2022-2023

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Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program: Year 2 Report

Report for School Year 2021-22

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Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program: Report for School Year 2021-22

I. ELISS Legislation and Subgrants Awarded

Legislation Overview

The General Assembly of North Carolina utilized Session Law 2021-3 House Bill 196 to appropriate fifteen million dollars (\$15,000,000) from the Federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) funds for the two-year Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program. The purpose of the Extended Learning and Integrated Student Supports Competitive Grant Program (ELISS) is to fund 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.

According to the legislation, ELISS-funded programs 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.
- 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 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.¹

In terms of required subgrantee reporting, the legislation indicates that subgrantees 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
- 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 (JLEOC), 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 of each year following the year in which grant funds are awarded. 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.

The SERVE Center at the University of North Carolina at Greensboro (SERVE) contracted with NCDPI to provide application review and evaluation reporting support in three areas: (1) the internal grant application/addendum review process, (2) the implementation and outcome data collection by subgrantees, and (3) the development of an annual report from NCDPI due to the Joint Legislative Education Oversight Committee on February 15 of each year (following the year in which grant funds are awarded). Thus, this document was developed under a contract

¹ The legislation states, “a nonprofit corporation may act as its own fiscal agent for the purposes of this Program”.



with SERVE to fulfill the requirement to submit a report of the ELISS Program’s grant-funded activities implemented during the 2021-22 school year and Summer 2022.

Subgrants Awarded

On May 17, 2021, the request for proposal (RFP) for the ELISS Program was made available (via mailing lists and the NCDPI website) and a virtual technical assistance webinar was conducted on May 25, 2021. Then, on June 1, 2021, the NCDPI Comprehensive Continuous Improvement Plan (CCIP) system was activated for ELISS applications to be submitted. The deadline for the final submission of applications was noon on August 11, 2021.

A total of 43 applications were submitted (uploaded in the CCIP system) and were eligible for the Level I and Level II review processes.

As part of the Level I review process:

- Reviewers (selected by SERVE based on their experience and knowledge) used an Application Rubric to guide scoring (see Appendix)
- Each application received three reviews (resulting in three individual scores that were averaged for a total Level I score)
- There was a maximum possible application score of 105 points

As part of the Level II review process:

- Priority points were applied for applications that met priority considerations (0-4 points)
- Technical deductions were assigned for applications not addressing various RFP requirements (0-9 points)

Using the results from the Level I and Level II review process, the Federal Program Monitoring and Support Division Director at NCPDI presented the score results to the State Board of Education (SBE) for approval². The SBE approved the awards to ELISS subgrantees on October 7, 2021; however, awards could be retroactively used to support ELISS activities starting on July 1, 2021.

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.”

² Note: In past ELISS competitions, 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; however, for this 2021 ELISS competition, no priority consideration was given based on region served since at least two ELISS grants were eligible to be awarded per each SBE region pending submission of quality applications by at least two eligible organizations in the SBE region following Level I and Level II reviews. After regional awardees were identified, additional organizations were recommended for the award based on total application score and ranking.



- Integrated Student Supports (ISS): described by research conducted by Child Trends³ as “a school-based approach to supporting students’ academic success by 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 programming after school, before school, and/or during summer), an ISS program (support to at-risk students during the school day), or both (Extended Learning + Integrated Student Supports). Overall,

- 5 subgrantees proposed implementing only EL programs (total of \$2,218,750).
- 6 subgrantees proposed implementing only ISS programs (total of \$1,715,647).
- 8 subgrantees proposed implementing programs with both EL and ISS components (total of \$3,477,495).

Table 1. ELISS Subgrant Awards (2021)

Type of Grant	Organization Name	SBE Region	County	Total Year 1 Funding Amount
Extended Learning (EL)	FBC-W CSA dba Charlotte Community Services Association	Southwest	Mecklenburg	\$258,750
	Legacy Mayfield Empowerment Center	Southwest	Mecklenburg	\$500,000
	McCloud’s Computer & Skills Training Center	Northeast	Pitt	\$460,000
	The Excel Community Association of Alamance	Piedmont-Triad	Alamance	\$500,000
	YMCA of the Triangle Area	North Central	Wake	\$500,000
	Subtotal			\$2,218,750
Integrated Student Supports (ISS)	Book Harvest	North Central	Durham	\$500,000
	Communities In Schools of Brunswick County	Southeast	Brunswick	\$276,997
	Communities In Schools of North Carolina	North Central	Granville	\$156,710
	Communities In Schools of Randolph County	Piedmont-Triad	Randolph	\$78,969
	FIRST North Carolina	North Central	Harnett	\$202,971
	United Way of Pitt County	Northeast	Pitt	\$500,000
	Subtotal			\$1,715,647
Extended Learning and Integrated Student Supports (EL + ISS)	Boys & Girls Club of Cabarrus County	Southwest	Cabarrus	\$500,000
	Children First/Communities In Schools of Buncombe County	Western	Buncombe	\$482,588
	Communities In Schools of Cape Fear	Southeast	New Hanover and Pender	\$500,000
	Communities In Schools of Durham	North Central	Durham	\$500,000
	Communities In Schools of Montgomery County	Sandhills	Montgomery	\$500,000
	Communities In Schools of Robeson County	Sandhills	Robeson	\$339,170
	Communities In Schools of Wake County	North Central	Wake	\$155,737
	Student U	North Central	Durham	\$500,000

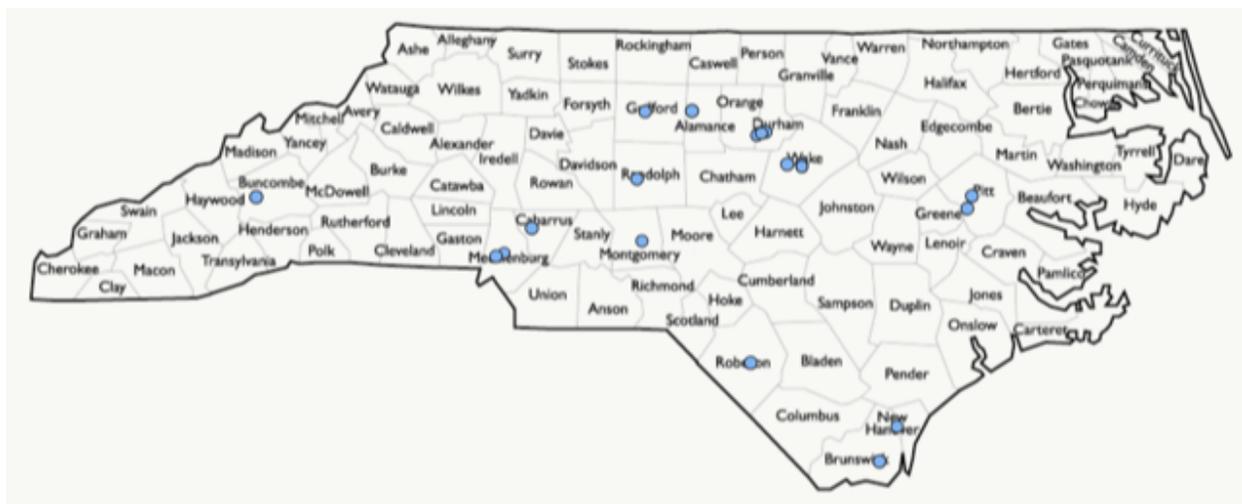
³ Moore, K.A. (2014). Making The Grade: Assessing the Evidence for integrated student supports. Child Trends. Retrieved from: <https://www.childtrends.org/wp-content/uploads/2014/02/2014-07ISSPaper2.pdf>



Type of Grant	Organization Name	SBE Region	County	Total Year 1 Funding Amount
			Subtotal	\$3,477,495
Grand Total Awarded for Year 1				\$7,411,892

The 19 subgrantees that received awards were located in seven of the eight regions of the state⁴ with the North Central Region receiving the highest number (i.e., 7 of the 19 awards). The initial combined amount approved to award to the subgrantees was \$7,411,892 to serve a total of 15 counties, with awards ranging from \$78,969 to \$500,000 per year.

