SERVE Center

Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program: End-of-Grant Report

ELISS Evaluation Report 2021-2023

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Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program: ELISS Evaluation Report 2021 - 2023

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 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 North Carolina Department of Public Instruction (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 for NCDPI due to the JLEOC by February 15 of each year (following the year in which grant funds are awarded).[2] This report was developed under a contract with SERVE to provide an end-of-grant report regarding the ELISS program's funded activities implemented across the grant funded period (2021-23).

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

[2] Note: The reporting requirements established by the legislation were already met in February 2022 and February 2023; however, this report provides a comprehensive overview including implementation data for the 2022-23 ELISS school year and 2023 summer programming.

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 12:00 p.m. 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 Office of Federal Programs Director at NCPDI presented the score results to the State Board of Education (SBE) for approval.[3] The SBE approved ELISS awards for a total of 19 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."
- Integrated Student Supports (ISS): described by research conducted by Child Trends[4] as "a school-based approach to supporting students' academic success by developing or

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[3] 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 I or Tier II by the North Carolina Department of Commerce; however, for the 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 or ranking.

[4] 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

acquiring and coordinating supports that target academic and non-academic barriers to achievement."

Table 1 shows the grants awarded according to whether they initially proposed 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). Of the 19 ELISS-funded subgrantees:

- 5 subgrantees proposed implementing only EL programs
- 6 subgrantees proposed implementing only ISS programs
- 8 subgrantees proposed implementing programs with both EL and ISS components

Table 1. ELISS Subgrant Awards (2021)

| Type of Grant	Organization Name	SBE Region	County	Year 1 Grant Award (2021-22)	Year 2 Grant Award (2022-23)
Extended Learning (EL)	FBC-W CSA dba Charlotte Community Services Association	Southwest	Mecklenburg	$258,750	$258,750
	Legacy Mayfield Empowerment Center	Southwest	Mecklenburg	$500,000	$430,000*
	McCloud's Computer & Skills Training Center	Northeast	Pitt	$460,000	$460,000
	The Excel Community Association of Alamance	Piedmont-Triad	Alamance	$500,000	$500,000
	YMCA of the Triangle Area	North Central	Wake	$500,000	$500,000
			Subtotal	**$2,218,750**	**$2,148,750**
Integrated Student Supports (ISS)	Book Harvest	North Central	Durham	$500,000	$500,000
	Communities In Schools of Brunswick County	Southeast	Brunswick	$276,997	$276,997
	Communities In Schools of North Carolina	North Central	Granville	$156,709	$156,709
	Communities In Schools of Randolph County	Piedmont-Triad	Randolph	$78,969	$78,969
	FIRST North Carolina	North Central	Harnett	$202,971	$202,971
	United Way of Pitt County	Northeast	Pitt	$500,000	$500,000
			Subtotal	**$1,715,646**	**$1,761,646**
Extended Learning and Integrated Student Supports (EL + ISS)	Boys & Girls Club of Cabarrus County	Southwest	Cabarrus	$500,000	$500,000
	Children First/Communities In Schools of Buncombe County	Western	Buncombe	$482,588	$168,739*
	Communities In Schools of Cape Fear	Southeast	New Hanover and Pender	$500,000	$500,000
	Communities In Schools of Durham	North Central	Durham	$500,000	$463,658*
	Communities In Schools of Montgomery County	Sandhills	Montgomery	$500,000	$300,000*
	Communities In Schools of Robeson County	Sandhills	Robeson	$339,168	$339,168

Type of Grant	Organization Name	SBE Region	County	Year 1 Grant Award (2021-22)	Year 2 Grant Award (2022-23)
	Communities In Schools of Wake County	North Central	Wake	$155,737	$155,737
	Student U	North Central	Durham	$500,000	$500,000
			Subtotal	**$3,477,493**	**$2,927,302**
		Grand Total Awarded for Year		$7,411,889	$6,791,698

*Note: Year 2 Grant Award Totals, which include agreed-upon reductions (Source: NCDPI 21ˢᵗ CCLC fiscal documentation).

The 19 subgrantees that received awards were located in seven of the eight regions of the state[5] 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 in Year 1 (2021-22) was $7,411,889 to serve a total of 15 counties, with awards ranging from $78,969 to $500,000 per year. In Year 2 (2022-23), $6,791,698 was awarded to subgrantees. Thus, $620,191 less funding was awarded to subgrantees in Year 2 compared to Year 1 (due to agreed-upon reductions with four subgrantees that were approved by NCDPI).

