



NORTH CAROLINA
State Board of Education
Department of Public Instruction



Report to the North Carolina General Assembly

Extended Learning and Integrated Student
Supports Competitive Grant Program

*H259-2023 Appropriations Act; S.L. 2023-
134, sec. 7.63(e)*

Date Due: September 15, 2024
DPI Chronological Schedule, 2024-2025

**Submitted by the North Carolina Department of Public Instruction, in
conjunction with the UNCG SERVE Center**

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Table of Contents

STATE BOARD OF EDUCATION.....	4
NC DEPARTMENT OF PUBLIC INSTRUCTION.....	4
Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program: ELISS Evaluation Report 2023-2024	2
I. ELISS Legislation and Subgrants Awarded	2
Legislation Overview	2
Subgrants Awarded.....	3
Data Sources for the Final Report	6
II. Subgrantee Implementation	6
Overview of Subgrantee Programs.....	6
Description of Subgrantees	8
Integrated Student Supports (ISS) Only.....	8
Integrated Student Supports + Extended Learning (ISS + EL).....	10
Summary of Types of Academic and Behavioral Support Services Provided ELISS Participants.....	12
Students Reported as Served by ELISS-Funded Programs	13
Serving At-Risk Students	13
Student Enrollment.....	14
Program Implementation Features Mentioned in Legislation.....	14
Collaboration with Low-Performing Schools	14
Leveraging of Community-Based Resources.....	15
Family Engagement.....	15
Matching Funds.....	16
Summary of Subgrantee Outcome Reports	16
Perceived Outcome Measures Reported.....	17
Student Performance Outcome Measures Reported	17
III. Summary of ELISS Program Model Impact.....	18
Summary of Program Models.....	18
Appendix.....	19
ELISS Application Review Rubric.....	19
Needs Assessment.....	19
Program Design	20
Program Schedule	21
Organizational Capacity.....	21
Evaluation Plan and Use of Data	22
Budget Narrative and Alignment.....	23
Overall Proposal Alignment (ALL).....	24

EXTENDED LEARNING AND INTEGRATED STUDENT SUPPORTS (ELISS) COMPETITIVE GRANT PROGRAM: ELISS EVALUATION REPORT 2023-2024

I. ELISS LEGISLATION AND SUBGRANTS AWARDED

LEGISLATION OVERVIEW

As part of the 2023-2025 biennial budget, the General Assembly of North Carolina appropriated seven million dollars (\$7,000,000) each year from the At-Risk Student Services Alternative School Allotment for the Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program. The purpose of the ELISS Competitive Grant Program is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes.

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 September 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 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 September 15 of each year. Thus, this report was developed under a contract with SERVE to summarize the ELISS program’s funded activities implemented during Year 1 (i.e., school year 2023-24).

SUBGRANTS AWARDED

On December 7, 2023, the NC State Board of Education (SBE) approved the request for proposal (RFP) for the ELISS Program. The following day, the RFP was made publicly available (via mailing lists and the NCDPI website). Then, virtual technical assistance webinars were conducted on December 13 and 14, 2023, and the NCDPI Comprehensive Continuous Improvement Plan (CCIP) system was activated for ELISS applications to be submitted on December 18, 2023. According to the RFP, the deadline for the final submission of applications was 12:00 p.m. on January 17, 2024.

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

A total of 34 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 90 points.

As part of the Level II review process:

- Priority points were applied for applications that met priority considerations² (0-4 points).
- Technical deductions were assigned for applications not addressing various RFP requirements (0-11 points)

Using the results from the Level I and Level II review process, the Office of Federal Programs at NCDPI presented the score results to the SBE for approval.³ The SBE approved ELISS awards for a total of 15 subgrantees on March 6, 2024; however, awards could be retroactively used to support ELISS activities starting on July 1, 2023. According to the RFP, during the academic year, all awardees must operate an integrated student supports (ISS) program that provides supplemental support (often called Tier II) and/or intensive support (often called Tier III) services during school-day hours. NCDPI defines supplemental (Tier II) and intensive (Tier III) supports as the following:

- **Supplemental Supports (Tier II):** Provided through small group, standardized academic interventions, or targeted social, emotional, behavioral supports using validated intervention programs. Teams select or design interventions and supports that have demonstrated positive effects for desired outcomes and are aligned with student needs.
- **Intensive Supports (Tier III):** Provided through intensive intervention to help students with severe and persistent learning and/or social, emotional, behavioral needs. It is not a specific program, but a data-driven process that is characterized by increased intensity and individualization of instruction and tailored one-on-one support.

In addition to the required supplemental and intensive services (i.e., Tier II and Tier III), applicants could also choose to implement optional supports/programming including:

- **Core Supports (often called Tier I).** NCDPI defines core support services as providing academic, social, emotional, and behavioral curriculum, instruction, and supports aligned to grade-level standards and student needs.

² In 2023, a new aspect of the ELISS Competitive Grant Program was providing additional priority points to applicants proposing to (a) serve students from at least one Alternative Learning Program and/or School (ALPS) and/or (b) run an afterschool or summer learning program in addition to the required integrated student supports program during Year 2 of the ELISS Competitive Grant Program.

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 and ranking.

- **Extended Learning (EL) programming.** Allowable EL programs include afterschool and summer learning programs. (Note: For the 2023-2025 grant cycle, applicants cannot propose to use ELISS funds to only run extended learning programs.)

