

# **Request for Proposals:**

## **2023-2025 Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program**

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The Office of Federal Programs, NCDPI

Due Date: 12:00pm NOON EST, January 17, 2024

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## Program Overview

### Purpose

The North Carolina Department of Public Instruction (NCDPI) anticipates with the certification of the 2023-2025 biennial budget, the General Assembly of North Carolina will appropriate 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 for the 2023-2025 period. The purpose of the Extended Learning and Integrated Student Supports Competitive Grant Program (ELISS) is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes by focusing on the following:

- Use of an evidence-based model with a proven track record of success.
- Inclusion of rigorous, quantitative performance measures to confirm effectiveness of the program.
- 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.
- Alignment with State performance measures, student academic goals, and the North Carolina Standard Course of Study.
- Prioritization in programs to integrate clear academic content, in particular, science, technology, engineering, and mathematics (STEM) learning opportunities or reading development and proficiency instruction.
- Minimization of student class size when providing instruction or instructional supports and interventions.
- 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.
- Utilization of digital content to expand learning time, when appropriate.

### Eligible Organizations

Nonprofit corporations, and nonprofit corporations working in collaboration with local education agencies (LEAs) are eligible to apply for the 2023-2025 ELISS Competitive Grant Program to implement new or existing eligible programs for at-risk students.

This **does** restrict stand-alone applications from LEAs, charter schools, lab schools, or other governmental or educational agencies.

Any person or organization that is debarred from receiving federal funds is not eligible to apply for a 2023-2025 ELISS Competitive Grant Program.

#### Prior History – Prior ELISS Award Recipients

Prior ELISS award recipients are eligible to apply for the 2023-2025 ELISS Competitive Grant Program if they meet eligibility requirements and are deemed in Good Standing ([see below](#)). Additionally, prior ELISS program performance will be taken into consideration during the competition. Prior ELISS award recipients will be required to describe previous experience and successes implementing an ELISS grant, including successful completion of grant goals and objectives as well as lessons learned based on their most recently awarded ELISS grant. This success description must also include the actual number of students served compared to the number of students proposed to be served in the State Board of Education (SBE) approved application or the most recent NCDPI-approved programmatic amendment.

#### Good Standing

Organizations previously and/or currently receiving competitive grants administered through the NCDPI Office of Federal Programs must be in Good Standing with NCDPI in order to receive a 2023-2025 ELISS grant award.

To be in Good Standing, all applicants must:

- have resolved all program and/or fiscal monitoring review findings or questioned costs through July 2023;
- have resolved fiscal findings by the Office of the State Auditor (OSA) from the previous five (5) fiscal years at the time the application is due;

and, if applicable, organizations previously and/or currently receiving ELISS funding must:

- have submitted for the last performance period funded a completed ELISS final evaluation report on time; and
- consistently met at least 70% of their most recent SBE-approved ELISS program enrollment goal during Year 2 (2021-2023 ELISS Cohort only).

Additionally, any subgrantees that have received NCDPI Competitive Grants from the Office of Federal Programs that have been terminated by NCDPI are considered Not in Good Standing and are not eligible to reapply for two (2) consecutive ELISS grant competitions from the effective date of termination.

Good Standing is applied at the subgrantee level. If the applicant organization is deemed Not in Good Standing by the NCDPI Office of Federal Programs at any point during the Level II or Level III reviews, the application may be identified as “Not Recommended” for funding to the State Board of Education.

## Basic Grant Parameters

### Enrollment

Proposed 2023-2025 ELISS programs must focus on serving students in one or more of the following at-risk categories:

- 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; and/or
- 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.

### Program Design

#### Required Integrated Student Support (ISS) School-Day Program Services

During the academic year, all applicants must propose to 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<sup>1</sup>:

- **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.

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<sup>1</sup> NC MTSS Implementation Guide 2.0 (2022) NC MTSS Glossary.  
<https://drive.google.com/file/d/1LFUZQ8FITfXL2kfjgIFvWCs4ewfHBLz/view>

## Optional Program Services

### Core Support (Tier I)

In addition to supplemental and intensive services, applicants can also choose to implement core support (often called Tier I) services. NCDPI defines core support (Tier I) services as providing academic, social, emotional, and behavioral curriculum, instruction, and supports aligned to grade-level standards and student needs. When providing core services, educators use instructional strategies and practices shown to be effective for most of the student population and educational context.

### Extended Learning (EL)

Applicants may also propose to operate an extended learning (EL) program in addition to required school-day ISS programming. Allowable EL programs include afterschool and summer learning programs. **For the 2023-2025 grant cycle, applicants cannot propose to use ELISS funds to only run extended learning programs.** All proposed EL program components must meet the following requirements:

#### Afterschool Programs

- Proposed ELISS afterschool programs must operate during the academic year after regular school day hours have ended. ELISS afterschool programs must offer core (Tier I), and/or supplemental (Tier II), and/or intensive (Tier III) services that supplement and enhance participating students' school day supports.

#### Summer Learning Programs

- Proposed ELISS summer learning programs can begin operation after the last day of academic year for students at proposed feeder school(s) and must end no later than the day before the start of the proposed feeder school(s) upcoming academic year. ELISS summer learning programs must offer core (Tier I), and/or supplemental (Tier II), and/or intensive (Tier III) services that supplement and enhance participating students' school year supports.