Diagram 1. ELISS Grant Awards by County (2021 - 2023)
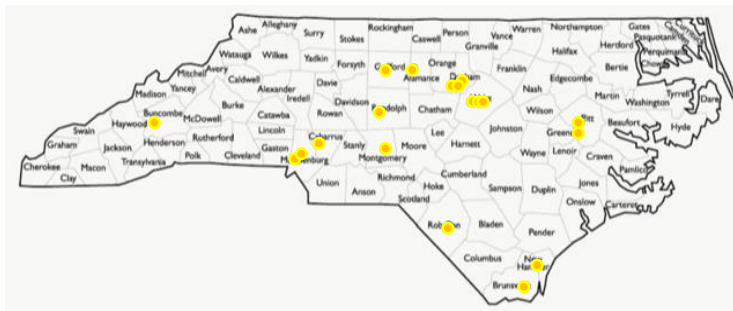
Data Sources for the Final Report

SERVE used three primary data sources to develop this ELISS evaluation 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 (RFP) and other various state-level documentation presented by the Senior Director of the Office of Federal Programs at NCPDI to the 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. In addition, end-of-contract budget data was provided and summarized by the NCDPI Office of Federal Program's fiscal team.

2. Subgrantee applications and logic models – Logic models for each awarded subgrantee were developed by SERVE (based on grant applications) and then revised in collaboration with the subgrantee and NCDPI staff during virtual technical assistance calls in Year 1 of the grant. Then, the Year 1 logic models were revisited and revised (when necessary, based on any programmatic changes) during Year 2 of the grant.

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

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 2021-22 and 2022-23 programming. More specifically, all ELISS subgrantees were required to submit: (a) End-of School-Year Implementation Reports; (b) Summer Implementation Reports (if applicable), and (c) Annual Subgrantee Outcome Reports.[6]

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, began implementation sooner than those that were establishing new programs. Table 2 shows the estimated dates that subgrantees began ELISS-funded programming during fiscal years 2021-22 (Year 1) and 2022-23 (Year 2). Although organizations were not notified about their ELISS awards until October (2021), according to the grant's guidance document, the funds could be retroactively used to support ELISS activities starting July 1, 2021.

Table 2. ELISS Subgrantees Months of Implementation

Designated Type of Program	Organization Name	Start/End of ELISS-funded Programming in Year 1 (estimated # months)	Start/End of ELISS-funded Programming in Year 2 (estimated # months)	# Diff. Year 1 to Year 2
Extended Learning (EL)	FBC-WCSA dba Charlotte Community Services	November 2021 – June 2022 (8 months)	July 2022 – July 2023 (13 months)	+5 months
	Legacy Mayfield Empowerment Center+	January 2022 – June 2022 (6 months)	October 2022 – July 2023 (10 months)	+4 months
	McCloud's Computer & Skills Training Center	February 2022 – June 2022 (5 months)	October 2022 – July 2023 (10 months)	+5 months
	The Excel Community Association of Alamance	November 2021 – June 2022 (8 months)	July 2022 – July 2023 (13 months)	+5 months
	YMCA of the Triangle Area	November 2021 – June 2022 (8 months)	July 2022 – July 2023 (13 months)	+5 months
Integrated Student	Book Harvest	February 2022 – May 2022 (4 months)	October 2022 - April 2023 (7 months)	+3 months

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[6] In Year 1 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. In Year 2, ELISS subgrantees were required to submit: (a) an End-of School-Year Implementation Report by June 30, 2023; (b) a Summer Implementation Report (if applicable) by September 15, 2023; and (c) an Annual Subgrantee Outcome Report by September 30, 2023.

Designated Type of Program	Organization Name	Start/End of ELISS-funded Programming in Year 1 (estimated # months)	Start/End of ELISS-funded Programming in Year 2 (estimated # months)	# Diff. Year 1 to Year 2
Supports (ISS)	Communities In Schools of Brunswick County	August 2021– May 2022 (10 months)	August 2022 – June 2023 (11 months)	+1 month
	Communities In Schools of North Carolina	August 2021– June 2022 (11 months)	August 2022 – June 2023 (11 months)	+0 months
	Communities In Schools of Randolph County++	January 2022 – June 202 (6 months)	July 2022 – July 2023 (13 months)	+7 months
	FIRST North Carolina	January 2022 – June 2022 (6 months)	October 2022 – June 2023 (9 months)	+3 months
	United Way of Pitt County	November 2021 – June 2022 (8 months)	August 2022 – June 2023 (11 months)	+3 months
Extended Learning and Integrated Student Supports (EL & ISS)	Boys & Girls Club of Cabarrus County	November 2021 – June 2022 (8 months)	July 2022 – July 2023 (13 months)	+5 months
	Children First/Communities In Schools of Buncombe County	July 2021* – June 2022 (12 months)	July 2022 – July 2023 (13 months)	+1 month
	Communities In Schools of Cape Fear	September 2021 – June 2022 (10 months)	July 2022 – July 2023 (13 months)	+3 months
	Communities In Schools of Durham	March 2022 – June 2022 (4 months)	July 2022 – July 2023 (13 months)	+9 months
	Communities In Schools of Montgomery County	January 2022–June 2022 (6 months)	August 2022 – June 2023 (11 months)	+5 months
	Communities In Schools of Robeson County	December 2021 – June 2022 (7 months)	July 2022 – July 2023 (13 months)	+6 months
	Communities In Schools of Wake County	November 2021 – June 2022 (8 months)	August 2022 – July 2023 (12 months)	+4 months
	Student U	September 2021 – June 2022 (10 months)	July 2023 – July 2023 (13 months)	+3 months