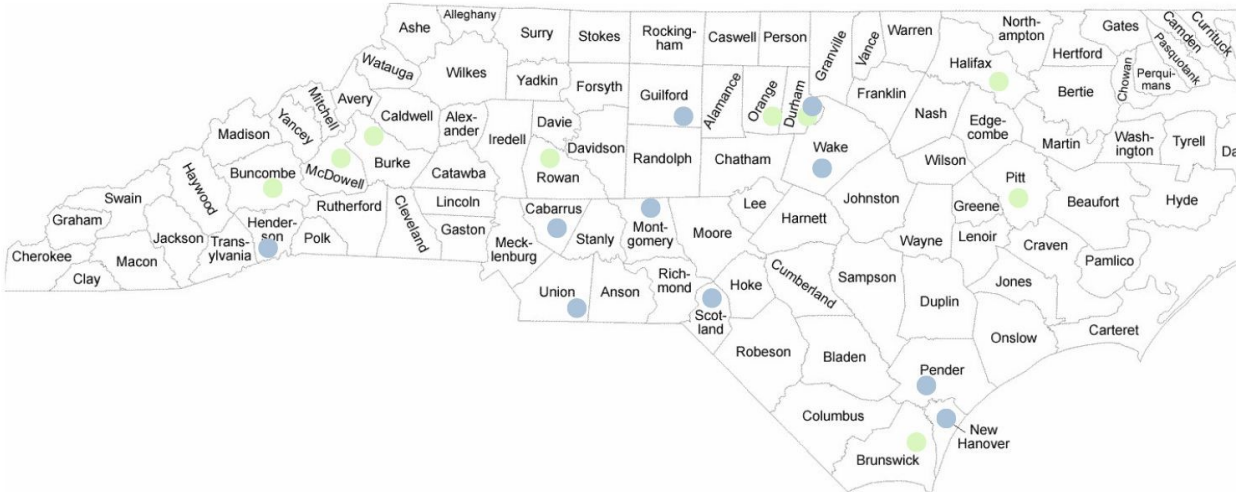
Table 1 shows the grants awarded according to whether they initially proposed to operate (a) ISS programming only or (b) ISS programming plus optional EL programming (i.e., afterschool and/or summer learning programs). Of the 15 ELISS-funded subgrantees: 7 subgrantees proposed implementing only ISS programs, and 8 subgrantees proposed implementing programs with both ISS and EL components.

Table 1. ELISS Subgrant Awards (2023-24)

Type of Grant	Organization Name	SBE Region Served	County Served	Year 1 Award (2023-24)
Integrated Student Supports only (ISS)	Children First/Communities in Schools of Buncombe County	8	Buncombe	\$366,573
	Communities In Schools of Brunswick County	2	Brunswick	\$222,300
	Communities In Schools of North Carolina	1	Halifax	\$135,939
	Communities In Schools of Rowan	6	Rowan	\$333,141
	Hill Learning Center	3	Durham and Orange	\$61,297
	United Way of Pitt County	1	Pitt	\$500,000
	YMCA of Western North Carolina	7	McDowell	\$500,000
			Subtotal	\$2,119,250
Integrated Student Supports and Extended Learning (ISS + EL)	Boys & Girls Club of Cabarrus County	6	Cabarrus	\$500,000
	Boys & Girls Club of Greater High Point	5	Guilford	\$158,018
	Communities In Schools of Cape Fear	2	New Hanover and Pender	\$183,681
	Communities In Schools of Montgomery County	4	Montgomery	\$499,358
	Operation Xcel	5	Guilford	\$206,104
	Partners in Ministry	4	Scotland	\$350,000
	RAM Organization	3	Durham, Wake, and Union	\$492,000
			Subtotal	\$2,429,533
Grand Total Awarded for Year				\$4,548,783

In total, the 15 subgrantees that received awards provided programming that spanned across all eight regions of the state. The initial combined amount approved for awarded subgrantees in Year 1 (2023-24) was \$4,548,783 to serve a total of 18 counties, with awards ranging from \$40,372 to \$500,000 per year.

Figure 1. ELISS Grant Awards by County (2023-2025)



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 Office of Federal Programs at NCDPI to the SBE on March 6, 2024. 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 collaboration with the subgrantee and NCDPI staff during virtual technical assistance calls in Year 1 of the grant. 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 2023-24 programming. More specifically, all ELISS subgrantees were required to submit an End-of School-Year Implementation and Outcome Report on or before June 30, 2024.

II. SUBGRANTEE IMPLEMENTATION

OVERVIEW OF SUBGRANTEE PROGRAMS

A total of 15 subgrantees were awarded funds to implement an ELISS program. In terms of timelines, the recommended ELISS subgrantees were approved by the SBE for funding on March 6, 2024. After all approved organizations were notified, in person on-boarding was conducted on March 18, 2024 to provide new subgrantees with technical

assistance regarding budget approvals, vendor verification, ERaCA access, data collection, and evaluation reporting.

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/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 the 2023-24 school year (Year 1). Although organizations were not notified about their ELISS awards until March (2024), according to the grant’s guidance document, the funds could be retroactively used to support ELISS activities starting July 1, 2023.