Diagram 1. ELISS Grant Awards by County (2021)



Data Sources for the Final Report

SERVE used three primary data sources to develop this 2021-22 ELISS Report: (1) state-level program documentation, (2) subgrantee applications and logic models, and (3) subgrantee-level implementation and outcome reports.

1. State-level program documentation – SERVE reviewed and referenced the request for proposal and various state-level documentation presented by the Federal Program Monitoring and Support Division Director at NCPDI to the State Board of Education (SBE) on October 7, 2021. These documents provide detailed information regarding ELISS funding priorities, quality review scores, funding availability, budget/match requirements, application review process, and the final recommendations for ELISS subgrantee awards approved by the SBE.
2. Subgrantee applications and logic models – Logic models for each awarded subgrantee were developed by SERVE (based on grant applications) and then revised in

⁴ The Northwest Region was the only region not represented (as no application addendum was submitted from this region).

collaboration with the subgrantee and NCDPI staff during virtual technical assistance calls in November/December 2021. Information gathered during the subgrantee technical assistance calls provided context for descriptions of the subgrantee program.

3. Subgrantee-level implementation and outcome reports – SERVE developed and administered a reporting process for subgrantees to provide data regarding their ELISS 2021-2022 programming. More specifically, all ELISS subgrantees were required to submit: (a) an End-of School-Year Implementation Report by June 30, 2022; (b) a Summer Implementation Report (if applicable) by September 15, 2022, and (c) an Annual Subgrantee Outcome Report by September 30, 2022.

II. Subgrantee Implementation

Overview of Subgrantee Programs

A total of 19 subgrantees were awarded funds to implement an ELISS program. In terms of timelines, the recommended ELISS subgrantees were approved for funding on October 7, 2021, by the SBE. After all approved organizations were notified, on-boarding webinars were conducted to provide new subgrantees with technical assistance regarding budget approvals, vendor verification, ERaCA access, data collection, and evaluation reporting (i.e., October 19th and 20th and November 2nd).

It is important to note that some subgrantees used the ELISS award to continue and/or expand programming that was already in place, while other subgrantees used the award to start new programming. Thus, it is not surprising the subgrantees that used ELISS funds to continue or expand programming that was already in place, began implementation sooner than those that were establishing new programs. Table 2 shows the month/year that subgrantees began ELISS-funded programming during the 2021-22 school year. Although organizations were not notified about their ELISS awards until October (2021), according to the grant’s guidance document, awards could be retroactively used to support ELISS activities starting on July 1, 2021. As a result, programmatic starting dates for subgrantees ranged from July 2021 to March 2022.

Table 2. ELISS Subgrantees by Year 1 Operational Status

Designated Type of Program	Organization Name	Initial Start of ELISS-funded Programming
Extended Learning (EL)	FBC-W CSA dba Charlotte Community Services Association	November 2021
	Legacy Mayfield Empowerment Center	January 2022
	McCloud’s Computer & Skills Training Center	February 2022
	The Excel Community Association of Alamance	November 2021
	YMCA of the Triangle Area	November 2021
Integrated Student Supports (ISS)	Book Harvest	February 2022
	Communities In Schools of Brunswick County	August 2021
	Communities In Schools of North Carolina	August 2021
	Communities In Schools of Randolph County+	January 2022
	FIRST North Carolina	January 2022
United Way of Pitt County	November 2021	



Designated Type of Program	Organization Name	Initial Start of ELISS-funded Programming
EL and ISS	Boys & Girls Club of Cabarrus County	November 2021
	Children First/Communities In Schools of Buncombe County*	July 2021*
	Communities In Schools of Cape Fear	September 2022
	Communities In Schools of Durham	March 2022
	Communities In Schools of Montgomery County	January 2022
	Communities In Schools of Robeson County	December 2021
	Communities In Schools of Wake County	February 2022
Student U	September 2021	

Source: ELISS Subgrantee Implementation Report (SY 2021-22).

*Note: Awards could be retroactively used to support EL and ISS activities starting on July 1, 2021.

+ They were originally an ISS only subgrantee; however, they did implement a summer bridge program—so they ended up being both.

According to the RFP, the ELISS grant can serve at-risk students from grades K-12. Table 3 shows the school-level of students (i.e., elementary school, middle school, high school) that ELISS subgrantees served during the 2021-22 school year.

Table 3. School-Level of Students Targeted by ELISS Subgrantees

Originally Designated Type of Program	Organization Name	School Level of Students Targeted		
		Elem	Middle	High
Extended Learning (EL)	FBC-W CSA dba Charlotte Community Services Association		✓	✓
	Legacy Mayfield Empowerment Center	✓		
	McCloud's Computer & Skills Training Center	✓		
	The Excel Community Association of Alamance	✓	✓	
	YMCA of the Triangle Area	✓	✓	
Integrated Student Supports (ISS)	Book Harvest	✓		
	Communities In Schools of Brunswick County	✓	✓	
	Communities In Schools of North Carolina		✓	✓
	Communities In Schools of Randolph County+			✓
	FIRST North Carolina	✓	✓	
EL and ISS	United Way of Pitt County	✓		
	Boys & Girls Club of Cabarrus County	✓		
	Children First/Communities In Schools of Buncombe County++	✓		
	Communities In Schools of Cape Fear	✓	✓	✓
	Communities In Schools of Durham		✓	✓
	Communities In Schools of Montgomery County		✓	
	Communities In Schools of Robeson County	✓	✓	✓
	Communities In Schools of Wake County	✓	✓	
Student U			✓	
Total		13	11	7

Source: ELISS proposal and implementation and outcome reports.

+ Originally an ISS only subgrantee; however, they implemented a summer bridge program; thus, they were EL and ISS in Year 1.

++ Originally indicated they would be EL and ISS, but only implemented SY programming; thus, they were EL only in Year 1.

For the first year of implementation, a total of 13 subgrantees were focused on elementary students, 11 were focused on middle grades students, and seven focused on high school students. The majority of subgrantees focused on multiple school-levels. More specifically, five subgrantees focused their programming on elementary and middle school students, three subgrantees focused on middle and high school students, and two subgrantees focused on



students that span elementary, middle, and high school. However, some subgrantees targeted their ELISS services to a specific school-level. For example, six subgrantees focused only on elementary school students, one focused only on middle school students, and two focused on only high school students. Furthermore, two subgrantees targeted their ELISS services to specific grade levels (i.e., The United Way of Pitt County served only grade 3 and FIRST NC served grades K, 2, 4, and 7).

Description of Subgrantees

This section of the report briefly describes subgrantees categorized by the “type” of program (i.e., EL, ISS, and EL+ISS). The descriptions were provided by the subgrantees as part of the implementation reporting process (with only minor edits from SERVE, as needed). More specifically, subgrantees were instructed to provide one paragraph to “briefly describe your ELISS-funded program’s: (a) goals in terms of desired outcomes for students who participate/are served and (b) how your services will contribute to those outcomes.”

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.” Five organizations focused primarily on EL programs for at-risk students.