Source: ELISS Subgrantee Implementation Reports (SY 2021-22 and 2022-23; Summer 2022 and 2023).
*Note: Awards could be retroactively used to support EL and ISS activities starting on July 1, 2021.
+ = changed from EL only to EL & ISS; ++ = changed from ISS only to EL & ISS

Based on implementation reporting, Year 1 programmatic start-dates ranged from July 2021[7] through March 2022. Year 2 start-dates ranged from July 2022[8] to October 2023. Thus, it is important to note that **ELISS subgrantees were able to implement an estimated average of four more months of programming in Year 2 compared to Year 1**.

According to the RFP, the ELISS grant could 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 2022-23 school year.

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

Originally Designated Type of Program	Organization Name	School Level of Students Targeted SY 2022-23		
		Elem	Middle	High
	FBC-WCSA dba Charlotte Community Services Association		✓	✓
	Legacy Mayfield Empowerment Center	✓		

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[7] Early 2021 start dates due to retroactive use of funds by subgrantees for pre-existing programming.
[8] Early 2022 start dates due to summer programming (which were being implemented at the beginning of the 2022-23 fiscal year).

Originally Designated Type of Program	Organization Name	School Level of Students Targeted SY 2022-23		
		Elem	Middle	High
Extended Learning (EL)	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	✓	✓	
	United Way of Pitt County	✓		
EL and ISS	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			✓
	2022-23 SY Total	13	10	6
	2021-22 SY Total	13	11	7
	Total Difference	Same	-1	-1

Source: ELISS proposal and implementation and outcome reports.

When comparing 2021-22 and 2022-23 school year data, the number of subgrantees that provided ELISS-funded services to elementary students remained the same; however, the number of subgrantees that provided ELISS-funded services to middle school students and high school students decreased by one in 2022-23.

A slight majority of the subgrantees (10 of 19) targeted their ELISS services to a specific school-level. More specifically, seven subgrantees focused only on elementary school students; one focused only on middle school students; and two focused on only high school students. While the remaining subgrantees (9 of 10) focused on multiple school-levels. For example, four subgrantees focused their school year programming on elementary and middle school students; three subgrantees focused on middle and high school students; and two subgrantees focused on students that spanned elementary, middle, and high school.

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 minor edits from SERVE to ensure consistency in the length of the descriptions across subgrantees).

More specifically, subgrantees were instructed to provide one paragraph to briefly describe their ELISS-funded program's: (a) overarching goals for improving outcomes for participants and (b) the services that were provided that contributed to the intended 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 were funded to primarily provide EL programs for at-risk students.

1. **FBC-W CSA dba Charlotte Community Services Association.** Charlotte Community Services Association (CSA) offered the Career Coaching Program in an afterschool/summer setting through the application of a Career Literacy and Exploration Curriculum. The Career Coaching Program's three main goals were to: (1) develop an afterschool-based program to help at-risk students in grades 6th-10th create and implement a High School/Postsecondary Action Plan and a Career Action Plan; (2) help at-risk students in grades 6th-10th who have been negatively affected by COVID-19 school interruptions pass their classes and EOG/EOC tests; and (3) support parent involvement and staff training to help at-risk, 6th-10th grade students achieve academic and career success.

2. **Legacy Mayfield Empowerment Center.** Legacy Mayfield supported Mecklenburg County schools by providing afterschool/summer programming to ensure children increased academically, socially, and emotionally due to the ongoing impacts of COVID-19. The program's strategy included minimization of class sizes, enrichment learning, and parent and family engagement activities. In addition, during Year 2, the program expanded to include a daytime tutoring component. (Thus, this subgrantee was originally designated as EL only, but then transitioned to an EL and ISS approach.)

3. **McCloud's Computer and Skills Training Center.** The McCloud Center provided afterschool/summer programming to support Pitt County Schools to increase students' performance in reading and math; increase students' performance on report card grades for reading and math; decrease number of discipline or suspensions; and improve school attendance.

4. **The Excel Community Association of Alamance.** The Excel Community Association of Alamance's goal was to provide afterschool/summer services to increase the proficiency rate of students who attend low-performing Title 1 elementary schools. To achieve this goal, they provided a weekly program focusing on homework completion, tutoring, enrichment, and social-emotional learning. In addition, they worked to engage parents in the learning process to ensures students have a better chance at success both in and beyond the classroom.