Table 2. ELISS Subgrantees Months of Implementation

Designated Type of Program	Organization Name	Start/End of ELISS-funded Programming in Year 1 (estimated # months)	
Integrated Student Supports only (ISS)	Children First/Communities in Schools of Buncombe County	August 2023 – June 2024	(11 months)
	Communities In Schools of Brunswick County	August 2023 – June 2024	(11 months)
	Communities In Schools of Rowan	August 2023 – May 2024	(10 months)
	Communities In Schools of North Carolina	August 2023 – June 2024	(11 months)
	Hill Learning Center	April 2024 – May 2024	(2 months)
	United Way of Pitt County	September 2023 – June 2024	(10 months)
	YMCA of Western North Carolina	August 2023 – June 2024	(11 months)
Integrated Student Supports and Extended Learning (ISS + EL)	Boys & Girls Club of Cabarrus County	October 2023 – June 2024	(9 months)
	Boys & Girls Club of Greater High Point	April 2024 – May 2024	(2 months)
	Communities In Schools of Cape Fear	January 2024 – June 2024	(6 months)
	Communities In Schools of Montgomery County	January 2024 – May 2024	(5 months)
	Operation Xcel	April 2024 – May 2024	(2 months)
	Partners in Ministry	April 2024 – June 2024	(3 months)
	RAM Organization	March 2024 – June 2022	(3 months)
Boys & Girls of Henderson County*	August 2023 – May 2024	(10 months)	

Source: ELISS Subgrantee Implementation Reports (SY 2023-24).

Note: Awards could be retroactively used to support EL and ISS activities starting on July 1, 2023.

* Boys & Girls of Henderson County will provide ISS support during the school day in Year 2.

Based on implementation reporting, Year 1 programmatic start-dates ranged from August 2023⁴ through May 2024. Thus, ELISS subgrantees were able to implement between 2 to 11 months of programming in 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 2023-24 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 2023-24		
		Elem	Middle	High
Integrated Student	Children First/Communities in Schools of Buncombe County	✓	✓	
	Communities In Schools of Brunswick County	✓	✓	

⁴ The 2023 start dates were due to retroactive use of funds by subgrantees for allowable, pre-existing programming.

Originally Designated Type of Program	Organization Name	School Level of Students Targeted SY 2023-24		
		Elem	Middle	High
Supports only (ISS)	Communities In Schools of North Carolina			✓
	Communities In Schools of Rowan	✓	✓	✓
	Hill Learning Center	✓	✓	✓
	United Way of Pitt County	✓		
	YMCA of Western North Carolina	✓	✓	
Integrated Student Supports and Extended Learning (ISS + EL)	Boys & Girls Club of Cabarrus County	✓	✓	
	Boys & Girls Club of Greater High Point		✓	
	Communities In Schools of Cape Fear	✓	✓	✓
	Communities In Schools of Montgomery County	✓	✓	✓
	Operation Xcel		✓	
	Partners in Ministry	✓	✓	
	RAM Organization	✓	✓	
	Boys & Girls of Henderson County	✓		
2023-24 SY Total		12	12	5

Source: ELISS proposal and implementation and outcome reports (SY 2023-24).

Twelve subgrantees provided ELISS-funded services to elementary students and middle school students each while only five subgrantees served high schools. Only five subgrantees targeted their ELISS services to a specific school-level. More specifically, two subgrantees focused only on elementary school students; two focused only on middle school students; and one focused on only high school students. While the remaining subgrantees (10 of 15) focused on multiple school-levels. For example, six subgrantees focused their school year programming on elementary and middle school students and four 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., ISS only and ISS+EL). 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.

Integrated Student Supports (ISS) Only

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.” Provision of ISS was mandatory for all subgrantees, however seven organizations funded to primarily provide ISS programs for at-risk students. Of the seven subgrantees that

originally proposed providing ISS services, four were Communities In Schools (CIS)⁵ affiliates.

1. **Children First/Communities in Schools of Buncombe County.** Children First/CIS (CF/CIS) of Buncombe County followed the national CIS model and placed Student Support Specialists in seven Asheville area schools serving youth in grades kindergarten through sixth grade 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. Identified students received one-on-one supports and/or small group interventions.
2. **Communities in Schools of Brunswick County.** CIS of Brunswick County implemented the CIS Model of Integrated Student Supports through a Multi-Tiered System of Support (MTSS) to serve students in kindergarten through eighth grade. Success Coaches, embedded in five 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.
3. **Communities in Schools of North Carolina.** ELISS funds supported the implementation of the CIS Model of integrated student supports in two high schools (one Halifax County School and one Weldon City School). Using the CIS Fidelity Rubric, the CIS Fidelity Walkthrough process, and the logic model for the project, the CIS framework provided the structure for serving high-risk students in ninth through twelfth grades with intensive/targeted Tier II and Tier III supports (including Check & Connect programming), as well as Tier I supports to support the entire student body at both school.
4. **Communities in Schools of Rowan.** CIS of Rowan County implemented the CIS Model for integrated student supports at nine high needs schools in Rowan County. Site Coordinators engaged school leadership and conducted school needs assessment and created school support plans. Over the course of the school year, CIS delivered and coordinated Tier II and III supports for students in kindergarten through twelfth grade. In addition, Tier I initiatives for the entire school population included school-wide peer support and reading programs (for grades K-8) and College and Career Ready programming (for grades 6 -12)
5. **Hill Learning Center.** ELISS funds supported the Hill Learning Center's Literacy Intervention Tutoring (LIT) program to provide an intensive (Tier III) reading

⁵ 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)

intervention called 95 RAP. The 95 RAP program is an individualized, evidence-based reading intervention that was used across four schools to serve at-risk students in elementary, middle, and high school. More specifically, the program was delivered to students with persistent reading difficulties, including those identified for Tier III intervention, English learners, and students with learning disabilities. It is an intensive intervention that consists of small-group, pull-out instruction in a 4:1 student-teacher ratio.