1. **FBC-W CSA dba Charlotte Community Services Association.** Charlotte Community Services Association (CSA) provides a career coaching program for middle school students in an afterschool/summer setting. The Career Coaching Program's three main goals are to (a) develop an afterschool-based program to help at-risk students in 6th-9th grade create and implement a high school/postsecondary action plan and a career action plan; (b) help at-risk students in 6th-9th grades who have been negatively affected by Covid-19 school interruptions pass their classes and EOG/EOC tests; and (c) support parent involvement to help at-risk, 6th-9th grade students achieve academic and career success.
2. **Legacy Mayfield Empowerment Center.** The center’s ELISS-funded program provides afterschool and summer programming to elementary students by focusing on (a) increasing the percentage of minority students performing at grade level; (b) providing activities to improve participants’ social and emotional wellness; (c) extending access to technology beyond the school day; and (d) increasing STEM enrichment and field trip opportunities. In addition, the program also works to support and enhance parental engagement in students’ academic journey.
3. **McClouds Computer and Skills Training Center.** The center’s ELISS-funded programming provides afterschool and summer programming for elementary students to support Pitt County Schools (PCS) in reaching the following goals: (a) increasing students’ performance in reading and math; (b) decreasing the number of discipline incidents or suspensions; and (c) improving students’ school attendance.



4. **The Excel Community Association of Alamance.** Excel Community Association of Alamance (EXCEL) provides afterschool and summer programming to support elementary and middle school students in grades K-8. The program’s vision is to see students become inspired to learn and reach their highest potential, leading them to become productive citizens able to contribute to the wellbeing of their family and the community. The goals of the program are for students to: (a) increase their proficiency in reading and math; (b) experience high quality S.T.E.A.M enrichment activities; (c) engage in health and wellness activities; and (d) enhance healthy peer relationships. To address the negative effect experienced from COVID learning loss, ECAA designed an evidence-based program to supplement identified learning objectives for disadvantaged youth attending five low performing schools.

5. **YMCA of Triangle Area.** The YMCA of the Triangle supports at-risk youth through afterschool Y Learning Programs at low-performing schools throughout Wake County. The Y Learning Programs include focused literacy instruction provided by the HELPS (Helping Early Literacy with Practice Strategies) Program. Y Learning also includes daily social-emotional learning (SEL) delivered by trained YMCA youth counselors. SEL is essential for healthy coping skills, positive interpersonal skills, and self-advocacy—and especially critical now to help youth cope with the effects of isolation due to COVID and increasing reports of depression and anxiety. The YMCA also supports at-risk youth through Camp High Hopes summer day camp at six sites in Durham and Wake Counties. Camp High Hopes provides daily academic instruction in reading and math by certified teachers along with traditional summer camp fun including: arts and crafts, recreation, swimming lessons, sports, leadership training, and SEL.

Integrated Student Supports (ISS)

As conveyed in the ELISS legislation, ISS is defined as “a school-based approach to supporting students’ academic success by developing or acquiring and coordinating supports that target academic and non-academic barriers to achievement.” Six organizations focused primarily on ISS programs for at-risk students.

1. **Book Harvest.** The ELISS-funded programming, RECONNECTING WITH READING: Post-COVID Recovery, is a multi-tiered, evidence-based program for Durham Public Schools students in grades K–5. The intensive wraparound program model is designed to improve targeted students’ reading proficiency by: (a) increasing students’ reading fluency; (b) increasing students’ motivation to read; and (c) increasing the amount of time students read independently at school, at home, and over the subsequent summer months. To achieve these goals the program implements three activities: Helping Early Literacy with Practice Solutions (HELPS) One-On-One Tutoring, Classroom Library Revitalization, and Book Provision for Summer Break. These activities deliver targeted instruction in reading fluency and provide ample books in students' classrooms and during the summer break for students to practice their reading and grow their skills.

2. **CIS of Brunswick County.** CIS of Brunswick County is an affiliate of the national Community In Schools (CIS) organization (with independent affiliates across the US, providing dropout prevention programs in local schools). CIS of Brunswick County



implements the CIS Model of Integrated Student Supports using a Multi-Tiered System of Support (MTSS) framework, which is also used by the school district. This three-tiered model focuses on Tier 1 school-wide supports designed to reach at least 75% of the school's student population during each school year by providing school-wide programs and meeting basic needs. In addition, Tier II and III services are provided through individualized Student Support Plans developed prior to service implementation. The short-term goal for all students served is to keep them in school and engaged in learning and positive peer relationships. The long-term goal is for students to make progress allowing them to be successfully promoted to the next grade at the end of the school year and ultimately to graduate from high school ready to pursue college, career, trade school or military service.

3. **CIS of North Carolina.** The Communities In Schools of North Carolina's (CISNC) ELISS program expanded the partnership with Granville County Schools to increase student engagement in learning by providing integrated student supports for students enrolled in J.F. Webb High School and for students in its feeder school, Northern Granville Middle School. The program supports the vision of Granville County School that every student will reach his or her full potential, prepared to thrive in a changing world. Of the five goals established by the school district, the ELSS-funded program addresses two: (1) Provide Whole Child Supports (including parental engagement) and (2) Increase Academic Performance (by reducing negative behaviors, suspensions, and increasing time on task). Whole Child Supports include social/emotional skills development, a key component identified to increase student engagement. In addition, CISNC works with students and their parents to increase their understanding of the importance of achieving in school and the impact of graduation on future options.
4. **FIRST North Carolina.** FIRST North Carolina, a nonprofit that provides PreK-12 robotics programs that inspires the next generation of engineers, computer scientists and STEM leaders, has partnered with Harnett County Schools to implement project-based FIRST programs in two elementary schools and two middle schools. Preliminary outcomes for all grades indicate that participating students have an: (a) increased interest in STEM; (b) increased awareness of the roles of STEM in the world; and (c) increased awareness of STEM careers and increased application of STEM concepts in coursework. In addition, students show increased social emotional learning through increased feelings of connectedness and belonging through their understanding and practice of the FIRST Core Values. FIRST programs provide hands-on, project-based learning experiences that promote the practice of creativity, innovation, and perseverance. FIRST North Carolina provides professional development and on-going support for teachers in the participating schools to deliver the programs during the school day.
5. **United Way of Pitt County.** The United Way of Pitt County Early Grades Student Success Academy (EG-SSA) ELISS program offers developmentally appropriate services to third grade students in 12 targeted schools using an Integrated Student Supports (ISS) model that includes five components: needs assessments, data tracking, coordinated student support, community partnerships, and integration of the model in the school setting. The program incorporates the existing EG-SSA framework of: (a) Academic



Support; (b) Safe, Supportive Learning Environment; and (c) Family Engagement assisting in children’s academic and non-academic needs. Reducing the student-teacher ratios in these third-grade classrooms ensures students make more rapid educational progress with personalized attention than students in larger classrooms, resulting in academic proficiency as measured by EOG Reading and Math. ELISS-funded teachers are able to increase communication between the home and school, as well as work to eliminate opportunity gaps for students.

One subgrantee, Children First/CIS of Buncombe County, originally proposed implementing both EL and ISS components; however, they submitted a program change amendment to NCDPI to reflect their intent to implement ISS services only (because they were awarded a 21st Century Community Learning Center Cohort 15 grant for afterschool programming).

6. **Children First/CIS of Buncombe County.** Children First/Community In Schools of Buncombe County (CF/CIS) follows the national CIS model and places Student Support Specialists in Asheville area schools serving youth in grades K-6 to improve outcomes related to attendance, behavior, coursework, parent engagement, and social-emotional learning. Student Support Specialists provide 5%-10% of students from each school with dedicated case management. CF/CIS goals and desired outcomes are to: (a) ensure at least 90% of case-managed students are promoted to next grade, (b) ensure over 85% of case-managed students meet or make progress toward their attendance, behavior, and/or coursework goals, and (c) provide quarterly parent engagement opportunities.