5. **YMCA of Triangle Area.** The YMCA of the Triangle supported at-risk youth through afterschool Y Learning Programs at low-performing schools throughout Wake County. The Y Learning Programs included focused literacy instruction provided by the HELPS (Helping Early Literacy with Practice Strategies) and PASTEL (Parents and Schools Together to Enhance Learning) programs. Y Learning also included daily social-emotional learning delivered by trained YMCA youth counselors. Furthermore, the YMCA implemented Camp High Hopes summer day camp at several sites in Durham

and Wake Counties in the summers of 2022 and 2023 to help students master skills essential for their school success.

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 organization were funded to primarily provide ISS programs for at-risk students. Of the six subgrantees that originally proposed providing ISS services, three were Communities In Schools (CIS)[9] affiliates.

1. **Book Harvest.** The ELISS programming, RECONNECTING WITH READING was a multi-tiered, evidence-based program for Durham Public Schools students in grades K-5. The intensive wraparound program model was 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 implemented three activities: (1) Helping Early Literacy with Practice Solutions (HELPS) One-On-One Tutoring, (2) Classroom Library Revitalization, and (3) Book Provision for Summer Break. These activities were designed to deliver targeted instruction in reading fluency and provide ample books in students' classrooms and homes.

2. **CIS of Brunswick County.** CIS of Brunswick County implemented the CIS Model of Integrated Student Supports through a Multi-Tiered System of Support (MTSS). Success Coaches, embedded in high-need schools, collaborated with school teams to assess needs, developed intervention plans, and provided services such as tutoring, mentoring, and addressing basic needs. The Success Coaches employed evidence-based curricula and adapted their services flexibly to cater to individual student needs, ensuring measurable progress. Regular monitoring, collaboration with school staff, and reporting to stakeholders were implemented to contribute to the success of ELISS-funded interventions.

3. **CIS of North Carolina.** ELISS funds supported the implementation of the CIS Model of integrated student supports in two Granville County schools: J. F. Webb High School and Northern Granville Middle School. Using the CIS Fidelity Rubric, the CIS Fidelity Walkthrough process, and the logic model for the project, the CIS Model served high-risk students with Tier III supports, small groups of students with similar needs with Tier II supports, and Tier I programs to support the entire student body at each school.

4. **FIRST North Carolina**. FIRST North Carolina partnered with Harnett County Schools to implement the curriculum for four of the project-based FIRST programs in two

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[9] According to the CIS website, the cornerstone of the CIS Model is the provision of widely accessible prevention services and resources that are available to entire school populations ("schoolwide prevention services"), which are paired with the coordinated, targeted, and sustained intervention services and resources for that subset of students who are most at risk of dropping out of school ("targeted and sustained student intervention services"). (https://www.communitiesinschools.org/media/uploads/attachments/CIS_Policy20Brief_09-08-081.pdf)

elementary schools and two middles schools. Identified goals of the program included: increased interest in STEM, increased awareness of the roles of STEM in the world, increased awareness of STEM careers, increased application of STEM concepts in coursework, and increased social emotional learning. FIRST programs provided hands-on, project-based learning experiences that promote the practice of creativity, innovation, and perseverance. FIRST North Carolina provided 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 (EGSSA) ELISS program offered services to third grade students in 12 targeted schools using the Integrated Student Supports (ISS) model. The program incorporated an existing framework of Academic Support; Safe, Supportive Learning Environment; and Family Engagement assisting in children's academic and non-academic needs. Retired Pitt County School (PCS) teachers were hired to work with struggling students 4.5 hours per day in their regular third grade classrooms focusing on reading, writing, math, and monthly STEAM enrichment. Reducing the student-teacher ratios in these third-grade classrooms supported students in making more rapid educational progress with personalized attention than students in larger classrooms.

One subgrantee, Children First/CIS of Buncombe County, originally proposed implementing both EL and ISS components; however, submitted a program change amendment to NCDPI in Year 1 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/CIS (CF/CIS) of Buncombe County followed the national CIS model and placed 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 provided 5-10% of students from each school with dedicated case management. Students received one-on-one supports and/or small group interventions.

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 Communities In Schools affiliates).

1. **CIS of Cape Fear.** In collaboration with New Hanover and Pender County Schools, CIS Cape Fear Student Support Specialists provided integrated supports to targeted students at 13 high-need schools across both counties, with the goal of mitigating COVID-19 related impacts. More specifically, improving attendance, improving academic achievement, decreasing behavior referrals, and increasing parental involvement. Additionally, an academically focused afterschool program provided targeted remediation, enrichment, and SEL supports at CIS Cape Fear's youth center in downtown Wilmington. Furthermore, the ELISS grant supported the implementation of the Children Defense Fund's Freedom Schools 6-week summer program.

2. **CIS of Durham.** CIS of Durham applied for ELISS funding to achieve five goals: (1) increase footprint in Durham and Durham Public Schools (DPS) by expanding services to two middle and two high schools; (2) increase school attendance; (4) improve student behaviors as measured by reductions in in-school suspensions and expulsions; and (5) engage parents, teachers, and staff in support of students' overall well-being and improved performance. The organization supplemented its core ISS programming with access to behavioral health preventative services, introduction to the arts and enhanced STEM initiatives, and dedicated programming for the parents of middle and high school students.