6. **United Way Pitt County.** The United Way of Pitt County Early Grades Student Success Academy (EGSSA) ELISS program offered services to third grade students in 15 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 was designed to support students in making more rapid educational progress with personalized attention than students in larger classrooms.
7. **YMCA of Western North Carolina.** ELISS funds were used to place Student Support Specialists in four McDowell County (MC) schools, serving students in kindergarten through eighth grade, to implement integrated student supports within the district’s MTSS framework. The YMCA of Western NC program leveraged several key resources to support implementation (e.g., transportation; technology, YMCA and MCS staff expertise; MCS day treatment services, community partners).

Integrated Student Supports + Extended Learning (ISS + EL)

Eight organizations received ELISS funding to provide a combination of ISS and EL services (including three Boys and Girls Club affiliates and two Communities In Schools affiliates).

1. **Boys & Girls Club of Cabarrus County.** The Boys & Girls Club of Cabarrus County, through the ADVANCEMENT program, collaborated with Cabarrus County Schools to provide evidence-based extended learning to high-need students in kindergarten through eighth grade across five schools. The intended goal of the ADVANCEMENT program is to: (1) improve academic outcomes; (2) increase social-emotional supports; and (3) expand family engagement. Key services during the afterschool programming included: academic monitoring and support, tutoring, mentoring, social-emotional interventions, and enrichment activities.
2. **Boys & Girls Club of Greater High Point.** The Boys & Girls Club of Greater High Point (BGC GHP) used ELISS funds to implement Project PASS: Providing Access to Student Supports (PASS) to six local Title I schools, focusing on supporting students in grades six through eighth. The program provided academic, behavioral, and mental health supports, hands-on mentoring with BGC GHP staff, and extra-curricular activity

opportunities to which youth do not have access. The PASS approach occurred both during in-school and after the regular school day.

3. **Communities In Schools of Cape Fear.** In collaboration with New Hanover and Pender County Schools, CIS Cape Fear Student Support Specialists provided integrated supports to targeted students in kindergarten through twelfth grade. ELISS-funded ISS services were provided in 11 high-need schools across both counties, with the goal of improving attendance, improving academic achievement, decreasing behavior referrals, and increasing parental involvement.
4. **Communities In School of Montgomery County.** ELISS funds were used to implement DRIVE: Dynamic Resources, Integrated Supports, and Validated Extended Learning Services which provide integrated support services (ISS) and extended learning opportunities (EL) to increase at-risk students' academic achievement and reduce behavioral issues to prevent eventual school dropout. The program served students kindergarten through twelfth grade across four of Montgomery County School's high-need schools.
5. **Operation Xcel.** Operation Xcel used ELISS funds to extend integrated support services into the regular school day. The project served middle school students across four Guilford County Schools (GCS). The ELISS-funded programming used evidence-based models to address antisocial behavior, maintaining structured programming with appropriate student ratios. The program approach included specialized educational and assessment tools for enhancing reading and math skills, and a small group model was used to support English Language Arts (ELA), Math, and social emotional learning (SEL) during school hours.
6. **Partners in Ministry.** Partners In Ministry implemented an evidenced-based Student Support Service Program that provided multi-tiered support to rising 3rd – 8th grade students across six Scotland County schools. Support was provided through structured academic, supplemental and intensive services. Youth counselors served as case manager, mentor, tutor, listener, friend, and advocate and implement a Check & Connect model to prevent or reduce the occurrence of high-risk behaviors for dropping out of school.
7. **RAM Organization.** The RAM Organization (RAMO) served students in kindergarten through eighth grade across four feeder schools across Durham, Wake, and Union counties. through in-school intensive academic supports (Tier 3) for specifically identified students; Tier II support for all students within identified struggling grade levels; and outside of school learning programs for all feeder school students. RAMO used the research-based model of co-teaching to implement these supports both within the school day classroom and outside of school learning programs to address the challenges of chronic absenteeism and low student proficiency in reading and math.

One subgrantee, Boys & Girls Club of Henderson County originally proposed implementing both ISS and EL components; however, they were granted permission

by NCDPI to implement only EL services in Year 1 due to the late award announcement.

8. **Boys & Girls Club of Henderson County.** The Boys & Girls Club of Henderson (BGCHC) County provided afterschool programming in Year 1 serving students in kindergarten through fifth grade across four schools. Afterschool programming included evidence-based services including Project Learn, Triple Play, and Power Hour. The BGCHC will begin ISS support surveys during the regular school day starting in Year 2 of the grant (i.e. the 2024-25 school year).

SUMMARY OF TYPES OF ACADEMIC AND BEHAVIORAL SUPPORT SERVICES PROVIDED ELISS PARTICIPANTS

As previously indicated, ISS programming can provide targeted Tier II services, intensive Tier III services, and/or more universal Tier I services. In addition, optional extended Learning (EL) support can provide afterschool programming and/or summer programming. 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	Integrated Student Support (ISS)		Extended Learning (EL)	
	Tier II and III Supports	Tier I Supports	Afterschool EL Program SY 2023-24	Proposed Summer Programming for 2024
Boys & Girls Club of Cabarrus County	✓	✓	✓	✓
Boys & Girls Club of Greater High Point	✓	✓	✓	✓
Boys & Girls of Henderson 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 Montgomery County	✓	✓	✓	✓
Communities In Schools of North Carolina	✓	✓		
Communities In Schools of Rowan	✓	✓		
Hill Learning Center	✓			✓
Operation Xcel	✓		✓	✓
Partners in Ministry	✓	✓	✓	✓
RAM Organization	✓		✓	✓
United Way of Pitt County	✓	✓		
YMCA of Western North Carolina	✓	✓		✓
Year 1 Total Number of Subgrantees	14	11	8	10

Source: ELISS implementation and outcome reports (SY 2023-24).