Extended Learning + Integrated Student Supports (EL+ISS)

Eight organizations received ELISS funding to provide a combination of EL and ISS services (with six of the eight subgrantees being Community In Schools affiliates).

1. **CIS of Cape Fear.** Through this ELISS project, and working in collaboration with New Hanover and Pender County Schools, CIS Cape Fear Student Support Specialists provide integrated supports to targeted students at eleven high-need schools across both counties, with the goals of mitigating COVID-19 related impacts by: (a) improving attendance; (b) improving academic achievement; (c) decreasing behavior referrals; and (d) increasing parental involvement. Also, Re-engagement Coordinators work with smaller caseloads of New Hanover High School students who have been identified as having been significantly disengaged. In addition to ISS services, the ELISS grant provides an academically focused afterschool program targeting remediation, enrichment, and SEL supports and a six-week summer Children’s Defense Fund Freedom Schools® curriculum at the CIS Cape Fear’s youth center in downtown Wilmington.
2. **CIS of Durham.** CIS of Durham’s (CISD) ELISS-funded programming expanded its services into four Durham public schools (two middle and two high schools). CISD coaches offer three-tiered programming, including school-wide and targeted supports, as well as directly partnering with at-risk students to ensure they receive the resources and services necessary to succeed in and outside the classroom. The ELISS-funded program is led by Graduation Coaches in the high school setting and Success Coaches in the



middle schools. Strong working relationships between Coaches, students, students' families, school staff, and community partners are essential to the program's success. Services provided include basic needs provision, academic mentoring, cultural awareness programs, individual counseling, and support groups. Coaches provide ISS both school-wide and individually, based on needs assessments developed collaboratively with school principals and teachers.

3. **CIS of Montgomery County.** The ELISS-funded Project METAL (Montgomery's Excellence Through Academic Leadership) is a partnership between CIS of Montgomery County and Montgomery County Schools to provide high-quality extended learning and integrated student support services, whose learning has been adversely impacted by COVID-19. Project METAL contributes to the outcomes of improved academic performance, improved social-emotional skills, and expanded family engagement through the implementation of an evidence-based model and core components including: Second Step, Botvin LifeSkills, Project Lead the Way (PLTW), Advancement Via Individual Determination (AVID), Edmentum, and the Strengthening Families program.
4. **CIS Randolph.** The primary goal for CIS Randolph at Asheboro High School is to increase student engagement and success in school—as evidenced by increased attendance rates, decreased discipline referrals and documented growth in academic pursuits. The CIS model uses wraparound supports within a case management framework for targeted students to provide individualized or small group services. Integrated services include, but are not limited to: mentoring, motivational interventions, social and emotional learning assessments/interventions, attendance incentives, and behavioral interventions. The CIS Success Coach serves students directly and recruits community volunteers to assist in the afore-mentioned interventions. Parents of the students are also engaged through community meetups during which they can become familiar with the goals and supports their students are receiving. The ELISS-funded programming also facilitates transitional support for rising ninth graders via a Summer Bridge program (a collaboration between the LEA and CIS of Randolph).
5. **CIS of Robeson County.** CIS of Robeson County has used ELISS funding to integrate and extend programming for three feeder schools where no outside programming previously existed. Programming in these three schools is designed to address an identified population of students who have a high risk of not being successful in school based on one or more areas for the CIS model (i.e., attendance, behavior, coursework, social/emotional learning, and/or parental engagement). All three schools will follow the model, but the focus will be different for each, based on the identified needs from administration. The ultimate goal is to provide opportunities for success and to ensure students are on track for graduating from high school with their identified cohorts. Emphasis is placed on building resiliency and improving self-esteem and efficacy. In addition, the ELISS funds supports a four-week summer camp for middle grade students that focuses on STEAM, literacy and social emotional learning.
6. **CIS of Wake County.** The ELISS funded Project CHAMPS (Communities Helping to Academically Motivate and Prepare Students) provides programs and services, during the



regular school day and/or after school, targeting K-8 students at three Wake County schools: East Millbrook Middle School (EMMS), Neuse River Middle School (NRMS), and The Exploris School (TES). For EMMS and NRMS, CIS Wake provides academic enrichment after school. The afterschool program incorporates four primary components to help students progress academically: STEM engagement, interactive instruction, homework assistance, and social and emotional learning. For TES, CIS Wake has placed a Success Coach to support students with challenges that impede classroom learning. The Success Coach connects students with evidence-based interventions, integrated student supports, and other resources. The Success Coach co-develops individualized goals with students around an ABC's framework—Attendance, Behavior and/or Core Course Success.

7. **Boys & Girls Club of Cabarrus County.** The Boys and Girls Club of Cabarrus County through a program called ADVANCEMENT are collaborating with Cabarrus County Schools to provide evidence-based extended learning to high need K-5 students in five elementary schools with goals and outcomes to: (a) improve academic outcomes; (b) increase social-emotional supports; and (c) expand family engagement. Key services during afterschool and summer programs that contribute to these outcomes include: monitoring; tutoring; mentoring; remediation in academic subjects; social-emotional interventions; and enrichment activities designed to improve academic achievement, critical thinking, collaboration, and problem-solving. The summer programs feature field trips to local STEM industries to promote STEM engagement and interest in STEM careers. In addition, the subgrantee works with partners to help families become and stay involved in their child's education, including STEM industry engagement, literacy support, family nights, Parent Advisory Boards, and the evidence-based Strengthening Families Program.
8. **Student U.** At the beginning of high school, students and families receive advising on the best course options to prepare their student to be college bound. The summers before their transition into the 9th and 10th grade school years, students enroll in a full five weeks of academic classes, which are taught by professional teachers and community experts to prepare them for the rigor of high school. It is also during the 9th grade summer when students meet their ELISS-funded High School Advocate. Through weekly one-on-one meetings, constant communication with students' teachers and parents, and regular reporting to Student U's central office staff, Advocates ensure that students remain on-track to graduate on time. While remaining on-track to graduate on time, Student U students are exposed to unique opportunities not found within traditional school offerings to demonstrate to students the long-term benefits of school success. U-Prep Days provide insight into potential college and career paths. STEM-based and other internship opportunities offer students a sense of the satisfaction that comes from a fulfilling career. In-state college tours, College Bound 101 workshops, ACT preparation classes, and individualized college advising, all lead to Decision Day where students take center stage and declare where they will share their brilliance in college, the military, or the workforce.



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

Extended Learning programs can provide both afterschool programs and summer programs. Integrated Student Support programs can provide both case-managed student support and whole-school programs. Thus, Table 4 provides a summary of the number and types of ELISS-funded program components that subgrantees implemented.

Table 4. ELISS Subgrantees by Type of ELISS-funded Program Component

Subgrantee	Extended Learning (EL) Program Components		Integrated Student Support (ISS) Program Components	
	Afterschool EL Program SY 2021-22	Summer EL Program 2022	Case Management (Tier II and III)	Tier I
Book Harvest			✓	✓
Boys & Girls Club of Cabarrus County	✓	✓		
Children First/Communities In Schools of Buncombe County			✓	✓
Communities In Schools of Brunswick County			✓	✓
Communities In Schools of Cape Fear	✓	✓	✓	✓
Communities In Schools of Durham		✓	✓	✓
Communities In Schools of Montgomery County	✓	✓	✓	✓
Communities In Schools of North Carolina			✓	✓
Communities In Schools of Randolph County		✓	✓	✓
Communities In Schools of Robeson County	✓	✓	✓	✓
Communities In Schools of Wake County	✓		✓	✓
FBC-W CSA dba Charlotte Community Services Association	✓	✓		
FIRST North Carolina			✓	✓
Legacy Mayfield Empowerment Center	✓	✓		
McCloud's Computer & Skills Training Center	✓	✓		
Student U	✓	✓	✓	✓
The Excel Community Association of Alamance	✓	✓		
United Way of Pitt County			✓	✓
YMCA of the Triangle Area	✓	✓		
Total Number of Subgrantees:	11	12	13	13

Source: ELISS implementation and outcome reports.