3. **CIS of Montgomery County.** Project METAL (Montgomery Excellence Through Academic Leadership) was a partnership between CIS of Montgomery County and Montgomery County Schools (MCS) designed to provide high-quality extended learning programs (afterschool and summer) and integrated student support services to students whose learning was adversely impacted by COVID-19. Project METAL goals were to improve academic performance, improve 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.** CIS Randolph partnered with Asheboro High School to provide supports to increase high school graduation rates. Goals included: (1) increased academic success, as measured by grades, credit accrual, and GPA; (2) improved attendance; and (3) decreased behavioral infractions that also cause disruptions in students' educational progress. Services were provided by an ELISS-funded Student Success Coach. In addition, summer programming supported the bridge between middle school and high school to improve transitions for at-risk students.

5. **CIS of Robeson County.** The ELISS funding provided programming to an at-risk population of students identified for not being successful in school, based on: attendance, behavior, course work, and/or mental health. Staff followed the national CIS model for surrounding the child with a community of support to help them matriculate successfully to the next grade on grade level, with the ultimate goal of graduating from high school with an emphasis on being college and career ready. The ELISS program worked with three schools in an effort for seamless learning from the elementary school to middle school and from the middle school to high school.

6. **CIS of Wake County.** The CHAMPS program was implemented to provide supports to students impacted by COVID-19, in academic jeopardy, and/or experienced unfinished learning. During the school year and summer, services were provided by certified Wake County Public School System (WCPSS) teachers. Programming focused on Social Emotional Learning (SEL), exposure to STEM activities, college/career exploration, and life skills.

7. **Boys & Girls Club of Cabarrus County.** The Boys and Girls Club of Cabarrus County, through the ADVANCEMENT program, collaborated with Cabarrus County Schools to provide evidence-based extended learning to high-need K-5 students in five elementary schools with the goal to: (1) improve academic outcomes; (2) increase social-emotional supports; and (3) expand family engagement. Key services during the afterschool and summer programming included: academic monitoring and support, tutoring, mentoring, social-emotional interventions, and enrichment activities. Summer programs featured field trips to promote STEM engagement and interest in STEM careers.

8. **Student U.** Student U identified students transitioning into high school and enrolled them in five weeks of academic classes, which were taught by professional teachers and community experts to prepare them for the rigor of high school. Through weekly one-on-one meetings, constant communication with students' teachers and parents, and regular reporting to Student U's central office staff, High School Advocates ensured that students remain on-track to graduate on time. All students in the program had access to regular tutoring at no cost. These tutoring services helped ensure that students were mastering the academic content needed to succeed in and graduate from high school. In addition, Student U students were exposed to unique opportunities not found within traditional school offerings. For instance, U-Prep Days provided insight into potential college and career paths and internship opportunities offered students a sense of the satisfaction that comes from a fulfilling career. Student U also provided: in-state college tours, College Bound 101 workshops, ACT preparation classes, and individualized college advising.

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

Extended Learning programs could provide both afterschool programs and summer programs. Integrated Student Support programs could 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 2022-23	Summer EL Program 2023	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	✓	✓	✓	✓

Subgrantee	Extended Learning (EL) Program Components		Integrated Student Support (ISS) Program Components	
	Afterschool EL Program SY 2022-23	Summer EL Program 2023	Case Management (Tier II and III)	Tier I
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	✓	✓		
Year 2 Total Number of Subgrantees	12	14	13	14
Year 1 Total Number of Subgrantees	11	12	13	13
Total Difference	+1	+2	Same	+1

Source: ELISS implementation and outcome reports.

In summary, as indicated in Table 4, during Year 2:

- 12 subgrantees used ELISS funds to support afterschool programming.
- 14 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 assist students identified as at-risk by providing high-intensity, targeted services (i.e., Tier II and III services).
- 14 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 EL 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 2022-23 school year reporting process, subgrantees were asked to provide data on the number of students served via EL programming and/or via ISS programming. Table 5 summarizes the number of students served (by program type) and the number of students served

during the 2021-22 school year (Year 1), the 2022-23 school year (Year 2), Summer 2022, and Summer 2023.

Table 5. Reported Number of Students

Type of Programing	Total # Students Reported Served (Year 1)	Total # Students Reported Served (Year 2)	# Difference from Year 1 to Year 2
School Year	**2021-22**	**2022-23**	**Year 2 Difference**
EL	1,042 students	1,157 students	+115 students
Tier II and III	1,553 students	3,239 students	+1,686 students
Tier I	24,148 students	32,106 students	+7,958 students
Summer	**2022**	**2023**	**Year 2 Difference**
EL	2,329 students	2,513 students	+184 students
Tier II and III	88 students	91 students	+3 students
Tier I	344 students	622 students	+ 278 students

Source: ELISS implementation and outcome reports.