* Boys & Girls of Henderson County will provide ISS support during the school day in Year 2

In summary, as indicated in Table 4, during Year 1:

- 14 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).

- 11 subgrantees provided Tier I services (e.g., STEAM enrichment, guest speakers, family engagement nights, food distribution, social-emotional curriculum, providing school supplies, and technology support).
- 8 subgrantees used ELISS funds to support afterschool programming.
- 10 subgrantees indicated they planned to implement summer programming in 2024.

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 2023-24 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) during the 2023-24 school year (Year 1).

Table 5. Reported Number of Students Served

Type of Programing	Total # Students Reported Served (Year 1)
School Year	2023-24
EL	977 students
Tier II and III	3,728 students
Tier I	16, 681 students

Source: ELISS implementation and outcome reports (SY 2023-24).

As indicated in Table 5, in Year 1, subgrantees reported:

- **977 students** participated in EL afterschool programming during the school year.
- **3,728 students** received ISS Tier II and/or Tier III services during the school year
- **16,681 students** were provided ISS Tier I services during the school year.

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 criteria⁶.

For the 2023-24 School Year:

- All 15 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 78% of their ELISS-funded participants met this at-risk criterion.
- 13 of 15 subgrantees indicated that they focused on serving students at risk of dropping out; on average, they estimated that 44% of their ELISS-funded participants met this criterion.

⁶ 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

- 14 of 15 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.

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 2023-2024 (ISS)	14 subgrantees	<ul style="list-style-type: none"> • 50 % reported “not at all challenging” (7 subgrantees) • 44 % reported “somewhat challenging” (6 subgrantees) • 7 % reported “very challenging” (1 subgrantee)
School Year 2023-2024 (EL)	8 subgrantees	<ul style="list-style-type: none"> • 63 % reported “not at all challenging” (5 subgrantees) • 25 % reported “somewhat challenging” (2 subgrantees) • 12 % reported “very challenging” (1 subgrantee)

Source: ELISS implementation and outcome reports (SY 2023-24).

Subgrantees were then asked to describe the enrollment challenges they experienced. During Year 1, the major challenge was the late disbursement of funds due to the announcement of subgrantees in the spring of 2024. The following sample quotes provide a descriptive summary of the enrollment challenges various subgrantees faced during Year 1.

We consider enrollment in Afterschool Extended Learning in Year 1 to be ‘somewhat challenging’ given our delay in hiring our three Student Support Specialists at our target sites. This prevented us from serving the number of students originally identified in our grant proposal.

Enrolling ISS students in the ELISS grant program for the 2023-2024 school year proved challenging due to several factors. The timing of the notice of award and the coinciding end of the school year hindered timely staff hiring, along with the reliance on retroactive funding with specific criteria, resulted in only 22 ISS students from [redacted] Elementary School being counted as served. Additionally, the cessation of ESSER grant funding led to the elimination of some positions in our partner LEA, further creating challenges with staffing.

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.”⁷ 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.

⁷ 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.

Overall, during the 2023-24 school year, ELISS subgrantees reported serving seven Alternative Learning programs/schools and 73 low-performing schools.

- 7 of 15 subgrantees (47%) reported serving 1-3 low-performing school.
- 5 of 15 subgrantees (33%) reported serving 4-6 low-performing schools.
- 2 of 15 subgrantees (13%) reported serving 7-9 low-performing schools.
- 1 of 15 subgrantees (7%) 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),⁸ Targeted Support and Improvement (TSI),⁹ and/or Title I.¹⁰ The different school types are shown in Table 9.

Table 7. 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 15 (60%)	3 of 15 (20%)	0
1 School Served	4 of 15 (26%)	3 of 15 (20%)	0
2-3 Schools Served	1 of 15 (7%)	4 of 15 (26%)	3 of 15 (20%)
4-5 Schools Served	1 of 15 (7%)	4 of 15 (26%)	7 of 15 (47%)
6-8 Schools Served	0	1 of 15 (7%)	4 of 15 (26%)
9+ Schools Served	0	0	1 of 15 (7%)

Source: ELISS implementation and outcome reports (SY 2023-24).

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 provided include volunteers, mentoring, enrichment, snacks, nutrition programs, academic learning, employment coaching, books, and field trips.

Family Engagement

A requirement of the grant is to host at least two family engagement workshops, one on deepening understanding of the connection between consistent school-day attendance and future student success and another on age-appropriate strategies and resources for supporting students' positive academic behaviors and/or social emotional well-being. Eleven subgrantees (73%) have implemented at least one family engagement workshop. Four subgrantees (27%) indicated that they will be offering the required family engagement workshops later in the grant cycle. Eight subgrantees (53%) described successful recruitment and widespread participation as a challenge to their

⁸ 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)

⁹ 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)

¹⁰ 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>)

family engagement workshops and highlighted some efforts they have made to overcome the challenge including incorporating student performances to encourage parent attendance, offering drop-in events to better accommodate parent's differing schedules and multiple timeslots for events. The following quotes provide a descriptive summary of the challenges various subgrantees faced while implementing family engagement workshops in Year 1.

The limited notification window of the program provided logistical and scope challenges for the family engagement events. We had trouble, for instance, spreading the word about the events in advance of their implementation, and facilitation uncertainties reduced our ability to handle large turnouts of participants, limiting the number of families we could serve.

It was difficult to arrange a set time for the parents at our [redacted] Elementary site so we elected to host a floating parent engagement event where parents could come throughout the day at a time that worked with their schedule. Making these accommodations at this site improved participation.