In summary, as indicated in Table 4:

- 11 subgrantees used ELISS funds to support afterschool programming.
- 12 subgrantees used ELISS resources to partially- or fully-fund/support summer programming.
- 13 subgrantees 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).



- 13 subgrantees provided Tier I services (e.g., providing school supplies, STEAM enrichment, guest speakers, family engagement nights, food distribution, social-emotional curriculum, and technology support).

Students Reported as Served by ELISS-Funded Programs

Of the subgrantees that provided extended learning programming, the majority indicated that they determined student eligibility by looking at student-level academic data and parent referrals. In addition to academic data, subgrantees providing ISS supports also mentioned the use of coach screening, parent referrals, self-referral, and peer referrals to determine student eligibility for ELISS-funded programming.

As part of the 2021-22 school year reporting process, subgrantees were asked to provide data on the number of students served via EL programming and/or via ISS programming (e.g., case management, tutoring, and other individualized supports). Table 5 summarizes the number of subgrantees reporting students served (by program type) and the number of students served during the 2021-2022 school year and Summer 2022.

Table 5. Reported Number of Students (SY 2021-22 and Summer 2022)

Type of School Year Programming	# Subgrantees Reporting Students Served	Total # Students Reported Served
School Year 2021-22		
EL	11 subgrantees	1,042 students
Tier II and III	10 subgrantees	1,553 students
Tier I	11 subgrantees	24,148 students
Summer 2022		
EL	12 subgrantees	2,329 students
Tier II and III	2 subgrantees	88 students
Tier I	2 subgrantees	344 students

Source: ELISS implementation and outcome reports.

As indicated in Table 5:

- Across subgrantees that were operational and providing EL programs, 11 subgrantees reported that a total of **1,042 students** participated in their afterschool programs during the school year and 12 subgrantees reported that a total of **2,329 students** participated in their summer programming.
- Across subgrantees that were operational and providing Tier II and III ISS services, 10 subgrantees reported that a total of **1,553 students** received case-managed services during the school year and two subgrantees reported that a total of **88 students** received case-managed services during summer 2022.
- Across subgrantees that were operational and providing Tier I ISS services, 11 subgrantees reported that a total of **24,148 students** were provided short-term as needed services during the school year and two subgrantees reported that at total of **344 students** were assisted during summer 2022.



Serving At-Risk Students

Given the legislative intent that subgrantees work to improve outcomes for at-risk students, subgrantees were required to indicate the extent to which they served the types of at-risk students mentioned in the legislation.⁵ Thus, as part of the implementation reporting, subgrantees were required to indicate the percentage of students they served who met each of the three criteria as applicable (not all subgrantees targeted all three criteria).

- All 19 subgrantees reported that they served at-risk students not performing at grade level or not on-track to meet year-end expectations. On average, subgrantees estimated that 79% of ELISS participants met this at-risk criterion.
- 15 of 19 subgrantees indicated that they had a focus on serving students at risk of dropping out; on average, they estimated that 37% of ELISS participants met this criterion.
- 16 of 19 subgrantees 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, 18% of ELISS participants met this criterion.

Student Enrollment

Subgrantees were asked, “Was it a challenge to enroll the number of at-risk students you proposed to serve in your grant proposal?” Table 6 presents a summary of the extent of challenges subgrantees reported regarding student enrollment.

Table 6. Subgrantee Reported Enrollment Challenges

Programming Timeframe (Type)	# Subgrantees Providing Programming	Reported Extent of Enrollment Challenge
School Year 2021-2022 (EL)	11 subgrantees	<ul style="list-style-type: none"> • 18% reported “not at all a challenge” (2 subgrantees) • 45 % reported “somewhat challenging” (5 subgrantees) • 36% reported “very challenging” (4 subgrantees)
School Year 2021-2022 (ISS)	10 subgrantees	<ul style="list-style-type: none"> • 20% reported “not at all a challenge” (2 subgrantees) • 60% reported “somewhat challenging” (6 subgrantees) • 20% reported “very challenging” (2 subgrantees)
Summer 2022 (EL)	12 subgrantees	<ul style="list-style-type: none"> • 33% reported “not at all a challenge” (4 subgrantees) • 50% reported “somewhat challenging” (6 subgrantees) • 17% reported “very challenging” (2 subgrantees)
Summer 2022 (ISS)	2 subgrantees	<ul style="list-style-type: none"> • 100% reported “somewhat challenging” (2 subgrantees)

Source: ELISS implementation and outcome reports.

Subgrantees were asked to describe the enrollment challenges they experienced. The most commonly reported issues included: (a) difficulties due to restrictions and concerns regarding COVID, (b) mid-year start-up of programming due to the timing of the award, (c) staffing shortages, (d) transportation, and (e) competing with other community-based and/or district-led

⁵ 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 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



programming. A sample quote below provides a descriptive summary of the enrollment challenges various subgrantees faced.

It was very challenging to enroll the number of case-managed students we had originally proposed due to tutor retention and working with a school system during the time of COVID. It was very difficult to recruit, hire, and retain tutors due to various challenges tutors experienced including: transportation issues, medical conditions and COVID illness, balancing multiple part-time jobs, and people’s lack of interest in providing in-person tutoring during COVID surges. Working with an already overburdened school system also created some challenges in retaining tutors...Also, in general, tutoring occurred during the height of the Omicron variant. There was a lot of apprehension about going into schools and providing in-person tutoring due to COVID. These challenges led to fewer students being served and fewer tutoring sessions being delivered.

Impact of COVID-19

In addition to student enrollment, the pandemic also had a negative impact on the attendance and participation rates of ELISS-funded programming. As part of the reporting process, subgrantees were asked “Has your program had any issues with student attendance/participation as a result of COVID-19 mitigation/screening policies?” Table 7 presents a summary of the extent of challenges subgrantees reported regarding student attendance/participation due to the pandemic.

Table 7. Subgrantee Reported Challenges to Student Attendance due to COVID

Programming Timeframe	# Subgrantees Providing Programming	Extent of Participant Absences due to COVID
School Year 2021-2022	19 subgrantees	<ul style="list-style-type: none"> • 16% reported <u>no</u> participant absences as a result of COVID (3 subgrantees) • 16% reported only <u>minimal</u> participant absences as a result of COVID (3 subgrantees) • 42% reported <u>intermittent</u> participant absences as a result of COVID (8 subgrantees) • 11% reported <u>on-going</u> participant absences as a result of COVID (2 subgrantees) • 11% reported “Don’t know” (2 subgrantees)
Summer 2022	12 subgrantees	<ul style="list-style-type: none"> • 42% reported <u>no</u> participant absences as a result of COVID (5 subgrantees) • 58% reported only <u>minimal</u> participant absences as a result of COVID (7 subgrantees)

Source: ELISS implementation and outcome reports.

Note: One subgrantee did not provide data for this survey item in the SY 2021-22 report.