As indicated in Table 5, in Year 2, subgrantees reported:

- a total of **1,157 students** participated in EL <u>afterschool</u> programming during the school year (an increase of 115 students compared to Year 1).
- a total of **2,513 students** participated in EL <u>summer</u> programming (an increase of 184 students compared to Year 1).
- a total of **3,239 students** received ISS Tier II and/or Tier III services during the school year (an increase of 1,686 students compared to Year 1).
- and a total of **91 students** received ISS Tier II and/or Tier III services during summer 2023 (an increase of 3 students compared to Year 1).
- a total of **32,106 students** were provided ISS Tier I services during the school year (an increase of 7,958 students compared to Year 1).
- and a total of **622 students** were provided ISS Tier I services during summer (an increase of 278 students compared to Year 1).

Thus, subgrantees reported an increase in the total number of students served across all types of ELISS-funded programming (i.e., EL, Tier II and III, Tier I) from Year 1 to Year 2 (for both school year and summer programming).

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. Thus, as part of the implementation reporting, subgrantees were required to indicate the percentage of students they served who met certain at-risk criteria[10].

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[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 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

2022-23 School Year:

- All 19 subgrantees reported that they served at-risk students not performing at grade level or not on-track to meet year-end expectations in the school year. On average, subgrantees estimated that 81% of their ELISS-funded participants met this at-risk criterion.
- 14 of 19 subgrantees indicated that they focused on serving students at risk of dropping out; on average, they estimated that 45% of their ELISS-funded participants met this criterion.
- 16 of 19 subgrantees indicated that they focused 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, 25% of their ELISS-funded participants met this criterion.

2023 Summer:

- All 14 subgrantees that offered services in summer 2023 reported serving at-risk students not performing at grade level. On average, subgrantees estimated that 73% of their ELISS-funded summer participants met this at-risk criterion.
- 10 of 14 subgrantees indicated that they focused on serving students at risk of dropping out; on average, they estimated that 45% of their ELISS-funded summer participants met this criterion.
- 12 of 14 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, 25% of their ELISS-funded 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 2022-2023 (EL)	11 subgrantees	• 45 % reported "not at all a challenge" (5 subgrantees) • 55 % reported "somewhat challenging" (6 subgrantees)
School Year 2022-2023 (ISS)	13 subgrantees	• 46 % reported "not at all a challenge" (6 subgrantees) • 46 % reported "somewhat challenging" (6 subgrantees)
Summer 2023 (EL)	13 subgrantees	• 54 % reported "not at all a challenge" (7 subgrantees) • 46 % reported "somewhat challenging" (6 subgrantees)
Summer 2023 (ISS)	3 subgrantees	• 33 % reported "not at all a challenge" (1 subgrantees) • 33 % reported "somewhat challenging" (1 subgrantees)

Source: ELISS implementation and outcome reports.

Subgrantees were then asked to describe the enrollment challenges they experienced. Overall, subgrantees reported enrollment was less challenging in Year 2 compared to Year 1. During Year 1, 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 programming. A sample quote below provides a descriptive summary of the enrollment challenges various subgrantees faced during Year 1.

> *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.*

During Year 2, concerns regarding COVID lingered:

> *We believe that our program was negatively impacted by residual COVID-19 fears. We have not experienced a significant number of positive tests results recently, but there is still a community fear of the virus that has had an impact on attendance rates in both schools and the extended learning programs we offer.*

During Year 2, transportation and staff issues also continued to be an issue:

> *[The LEA] had a district-wide shortage of bus drivers. Many students were unable to attend the program due to the lack of available buses. Adding students to bus routes would have resulted in longer trip times and overcrowded buses. The schools were not able to add an extra stop to drop students off at the site. Many parents were unable to pick students up from school and drop them off at the site.*

> *School capacity to collaborate at the beginning of the school year was low due to current school climate and staffing challenges. There were school administrative changes. There were also school liaison changes due to staff capacity at schools.*

In addition, during Year 2, the challenge of competing with other community-based and/or district-led academic programming continued:

> *Several of our feeder schools utilized ESSER funds to offer afterschool academic support (with transportation), which impacted ELISS program attendance.*

Subgrantees also highlighted new challenges that were not reported the previous year. These newly identified challenges were specifically regarding the implementation of ISS services. They included: (a) access to adequate space/time to deliver interventions and (b) parental consent/engagement.

> *Throughout the school year, the other challenge has been a consistent difficulty in finding space and time to conduct the tutoring sessions in the schools due to scheduling issues.*

The most challenging part of serving high school students is getting their parents' consent…. The school staff often refers students to our success coach because they too have struggled to "reach" them, and their parents are not engaged with the school. As we continue this program, we plan to intentionally seek out ways to engage parents as partners in this work.

ELISS programming is optional for students and their parents. Parents were encouraged to select programming, interventions, and strategies that they felt would best serve their students. Not all parents of students who meet the selection criteria opted for targeted (Tier II and III) ISS services. Many students, however, were served via the Success Coach's implementation of Tier 1/schoolwide services which includes services and supports less intensive.