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 15 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 complete and upload an Annual Subgrantee Implementation and Outcome Report in the CCIP system on or before June 30, 2024, for the 2023-24 school year. All 15 subgrantees met the evaluation requirement and submitted their report by the deadline.

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 15 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?” 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 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. As shown in Table 10:

- 6 of 15 subgrantees (40%) provided data regarding parent perceptions of the program’s impact on their child.
- 5 of 15 subgrantees (33%) provided data regarding student perceptions of the program’s impact.
- 3 of 15 subgrantees (20%) provided data regarding 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 8),

- 11 of 15 subgrantees (73%) provided data based on student’s reading assessments.
- 9 of 15 subgrantees (60%) provided data based on student’s math assessments.
- 11 of 15 subgrantees (67%) provided data based on student behavior outcome measures.
- 8 of 15 subgrantees (53%) provided data based on student socio-emotional outcome measures.

Table 8. Overview of Outcome Measures Reported in Annual Subgrantee Report

Subgrantee	A. Perceived Outcome Measures			B. Student Performance Outcome Measures			
	Student Data	Teacher Data	Parent Data	Reading	Math	Behavior	Socio-Emotional
Boys & Girls Club of Cabarrus County		✓		✓		✓	
Boys & Girls Club of Greater High Point							✓
Boys & Girls Clubs of Henderson 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 Montgomery County	✓					✓	✓
Communities In Schools of North Carolina						✓	
Communities In Schools of Rowan				✓	✓	✓	✓
Hill Learning Center		✓		✓			

Subgrantee	A. Perceived Outcome Measures			B. Student Performance Outcome Measures			
	Student Data	Teacher Data	Parent Data	Reading	Math	Behavior	Socio-Emotional
Operation Xcel	✓	✓	✓	✓	✓	✓	✓
Partners in Ministry	✓	✓	✓	✓	✓	✓	✓
RAM Organization				✓	✓	✓	
United Way of Pitt County				✓	✓		
YMCA of Western North Carolina				✓	✓	✓	
Total Number of Subgrantees	5	6	3	11	9	11	8

Source: ELISS implementation and outcome reports (SY 2023-24).

*Data collected but findings not available at the time of reporting.

III. SUMMARY OF ELISS PROGRAM MODEL IMPACT

SUMMARY OF PROGRAM MODELS

The purpose of the ELISS Competitive Grant Program is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes. As a result of ELISS funding during the 2023-24 school year, 15 awarded subgrantees:

- served a total of 18 counties across North Carolina;
- collaborated with seven Alternative Learning Programs (ALPS) and 61 low-performing schools to ensure high quality opportunities and supports for at-risk students;
- provided afterschool academic programming for 977 students;
- provided targeted (Tier II) and intensive (Tier III) services for 3,728 students; and
- provided broad-based services (Tier I) to over 16,500 students.

APPENDIX

ELISS APPLICATION REVIEW RUBRIC

Needs Assessment

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

The applicant clearly describes the use of data (both quantitative <u>and</u> qualitative) to demonstrate the needs of the: a) targeted at-risk students proposed to be served and their underlying risk factors; and b) targeted low-performing schools.		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	Use of data to demonstrate identification and needs of targeted group(s) of <u>at-risk students</u> ¹ and risk factors	<input type="checkbox"/> Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the needs of (1) targeted at-risk students and (2) their risk factors.	<input type="checkbox"/> Somewhat clear summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the needs of (1) targeted at-risk students and (2) their risk factors.	<input type="checkbox"/> Incomplete summary of data that does not sufficiently demonstrate the needs of the targeted at-risk students and/or their risk factors.
	Use of data to demonstrate the identification and needs of <u>low-performing school(s)</u> ²	<input type="checkbox"/> Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the identification and needs of low-performing school(s) to be served.	<input type="checkbox"/> Somewhat clear summary of relevant data (including both qualitative and quantitative) that demonstrates identification and the needs of low-performing school(s) to be served.	<input type="checkbox"/> Incomplete summary of data that does not sufficiently demonstrate the needs of low-performing school(s) to be served.

¹ 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, 2) students at-risk of dropout, 3) students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.

² 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).