In addition, subgrantees were asked “Has your program had any issues with staffing as a result of COVID-19 mitigation/screening policies?” Of the subgrantees indicating challenges of staffing due to COVID-19 issues reported included quarantining, staff not wanting to get in close contact with unvaccinated students, and staff needing to take time off to care for family that contracted COVID. Table 8 presents a summary of the extent of challenges subgrantees reported regarding staffing due to the pandemic.



Table 8. Subgrantee Reported Challenges to Staff Attendance due to COVID

Programming Timeframe	# Subgrantees Providing Programming	Extent of Staff Absences due to COVID
School Year 2021-2022	19 subgrantees	<ul style="list-style-type: none"> • 16% reported <u>no</u> staff absences as a result of COVID (3 subgrantees) • 37% reported <u>only minimal</u> staff absences as a result of COVID (7 subgrantees) • 42% reported <u>intermittent</u> participant absences as a result of COVID (8 subgrantees)
Summer 2022	12 subgrantees	<ul style="list-style-type: none"> • 50% reported <u>no</u> staff absences as a result of COVID • 50% reported <u>only minimal</u> staff absences as a result of COVID (6 subgrantees)

Source: ELISS implementation and outcome reports.

Note: One subgrantee did not provide data for this survey item in the SY 2021-22 report.

Program Implementation Features Mentioned in Legislation

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.”⁶ 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, subgrantees were required to report the number of low-performing schools they plan to serve using ELISS funding. Overall, during the 2021-2022 school year, ELISS subgrantees reported serving 58 low-performing schools.

- 1 of 19 subgrantees (5%) reported they served 0 low-performing schools.
- 6 of 19 subgrantees (32%) reported serving 1 low-performing school.
- 5 of 19 subgrantees (26%) reported serving 2-3 low-performing schools.
- 3 of 19 subgrantees (16%) reported serving 4-5 low-performing schools.
- 4 of 19 subgrantees (21%) reported they served 6-8 low-performing schools.

In addition to low-performing, subgrantees are also serving and/or planning to serve schools identified as Comprehensive Support and Improvement (CSI)⁷, Targeted Support and Improvement (TSI)⁸, and/or Title I⁹. The different school types are shown in Table 9.

⁶ 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.

⁷ Comprehensive Support and Improvement Schools (CSI Schools): Schools that are in the bottom 5 percent of Title I schools for all students, or have a graduation rate of 67 percent or lower. (Source: https://edtrust.org/wp-content/uploads/2014/09/ESSA_FactSheet__pdf)

⁸ Targeted Support and Improvement Schools (TSI Schools): Schools that are “consistently underperforming” for any group of students, as defined by the state. (Source: https://edtrust.org/wp-content/uploads/2014/09/ESSA_FactSheet_Overview_Hyperlink.pdf)

⁹ Title I Schools: Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards. (Source: <https://nces.ed.gov/fastfacts/display.asp?id=158>)



Table 9. Types and Numbers of Schools Subgrantees Serve

	# Subgrantees that Served CSI Schools	# Subgrantees that Served TSI schools	# Subgrantees that Served Title I Schools
0 Schools Served	10 of 19 (53%)	2 of 19 (11%)	1 of 19 (5%)
1 School Served	3 of 19 (16%)	1 of 19 (5%)	1 of 19 (5%)
2-3 Schools Served	4 of 19 (21%)	6 of 19 (32%)	4 of 19 (21%)
4-5 Schools Served	2 of 19 (11%)	6 of 19 (32%)	6 of 19 (32%)
6-8 Schools Served	0	1 of 19 (5%)	3 of 19 (16%)
9+ Schools Served	0	3 of 19 (16%)	4 of 19 (21%)

Source: ELISS implementation and outcome reports.

Leveraging of Community-Based Resources

The ELISS subgrantees indicated various community-based organizations, school systems, businesses, food banks, libraries, extension agencies, parks and recreation programs, churches, credit unions, colleges, and museums. Some examples of resources/services provided include volunteers, mentoring, enrichment, snacks, nutrition programs, academic learning, employment coaching, books, and field trips.

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 subgrantees provided certification that both cash and in-kind matching funds would be secured. Sources of matching cash funds included: private donors, corporate/nonprofit grants, and school districts. In-kind matching donations were reported to come in the form of: (a) facilities, (b) staffing/volunteers, and (c) supplies (e.g., instructional materials, school items for students).

Summary of Subgrantee Outcome Reports

With any grant program, it is essential that subgrantees evaluate and report on program impact. As specified in the legislation, ELISS subgrantees were required to submit an evaluation report at the end of the grant period. Thus, subgrantees were instructed that they must submit an Annual Subgrantee Outcomes Report in the CCIP system on or before September 30 (in 2022 for Year 1 and in 2023 for Year 2).

It is 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 19 subgrantees' programs in terms of extent of student improvement on key measured outcomes. However, to support the evaluation efforts of the subgrantees, SERVE collaborated with each of the 19 subgrantees to develop a logic model



identifying each organization’s proposed outputs and short-term outcomes as a means to ensure their measures were feasible and relevant for their unique ELISS-funded programming.

All subgrantees met the evaluation requirement and submitted an Annual Subgrantee Outcomes Report. According to the reporting guidance, subgrantees 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 the NC ELISS Grant Annual Subgrantee Outcomes Report template.)

Perceived Outcome Measures Reported

Subgrantees 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 subgrantees collected stakeholder perception data via formal interviews and/or informal communications, the majority reported collecting perception data using surveys.

- 12 of 19 subgrantees (63%) provided data regarding student perceptions of the program’s impact.
- 11 of 19 subgrantees (58%) provided data regarding parent perceptions of the program’s impact on their child.
- 8 of 19 subgrantees (42%) provided data regarding teacher perceptions of the program’s impact on their student.
- 8 of 19 subgrantees (42%) provided data regarding staff member perceptions of the program’s impact on participating students.

Student Performance Outcome Measures Reported

In terms of reporting student performance outcomes,

- 11 of 19 subgrantees (58%) provided data based on student assessments, nine of which used pre/post tests to measure change across time.
- 7 of 19 subgrantees (37%) provided data based on progress on students’ personal goals to improve academics and/or behavior.
- 5 of 19 subgrantees (26%) provided data based on student grades and/or course completion, one of which used a pre/post test to measure change across time.
- 4 of 19 subgrantees (21%) provided data based on student class and/or school attendance.

To measure student performance in terms of reading, grantees reported using assessments such as: the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Oral Fluency assessment (DIBELS), mCLASS benchmarks, Freedom School reading-level assessment, and Lexile tests. To measure student performance in math, one subgrantees reported using the Acadience Computational assessment. Other assessments were used to measure a combination of reading, math, and/or science including: the NC statewide grade-level assessments, Growth Scale Value/Grade Equivalency data, and standards-based online curriculum assessments (e.g., iReady, Freckles).



Table 10. Overview of Measures Reported by Grantees in Annual Subgrantee Outcomes Report

Subgrantee	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
Book Harvest	✓	✓	✓	✓				✓*
Boys & Girls Club of Cabarrus County	✓		✓	✓	✓*			✓*
Children First/Communities In Schools of Buncombe County	✓		✓			✓	✓	
Communities In Schools of Brunswick County				✓			✓	
Communities In Schools of Cape Fear	✓			✓			✓	✓*
Communities In Schools of Durham			✓	✓	✓	✓		
Communities In Schools of Montgomery County	✓		✓*		✓		✓	✓*
Communities In Schools of North Carolina	✓		✓				✓	
Communities In Schools of Randolph County	✓	✓		✓			✓	
Communities In Schools of Robeson County		✓		✓			✓	
Communities In Schools of Wake County			✓			✓*		
FBC-W CSA dba Charlotte Community Services Association								✓*
FIRST North Carolina	✓*	✓						✓
Legacy Mayfield Empowerment Center	✓	✓						✓*
McCloud’s Computer & Skills Training Center	✓	✓	✓		✓	✓		✓
Student U	✓		✓			✓		✓*
The Excel Community Association of Alamance		✓	✓					
United Way of Pitt County		✓						✓*
YMCA of the Triangle Area	✓		✓*	✓				✓*
Total Number of Grantees:	12	8	11	8	4	5	7	11

Source: ELISS outcome reports.