Impact of COVID-19

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. Overall, subgrantees reported student attendance/participation in Year 2 was less impacted by pandemic-related challenges as compared to Year 1.

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

Timeframe (# Providing Programming)	Extent of Participant Absences due to COVID
School Year 2022-23 (19 subgrantees)	• 53% reported <u>no</u> participant absences as a result of COVID (10 subgrantees) • 42% reported only <u>minimal</u> participant absences as a result of COVID (8 subgrantees) • 5% reported "Don't know" (1 subgrantee)
Summer 2023 (14 subgrantees)	• 79% reported <u>no</u> participant absences as a result of COVID (11 subgrantees) • 21% reported only <u>minimal</u> participant absences as a result of COVID (3 subgrantees)

Source: ELISS implementation and outcome reports.

Table 8 presents a summary of the extent of challenges subgrantees reported in regards to staffing due to the pandemic. Again, overall, subgrantees reported staffing in Year 2 was less impacted by pandemic-related challenges as compared to Year 1.

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

Timeframe (# Providing Programming)	Extent of Staff Absences due to COVID
School Year 2022-23 (19 subgrantees)	• 68% reported <u>no</u> staff absences as a result of COVID (13 subgrantees) • 26% reported <u>only minimal</u> staff absences as a result of COVID (5 subgrantees) • 5% reported "Don't know" (1 subgrantee)
Summer 2023 (14 subgrantees)	• 86% reported <u>no</u> staff absences as a result of COVID (12 subgrantees) • 14% reported <u>only minimal</u> staff absences as a result of COVID (2 subgrantees)

Source: ELISS implementation and outcome reports.

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."[11] Given the legislative intent that nonprofit 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 2022-23 school year, ELISS subgrantees reported serving 61 low-performing schools.

- 1 of 19 subgrantees (5%) reported they served 0 low-performing schools.
- 4 of 19 subgrantees (21%) reported serving 1 low-performing school.
- 7 of 19 subgrantees (37%) reported serving 2-3 low-performing schools.
- 5 of 19 subgrantees (26%) reported serving 4-5 low-performing schools.
- 2 0f 19 subgrantees (11%) reported they served more than 9 low-performing schools.

In addition to low-performing schools, subgrantees also served schools identified as Comprehensive Support and Improvement (CSI),[12] Targeted Support and Improvement (TSI),[13] and/or Title I.[14] The different school types are shown in Table 9.

Table 9. Types and Numbers of Schools Subgrantees Served

# Schools Served	# Subgrantees that Served CSI Schools	# Subgrantees that Served TSI schools	# Subgrantees that Served Title I Schools
0 Schools Served	9 of 19 (47%)	2 of 19 (11%)	2 of 19 (11%)
1 School Served	5 of 19 (26%)	0	1 of 19 (5%)
2-3 Schools Served	3 of 19 (16%)	9 of 19 (47%)	5 of 19 (26%)
4-5 Schools Served	2 of 19 (11%)	5 of 19 (26%)	5 of 19 (26%)
6-8 Schools Served	0	0	2 of 19 (11%)
9+ Schools Served	0	3 of 19 (16%)	4 of 19 (21%)

Source: ELISS implementation and outcome reports.

Leveraging of Community-Based Resources

ELISS subgrantees reported leveraging resources from 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

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

[13] 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)

[14] 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)

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 19 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. The majority of in-kind matching donations were reported for: (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 30th (in 2022 for Year 1 and in 2023 for Year 2). All 19 subgrantees met the evaluation requirement and submitted an Annual Subgrantee Outcomes Report.

It is important to note that because of the variation in ELISS-funded programs/services (e.g., grade levels served, academic foci, behavioral goals), SERVE was not contracted to conduct an external program evaluation for each of the subgrantees. Instead, SERVE was contracted to collaborate with each of the 19 subgrantees in co-developing a logic model that clarified/identified their organization's proposed outputs and short-term outcomes (as a means to ensure their proposed performance measures were feasible and relevant for their unique ELISS-funded initiatives) and provide subgrantees evaluation-focused technical assistance, as needed.

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?" and/or "To what extent did students served by the ELISS program improve in terms of their academic and/or behavioral performance?" (See Appendix B for the NC ELISS Grant Annual Subgrantee Outcomes Report template.) Table 10 provides a summary of the various types of performance measures ELISS-funded subgrantees used to measure the quality and impact of their program.

Perceived Outcome Measures Reported

Subgrantees were encouraged to collect data regarding student, parent, and/or feeder school <u>perceptions</u> 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. As shown in Table 10:

- 14 of 19 subgrantees (74%) provided data regarding student perceptions of the program's impact.
- 12 of 19 subgrantees (63%) provided data regarding parent perceptions of the program's impact on their child.
- 7 of 19 subgrantees (37%) provided data regarding staff member perceptions of the program's impact on participating students.
- 6 of 19 subgrantees (32%) provided data regarding school teacher perceptions of the program's impact on participating students.