Program Design

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

The applicant clearly describes: a) the overall program implementation design/model (ISS [and EL if applicable]) with specific alignment to the unmet needs of targeted at-risk students <u>and</u> low-performing schools; b) the evidence-based rationale of proposed (ISS [and EL if applicable]) interventions/activities/services; c) how the proposed (ISS [and EL if applicable]) interventions/activities/services complement students' regular academic program; d) two required family engagement workshops (including timelines) addressing (1) the importance of consistent school attendance and (2) age-appropriate strategies and resources for supporting students' positive academic behaviors and/ or social-emotional well-being; and e) the specific evidence-based Tier II and/or Tier III interventions/ activities/services students will participate in or receive (including dosage).			
Dimensions	Leading (25-18 points)	Developing (17-9 points)	Lacking (8-1 points)
a. Program implementation of design/model and alignment to the unmet needs of targeted at-risk students and low-performing schools	<input type="checkbox"/> Very clear summary of the overall program implementation design/model (ISS [and EL if applicable]), with specific alignment to the unmet needs of targeted at-risk students and low-performing schools.	<input type="checkbox"/> Somewhat clear summary of the overall program implementation design/model (ISS [and EL if applicable]), with only general alignment to the unmet needs of targeted at-risk students and low-performing schools.	<input type="checkbox"/> Vague, incomplete, or confusing summary of the program implementation design/model (ISS [and EL if applicable]) with little or no alignment to the unmet needs of targeted at-risk students or low-performing schools.
b. Evidence-based rationale of proposed interventions/activities/services	<input type="checkbox"/> Clear rationale (using evidence from research, best practices, prior promising experience) for how implementation of proposed (ISS [and EL if applicable]) interventions/activities/services will reduce risk factors and improve student outcomes.	<input type="checkbox"/> Somewhat clear rationale (using evidence from research, best practices, prior promising experience) for how proposed (ISS [and EL if applicable]) interventions/activities/services will reduce risk factors and improve student outcomes.	<input type="checkbox"/> Vague or incomplete rationale for how proposed (ISS [and EL if applicable]) interventions/ activities/services will reduce risk factors and improve student outcomes.
c. Proposed interventions/activities/services complement students' regular academic program	<input type="checkbox"/> Clear description of how the proposed (ISS [and EL if applicable]) interventions/ activities/services complement students' regular academic program.	<input type="checkbox"/> Somewhat clear description of how the proposed (ISS [and EL if applicable]) interventions/activities/services complement students' regular academic program.	<input type="checkbox"/> Incomplete or confusing description of how the proposed (ISS [and EL if applicable]) interventions/activities/services complement students' regular academic program.
d. Family Engagement workshops for families of participating students	<input type="checkbox"/> Clear description and timeline of workshops for families of participating students that focus on 1) deepening families' understanding of the importance of consistent school attendance, and 2) training on age-appropriate strategies and resources for supporting students' positive academic behaviors and/ or social-emotional well-being.	<input type="checkbox"/> General description and timeline of workshops for families of participating students that focus on 1) deepening families' understanding of the importance of consistent school attendance, and 2) training on age-appropriate strategies and resources for supporting students' positive academic behaviors and/ or student social-emotional well-being.	<input type="checkbox"/> Vague or incomplete description and/or timeline of workshops for families of students that focus on 1) deepening families' understanding of importance of consistent school attendance, and 2) training on age-appropriate strategies and resources for supporting students' positive academic behaviors and/ or social-emotional well-being.
e. Evidence-based Tier II and/or Tier III interventions/ activities/services proposed	<input type="checkbox"/> Clear description of specific proposed evidence-based Tier II and/or Tier III interventions/activities/services students will participate in or receive (including dosage).	<input type="checkbox"/> Somewhat clear description of specific proposed evidence-based Tier II and/or Tier III interventions/activities/services students will participate in or receive (including dosage).	<input type="checkbox"/> Vague, incomplete, or confusing description of proposed evidence-based Tier II and/or Tier III interventions/activities/services students will participate in or receive.

Program Schedule

(Rate this section from 1-5 using the scoring guide below. 5 is the highest possible score.)

The applicant provides detailed sample(s) of schedule(s) for Year 1 and Year 2 that include: a) program implementation of design/model (ISS [and EL if applicable]). ISS Tier II and III and EL (if applicable) interventions/activities/services should be clearly identified. Tier II and III dosages should be clearly indicated. If multiple sites and/or multiple grade spans are planned with various activities, a sample schedule should be provided for each site and/or grade span.			
Dimensions	Leading (5 points)	Developing (4-2 points)	Lacking (1 point)
Sample weekly schedule(s)	<input type="checkbox"/> Detailed sample schedule(s) of weekly program implementation design/model (ISS [and EL if applicable]) including Tier II and Tier III dosages. (If multiple sites and/or grade spans with varied activities are planned, a schedule must be provided for each).	<input type="checkbox"/> Somewhat clear sample schedule(s) of weekly program implementation design/model (ISS [and EL if applicable]) including Tier II and Tier III dosages. (If multiple sites and/or grade spans with varied activities are planned, a schedule must be provided for each).	<input type="checkbox"/> Confusing or incomplete sample schedule(s) that lacks enough detail to distinguish distinction between ISS Tier II and III and/or EL interventions/activities/ services, or is missing logistics (i.e., missing time slots, days, site schedules).

Organizational Capacity

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

The applicant clearly describes: a) the prior success or capacity to implement the proposed interventions/activities/services and positive outcome(s) for at-risk students; b) a staffing plan to operate the program with highly qualified, well-trained professionals at sufficient levels (e.g., key personnel, training, recruitment and retention), and expected staff-to-student ration; c) how project staff will interact with school staff in collaborative planning to address students' needs or monitor students' progress; and d) the availability of key resources for program implementation (e.g., space or time in the school day for Integrated Student Support meetings with students, extended learning time facilities, technology in place for student use).			
Dimensions	Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
a. Prior success or capacity to implement the proposed	<input type="checkbox"/> Clear description of prior success or capacity to implement the proposed interventions/services	<input type="checkbox"/> Somewhat clear description of prior success or capacity to implement the proposed intervention/services/activities,	<input type="checkbox"/> Little to no evidence is presented of any prior success or capacity to implement the proposed