✓*= pre/post data collected

III. Summary of ELISS Program Model Impact

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 2021-22 school year and summer 2022, the 19 ELISS subgrantees:

- served 20 counties;
- collaborated with up to 58 low-performing schools on service provision to at-risk students;
- provided 1,042 students afterschool programing;
- provided 2,329 students summer programming;
- provided 1,641 students Tier II and III ISS services (1,553 during the school year and 88 during summer); and
- served over 24,000 students with ELISS-funded Tier I, as needed, services (24,148 during the school year and 344 students during summer).



Appendix A

ELISS Application Review Rubric

1. COLLABORATIVE FOCUS ON AT-RISK STUDENTS (FA-6)

(Rate this section from 1-20 using the scoring guide below. 20 is the highest possible score.)

A collaborative focus on at-risk students will reflect: a) the types of targeted at-risk students (at-risk factor(s), grade level, etc.), including those students whose learning has been negatively affected by COVID-19 impacts, as well as, schools (including low-performing) and district(s) to be served; b) the specific needs of at-risk students, including those students whose learning has been negatively affected by COVID-19 impacts; c) the gaps collaborating school(s) and district(s) have in meeting the needs of targeted at-risk students; and d) the collaboration with proposed partnering school principal(s), including roles and responsibilities.				
Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	a. Identification of targeted group(s) of at-risk students¹⁰ (including those negatively impacted by COVID-19, school(s) (including low-performing¹¹) and districts to be served	Clear description of the at-risk students (including those negatively impacted by COVID-19), the school(s) (including low-performing), and district(s) the program proposes to serve.	General or somewhat clear description of the at-risk students (including those negatively impacted by COVID-19), the school(s) (including low-performing), and district(s) the program proposes to serve.	Incomplete or vague description of which students or school(s) the program proposes to serve.
	b. Use of data to demonstrate the specific needs of the targeted students to be served	Well-organized summary of relevant data that clearly demonstrates the needs of the at-risk students (including those negatively affected by COVID-19 impacts) identified to be served.	Somewhat clear summary of data that mostly demonstrates the needs of the at-risk students (including those negatively affected by COVID-19 impacts) identified to be served.	Incomplete summary of data that does not sufficiently demonstrate the needs of the at-risk students identified to be served.
	c. Gaps collaborating school(s) and district(s) have in meeting needs of targeted at-risk students	Clear and concrete summary of the gaps identified collaborating school(s) and district(s) have in meeting the needs of the targeted at-risk students (including mitigating the effects of COVID-19 impacts).	General or somewhat clear summary of the gaps identified collaborating school(s) and district(s) have in meeting the needs of the targeted at-risk students (including mitigating the effects of COVID-19 impacts).	Incomplete or confusing summary of the gaps identified collaborating school(s) and district(s) have in meeting the needs of the targeted at-risk students.
	d. Collaboration with proposed partnering school principal(s), including roles and responsibilities	Clear description of how the lead organization will collaborate with school principal(s), including identifying roles and responsibilities to meet the needs of targeted students, school(s) and district(s).	General or somewhat clear description of how the lead organization will collaborate with school principal(s), including identifying roles and responsibilities to meet the needs of targeted students, school(s) and district(s).	Vague description of how the lead organization will collaborate with school principal(s), to meet the needs of targeted students, school(s) and district(s).

¹⁰ Programs must serve one or more of the following student groups: 1) at-risk students not performing at grade level as demonstrated by statewide assessments, or not on track to meet year-end expectations, as demonstrated by existing indicators, including teacher identification 2) students at-risk of dropout, and/or 3) students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.

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” as defined by § 115C-85.15. (§ 115C-105.37).



2. ARTICULATION OF PROGRAM MODEL (FA-7)

(Rate this section from 1-25 using the scoring guide below. 25 is the highest possible score.)

The applicant should provide well-developed responses that clearly describe: a) the program model, its key components, including strategies to mitigate the negative effects of COVID-19 impacts on learning, and alignment to the needs of targeted students; b) the organization’s past experience in implementing the model described in “a.” and what was learned from past experience about how to implement the model for at-risk students; c) how proposed students to be served will be invited to participate in the program, and how proposed activities/services support targeted students’ success in their regular academic program; d) how the program will facilitate meaningful family and community engagement in supporting targeted students’ academic behaviors and achievement; and e) how the program model proposed is likely to benefit (including mitigating negative effects of COVID-19 impacts on learning) the targeted students.				
	Dimensions	Leading (25-19 points)	Developing (18-9 points)	Lacking (8-1 points)
Applicant provides:	a. Overall model, key components (including strategies to mitigate the negative effects of COVID-19), and the alignment to the needs of targeted at-risk students	Detailed description of the overall program model, key components (including strategies to mitigate the negative effects of COVID-19 impacts on learning) with specific alignment to the needs of targeted at-risk students.	Somewhat detailed description of the overall program model, key components (including strategies to mitigate the negative effects of COVID-19 impacts on learning) with specific alignment to the needs of targeted at-risk students.	Vague, incomplete, or confusing description of the program model with little or no alignment to the needs of targeted at-risk students.
	b. Organization’s past experience in implementing the model described	Clear summary of the organization’s past experience in implementing the proposed model (described in “a.”), including lessons learned about implementing the model for at-risk students.	General summary of the organization’s past experience in implementing the proposed model (described in “a.”), including lessons learned about implementing the model for at-risk students.	Vague or confusing summary of the organization’s past experience in implementing the proposed model or missing lessons learned about implementing the model for at-risk students.
	c. How identified students to be served will be invited to participate in the program, and how proposed activities/services support those students’ success in their regular academic program	Clear description of how identified students to be served will be invited to participate in the program, and how the proposed activities/services support those students’ success in their regular academic program.	Somewhat clear description of how identified students to be served will be invited to participate in the program, and how the proposed activities/services support those students’ success in their regular academic program.	Incomplete or confusing description of how identified students will be invited to participate in the program, and how the proposed activities/services support students’ success in their regular academic program.
	d. Description of how the program will facilitate meaningful family and community engagement in supporting students’ academic behaviors and achievement	Clear description of how the program will facilitate meaningful family and community engagement in support of positive academic behaviors and student achievement.	General or somewhat clear description of how the program will facilitate meaningful family and community engagement in support of positive academic behaviors and student achievement.	Incomplete or confusing description of how the program will facilitate meaningful family and community engagement (may also lack a focus on support for the academic needs of students).
Applicant	e. How the program model proposed is likely to benefit (including mitigating negative effects of COVID-19 impacts on learning) the targeted students	Clear rationale behind key aspects of the program model as to how the program will benefit the at-risk students to be served (including mitigating the negative effects of COVID-19 impacts on learning).	General, but somewhat evident rationale behind key aspects of the program model as to how the program will benefit the at-risk students to be served (including mitigating the negative effects of COVID-19 impacts on learning).	Vague or confusing rationale behind key aspects of the program model.



3. OPERATIONAL CAPACITY (FA-9)

(Rate this section from 1-25 using the scoring guide below. 25 is the highest possible score.)