Student Performance Outcome Measures Reported

In terms of reporting student performance outcomes (as shown in Table 10),

- 11 of 19 subgrantees (58%) provided data based on student assessments, eight of which used pre-/post-tests to measure change across time.
- 11 of 19 subgrantees (58%) provided data based on progress on students' personal goals to improve academics and/or behavior.
- 6 of 19 subgrantees (32%) provided data based on student class and/or school attendance.
- 5 of 19 subgrantees (26%) provided data based on student grades and/or course completion.

To measure student performance in terms of reading, subgrantees reported using assessments such as: the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Oral Fluency assessment (DORF), mCLASS, Group Reading Assessment and Diagnostic Evaluation (GRADE), FastBridge, Lexile tests, and the Freedom School reading-level assessment. To measure student performance in math, subgrantees reported using Group Mathematics Assessment and Diagnostic Evaluation (GMADE), iReady, and the Acadience Computational Assessment. Other assessments were used to measure a combination of reading, math, and/or science including: 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 Year 2 Outcomes Report

Subgrantee	A. Perceived Outcome Measures				B. Student Performance Outcome Measures			
	Student Data	Techer Data	Parent Data	ELISS 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	✓	✓	✓				✓	

Subgrantee	A. Perceived Outcome Measures				B. Student Performance Outcome Measures			
	Student Data	Techer Data	Parent Data	ELISS Staff Data	School/Class Attendance	Coursework Completion/ Grades	Goal Attainment	Assessment Scores
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	14	6	12	7	6	5	11	11

Source: ELISS Year 2 outcome reports.

✓*= pre/post data collected

III. Summary of ELISS Program Model Impact

Summary of Program Models

The ELISS Competitive Grant Program came 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 experienced academic or behavioral problems in school as a result of the negative impacts of the COVID-19 pandemic. Thus, as a result of the North Carolina General Assembly appropriating funding from the Federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) to support various ELISS program models, the 19 awarded subgrantees:

- served a total of 20 counties across the state;
- collaborated with 61 low-performing schools on service provisions to at-risk students;
- provided <u>afterschool</u> academic and enrichment programming for 1,042 students in Year 1 and 1,157 students in Year 2;
- provided <u>summer</u> academic and enrichment programming for 2,329 students in Year 1 and 2,513 students in Year 2;
- provided intensive Tier II and Tier III services during the school year and summer (for 1,641 students in Year 1 and 3,330 students in Year 2); and
- provided broad-based Tier I services to over 24,000 students in Year 1 and over 32,000 students in Year 2.

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 students[15] (including those negatively impacted by COVID-19, school(s) (including low-performing[16]) 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).

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[15] 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.

[16] 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.)

	Dimensions	Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides: (spanning) 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.				
	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.

NC Extended Learning and Integrated Student Supports (ELISS) Grant: 2023 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, 2023**.]

Subgrantee Name	
LEA(s)/PSU(s) Served	
Focus	☐ Extended Learning ☐ Integrated Student Supports
Award Amount	$

A. Program Description

School Year (SY) 2022-2023			
Number of students <u>projected</u> to be served with extended learning/afterschool (EL) during SY	# EL Students SY 2022-23:	**Total number of students <u>served</u> with extended learning/afterschool (EL) during SY**	# EL Students SY 2022-23:
Number of students <u>projected</u> to be served with integrated student supports (ISS) during SY	# ISS Students SY 2022-23:	**Total number of students <u>served</u> with integrated student supports (ISS) during SY**	# ISS Students SY 2022-23:
Targeted grade-levels of students served during SY with ELISS funding	☐ Elementary School Students ☐ Middle School Students ☐ High School Students		
Number of schools served with ELISS-funded extended learning/ afterschool (EL) during SY	☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17+		
Number of schools served with ELISS-funded integrated student support services (ISS) during SY	☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17+		
School Year Program Summary			

Summer 2023 *(if applicable)*			
Number of students **projected** to be served with expanded learning/summer services (EL)	# EL Students Summer 2023:	Total number of students **served** with expanded learning/summer services (EL)	# EL Students Summer 2023:
Number of students **projected** to be served with integrated student supports (ISS) during Summer	# ISS Students Summer 2023:	Total number of students **served** with integrated student supports (ISS) during Summer	# ISS Students Summer 2023:
Targeted grade-levels of students served during Summer with ELISS funding	☐ Elementary School Students ☐ Middle School Students ☐ High School Students		
Number of schools served with ELISS-funded expanded learning/ summer services (EL)	☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17+		
Number of schools served with ELISS-funded integrated student support services (ISS) during Summer	☐ N/A ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17+		
Summer Program Summary			

B. Students Served by ELISS Funds

At-Risk Characteristics of Focus	☐ 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 dropping out ☐ 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?