interventions/services/activities	/activities, including positive outcome(s) for at-risk students.	including positive outcome(s) for at-risk students.	interventions/services/activities.
b. Staffing plan to operate the program with highly qualified, well-trained professionals	<input type="checkbox"/> Well-specified staffing plan that includes: description of the roles of key personnel and expected qualifications; planned staff recruitment, training, and retention strategies; and expected staff-to-student ratios.	<input type="checkbox"/> Staffing plan that includes somewhat clear description of key personnel; staff recruitment, training, and retention strategies; and expected staff-to-student ratio.	<input type="checkbox"/> Limited or incomplete staffing plan (e.g., missing information on key personnel, recruitment, training, and retention strategies, staff-to-student ratio).
c. Collaborative approach to project staff interaction with school staff	<input type="checkbox"/> Clear, realistic, and thoughtful approach to project and school staff collaboration around students' needs and progress monitoring.	<input type="checkbox"/> Somewhat clear approach to project and school staff collaboration around students' needs and progress monitoring.	<input type="checkbox"/> Vague or confusing approach to project and school staff collaboration around students' needs and/or progress monitoring.
d. Availability of key resources for program implementation	<input type="checkbox"/> Detailed description of how key resources have been secured to implement the program (e.g., space or time in the school day for meetings with students, extended learning time facilities, technology available) that provide confidence that a fast start up is feasible.	<input type="checkbox"/> General description of key resources secured to implement the proposed program (e.g., space or time in the school day for meetings with students, extended learning time facilities, technology available), but leaves some doubt about their ability to get off the ground quickly.	<input type="checkbox"/> Incomplete or confusing description of key resources secured to implement the proposed program.

Evaluation Plan and Use of Data

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

The applicant includes: a) a clear set of student performance measures—aligned to the program goals—that will be used to monitor student outcomes; b) a data collection plan describing the types of data that will be collected/analyzed to monitor students' progress on the performance measures at the end of each year; and c) a description of how data will be used to inform program improvement and to communicate changes in at-risk student outcomes with stakeholders.			
Dimensions	Leading (15-11)	Developing (10-6)	Lacking (5-1)
a. Student performance measures—aligned with program goals—that will be used to monitor student outcomes	<input type="checkbox"/> Clear and specific articulation of student performance measures—aligned with program goals—that will be used to monitor student outcomes.	<input type="checkbox"/> Somewhat clear articulation of student performance measures—aligned with program goals—that will be used to monitor student outcomes.	<input type="checkbox"/> Incomplete, confusing, or unrealistic description of student performance measures.

<p>b. Data collection plan describing the types of data that will be collected/analyzed to monitor students' progress on key performance measures</p>	<p><input type="checkbox"/> Clear and specific description of the types of data to be collected/analyzed to report on students' progress on the identified performance measures at the end of each year and convincing assurance that the organization will have access to the data described.</p>	<p><input type="checkbox"/> General description of the types of data to be collected/analyzed to report on students' progress on the identified performance measures at the end of each year and assurance that the organization will have access to the data described.</p>	<p><input type="checkbox"/> Incomplete or confusing description of how student data will be collected/analyzed to report on students' progress on the identified performance measures at the end of each year.</p>
<p>c. How data will be used to improve the program and to communicate changes in at-risk student outcomes with stakeholders</p>	<p><input type="checkbox"/> Clear and convincing description of how data will be used to improve the program (including discussion of data with school partners) and to communicate changes in at-risk student outcomes with stakeholders.</p>	<p><input type="checkbox"/> Somewhat clear or general description of how data will be used to improve the program and to communicate changes in at-risk student outcomes with stakeholders.</p>	<p><input type="checkbox"/> Incomplete or missing description of how data will be used to improve the program and/or to communicate with stakeholders.</p>

Budget Narrative and Alignment

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

<p>The applicant provides a clear and detailed budget narrative that demonstrates: a) costs are reasonable, necessary, and aligned with the proposed programming; and b) how \$1 in nongrant funds will be obtained to match every \$3 of requested grant funds.</p>			
<p>Dimensions</p>	<p>Leading (10-8 points)</p>	<p>Developing (7-4 points)</p>	<p>Lacking (3-1 points)</p>
<p>a. Reasonable and necessary costs aligned with proposed programming and administrative functions</p>	<p><input type="checkbox"/> Detailed budget narrative that clearly aligns costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation), and demonstrates that costs are reasonable and necessary for implementing the grant.</p>	<p><input type="checkbox"/> Budget narrative that provides somewhat clear alignment of costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation), and demonstrates that costs are reasonable and necessary for implementing the grant.</p>	<p><input type="checkbox"/> Budget narrative with incomplete cost information or conflicting alignment with the programming purpose or needs.</p>
<p>b. Nongrant funds matched with requested grant funds</p>	<p><input type="checkbox"/> Detailed narrative that describes how the applicant will meet the required funding match of \$1 in nongrant funds per \$3 requested in grant funds,</p>	<p><input type="checkbox"/> General narrative that describes how the applicant will meet the required funding match of \$1 in nongrant funds per \$3 requested in grant funds,</p>	<p><input type="checkbox"/> Budget narrative is incomplete or confusing in explaining how required funding match of \$1 in nongrant funds per \$3 requested grant funds will be met.</p>

	including monetary funds and in-kind contributions by contributing source.	including monetary funds and in-kind contributions by contributing source.	
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Overall Proposal Alignment (ALL)

(Rate this section from 1-5 using the scoring guide below. 5 is the highest possible score.)

Applicant provides a proposal that, as a whole, is: a) aligned across all sections of the proposal and makes a compelling case for the need for the program, and its likelihood for positive measurable student success.			
Dimensions	Leading (5 points)	Developing (4-2 points)	Lacking (1 points)
Proposal alignment across all sections that makes a compelling case for program need and the likelihood of positive measurable student outcomes	<input type="checkbox"/> Well-written proposal that is clearly aligned across all sections of the application and that makes a compelling case for the need and rationale for the program and the likelihood of positive measurable student outcomes.	<input type="checkbox"/> Somewhat clear proposal that is aligned across most sections of the application and that makes a somewhat sound case for the need and rationale for the program and the likelihood of measurable student success.	<input type="checkbox"/> Confusing proposal that is limited in alignment and fragmented across several sections and/or does not make a convincing case regarding the need for the program and/or likelihood of measurable student success.