The applicant provides clear evidence for capacity to implement the program including: a) organizational history and prior funding sources for programs serving at-risk students; b) key leaders' experience and proposed staffing; c) agreement with school(s) and district(s) on commitment of resources for program (e.g., extended learning time facilities, space/time in the school day for Integrated Student Support meetings with students, technology in place for student use); d) how community-based resources have been identified and will be leveraged to expand student access to learning activities and, academic and behavioral supports; and e) how collaborations and partnerships with other organizations will lead to sustaining the program (i.e., secure funding, shared resources, long-term partnerships) to support the needs of at-risk students beyond the grant period.				
Dimensions		Leading (25-19 points)	Developing (18-9 points)	Lacking (8-1 points)
Applicant provides:	a. Organizational history and prior funding sources for programs serving at-risk students	Clear and detailed description with supporting evidence of the organization's history of successfully serving at-risk students and the sources of funding for such programs.	Somewhat detailed description with supporting evidence of the organization's history of successfully serving at-risk students and the sources of funding for such programs.	Limited or incomplete description of the organization's history of successfully serving at-risk students, but may be missing information (e.g., evidence of success, sources of funding).
	b. Key leaders' experience and proposed staffing	Detailed staffing plan that includes: description of the roles of key personnel and expected qualifications; proposed staffing (including credentialed/non-credentialed staff); and expected staff-to-student ratios.	Somewhat detailed staffing plan that includes: description of the roles of key personnel and expected qualifications; proposed staffing (including credentialed/non-credentialed staff); and expected staff-to-student ratios.	Limited or incomplete staffing plan (e.g., may be missing information about roles of key personnel and expected qualifications; credentialed/non-credentialed staff; or expected staff-to-student ratios).
	c. Commitment by school(s) and district(s) of resources for program	Detailed description of the commitment by school(s) and district(s) served of resources for the program (e.g., extended learning time facilities, space/time in the school day for Integrated Student Supports activities with students, technology for students) in order to meet the needs of students.	General description of the commitment by school(s) and district(s) served of resources for the program (e.g., extended learning time facilities, space/time in the school day for Integrated Student Support meetings with students, technology in place for student use) in order to meet the needs of students.	Incomplete or vague description of the commitment by school(s) and district(s) served of resources for the program.
	d. How community-based resources have been identified and will be leveraged to expand student access to learning activities and, academic and behavioral supports	Clear and convincing description of how the program will identify and leverage community-based resources to expand student access to learning activities and, academic and behavioral supports.	Somewhat clear description of how the program will identify and leverage community-based resources to expand student access to learning activities and, academic and behavioral supports.	Incomplete or vague description of how community-based resources will be identified and leveraged to expand student access to learning activities and, academic and behavioral supports.
	e. How collaborations and partnerships with other organizations will lead to sustaining the program	Clear and convincing description as to how collaborations and partnerships with other organizations will lead to sustaining the program beyond the grant.	Somewhat clear description as to how collaborations and partnerships with other organizations will lead to sustaining the program beyond the grant.	Limited or vague description as to how collaborations and partnerships with other organizations will lead to sustaining the program beyond the grant.



4. EVALUATION CAPACITY (FA-10)

(Rate this section from 1-15 using the scoring guide below. 15 is the highest possible score.)

The applicant demonstrates capacity for conducting formative and summative evaluation of the program by describing: a) key student outcomes and associated performance measures that align with the proposed program model.; b) the organizational plan for collecting, analyzing, and reporting participation and outcome data on students served (including assurances that the organization has access to the data described); and c) organizational capacity (internal or external) for completing the required outcome reporting, as well as, using data for continuous program improvement.				
Dimensions		Leading (15-11)	Developing (10-6)	Lacking (5-1)
Applicant provides:	a. Key student outcomes and associated performance measures that align with the proposed program model	Clear and specific articulation of student performance measures—aligned with program goals—that will be used to monitor student outcomes.	Somewhat clear articulation of student performance measures—aligned with program goals—that will be used to monitor student outcomes.	Incomplete, confusing, or unrealistic description of student performance measures.
	b. Organizational plan for collecting, analyzing, and reporting participation and outcome data on students served	Clear and specific organizational plan for collecting, analyzing, and reporting participation and outcome data on students served (including assurances that the organization has access to the data described).	General description for collecting, analyzing, and reporting participation and outcome data on students served (including assurances that the organization has access to the data described).	Incomplete or confusing description for collecting, analyzing, and reporting participation and outcome data on students served.
	c. Organizational capacity for completing the required outcome reporting, as well as, using data for continuous program improvement	Clear and convincing description of organizational capacity (internal or external) for completing the required outcome reporting, as well as, using data for continuous program improvement.	Somewhat clear or general description of organizational capacity (internal or external) for completing the required outcome reporting, as well as, using data for continuous program improvement.	Incomplete or missing description of organizational capacity for completing the required outcome reporting, and using data for continuous program improvement.

5. BUDGET NARRATIVE AND ALIGNMENT (FA-11)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

The applicant provides a budget narrative that describes: a) how costs align to proposed program components, reflecting the necessity and reasonableness of costs; and b) any cost-sharing or resource-sharing arrangements between partnering districts/schools and applicant organization(s).				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Budget narrative aligns costs to proposed program, reflecting necessity and reasonableness of costs	Detailed budget narrative that clearly aligns costs to services, activities, staffing, and administration proposed for the program, reflecting the necessity and reasonableness of costs.	Budget narrative is general and reflects alignment as well as necessity and reasonableness of costs for proposed services, activities, staffing, and administration.	Budget narrative lacks sufficient detail to ascertain whether costs are necessary, reasonable, or well-aligned for/to proposed program services, activities, staffing, or administration.
	b. Cost-sharing or resource-sharing arrangements between partnering districts/schools and applicant organization	Detailed and convincing description of cost-sharing or resource-sharing arrangements between partnering districts/schools and applicant organization.	Somewhat detailed description of cost-sharing or resource-sharing arrangements between partnering districts/schools and applicant organization.	Incomplete or vague description of cost-sharing or resource-sharing arrangements, leaving concerns about confirmed commitments among parties.



6. POTENTIAL FOR REPLICATION (FA-12)

(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)

Applicant provides evidence of potential for replicability by describing the extent: a) of prior implementation of the proposed program model in the county or in the state and what is known about its impact on at-risk students; and b) to which the proposed program model has future potential for replication in other locations.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Prior implementation of the proposed program model (in the county or state) and what is known about its impact on at-risk students	Detailed and compelling description of prior implementation of the proposed model and the resulting impact on at-risk students. Details should include formative and summative evidence, as well as lessons learned.	Somewhat detailed description of prior implementation of the proposed model and the resulting impact on at-risk students, with some supporting formative and summative evidence and lessons learned.	Vague or incomplete description of prior implementation of the proposed model and the resulting impact on at-risk students. Details lack evidence.
	b. Replicability of model in other locations	Detailed description that provides convincing justification of the likelihood that the proposed program model could be successfully replicated for at-risk students in other locations.	Provides sufficient detail to support potential that the proposed program model could be successfully replicated for at-risk students in other locations.	Proposal lacking or incomplete in the case it makes regarding the potential for successful replication of the model in other locations.



Appendix B



North Carolina Department of
PUBLIC INSTRUCTION

NC Extended Learning and Integrated Student Supports (ELISS) Grant: 2022 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 **September 30, 2022.**]

Subgrantee Name	
LEA(s)/PSU(s) Served	
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	SY 2021-22: Summer 2022:	Total Number of Students Served by ELISS grant	SY 2021-22: Summer 2022:
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/summer 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"/> 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+		
# 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"/> 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+		

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 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
-------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Types of ELISS Services Provided

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?