## Program Services

### ELISS Program Implementation Timeline

Spring 2024	June 30, 2024	July 1, 2024	Day Prior to Start of 2024-2025 Academic Year	Start of 2024-2025 Academic Year	Last Day of 2024-2025 Academic Year	First Day of Summer 2025 until June 30, 2025
Year 1 ELISS Program (minimum 5-weeks)		ELISS Summer Year 2		ELISS Year 2 Academic Year Program		ELISS Summer Year 2

### Minimum Dosage Requirements

All proposed required and optional ELISS program services must meet the following minimum dosage requirements:

#### ELISS Year 1 (July 1, 2023 – June 30, 2024)

- By June 30, 2024, supplemental (Tier II) and/or intensive (Tier III) services must be offered to targeted students for **at least 30 minutes per week per student for at least 5 weeks**.
  - During Year 1, supplemental (Tier II) and/or intensive (Tier III) ELISS services do not need to be implemented consecutively for 5 weeks.
  - Applicants can propose to provide ELISS Year 1 services during one or more of the following times:
    - During the school day for the remainder of the 2023-24 academic year; and/or During afterschool hours for the remainder of the 2023-24 academic year; and/or
    - During the summer (i.e., once the 2023-24 academic year has ended and prior to June 30, 2024).

#### ELISS Year 2 (July 1, 2024 - June 30, 2025)

- **2024-2025 Academic Year:**
  - Required Integrated Student Support School-Day Services:
    - Supplemental (Tier II) and/or intensive (Tier III) supports must be offered to targeted students for **at least 30 minutes per week per student for at least 30 weeks during school-day hours throughout the academic year<sup>2</sup>**.

<sup>2</sup> Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guides. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.



- Optional Afterschool Program (EL):
  - Proposed Year 2 ELISS optional afterschool programs must operate:
    - during the academic year after regular school-day hours have ended; and/or on student non-attendance days.
    - for at least 300 hours per academic year.
- **Summer (Year 2):**
  - Optional Summer Learning Program:
    - Proposed Year 2 ELISS optional summer learning programs can begin no earlier than July 1, 2024, and must end no later than the day before the start of the proposed feeder school(s) upcoming academic year.
    - Applicants can also propose to run additional optional summer programming starting after the end of the 2024-25 academic year through June 30, 2025.

All applicants must demonstrate how their proposed required and optional program implementation model(s) align with evidence-based best practices for integrated student support services (see [Appendix A](#) for resources). To best align with the authorized ELISS legislation, applicants must also address how their proposed ELISS program components will focus on social-emotional supports and academic skill-building in order to reduce unexcused absences and chronic absenteeism in the upcoming academic year.

## Family Engagement Requirements

In addition to providing services to students during the school day, all proposed ELISS programs must include a family engagement component, as family engagement is a key factor for effectively reducing chronic absences among students.<sup>3</sup> For the purposes of the 2023-2025 ELISS Competitive Grant Program, all applicants must propose to host at least two (2) educational workshops for families of participating students over the course of the grant cycle. One workshop must focus on deepening participating families' understanding of the connection between consistent school-day attendance and future student success. The other workshop(s) must focus on offering families training on age-appropriate strategies and resources for supporting students' positive academic behaviors and/or social-emotional well-being. The implementation of all family educational workshops must be concurrent with the proposed ELISS program's implementation timeline.

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Weingarten, Z., Bailey, T. R., & Peterson A. (2019). Strategies for scheduling: How to find time to intensify and individualize intervention. Washington, DC: National Center on Intensive Intervention, Office of Special Education Programs, U.S. Department of Education.

<sup>3</sup> Attendance Works (2015). Bringing attendance home: Engaging parents in preventing chronic absence. *Attendance Works Parent Tool Kit*, [https://www.attendanceworks.org/wp-content/uploads/2017/09/062215\\_AW\\_ParentToolkit-1.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/09/062215_AW_ParentToolkit-1.pdf)

## Priority for Awards Absolute Priority

### State Low-Performing Schools

Priority consideration shall be given to applications demonstrating models that focus services and programs in schools that are identified as State low-performing<sup>4</sup> (that is, at a minimum, 51% of schools served must be low-performing). [Refer to the State low-performing schools 2022-23 list.](#)

## Competitive Priorities

### Title I, Part A Matching Funds (1 point)

NCDPI is also directed to give priority to an applicant that is working in partnership with a LEA resulting in a match utilizing federal funds under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, and other federal funds to supplement the ELISS program.

NOTE: A copy of a Partnership Agreement with the LEAs that includes the amount of the match and requisite signatures (district and school) must be uploaded in "Optional Documents" of CCIP.

### Serving Students from Alternative Learning Programs and/or Schools (1 point)

One (1) priority point shall be given to applicants proposing to serve students from at least one (1) Alternative Learning Program and/or Schools (ALPS). The ALPS program or school must be identified on the applicant's Proposed Feeder School required document. Refer to the [NCDPI ALPS Directory](#) to identify schools and/or programs in your service region. An applicant that does not have an ALPS program or school within reasonable geographic proximity may still receive this competitive priority point. However, these applicants are required to document the lack of ALPS programs or schools with which to collaborate. For instructions on how to determine reasonable geographic proximity for your area, please refer to [Appendix B](#).

### Extended Learning Year 2 Program Component (up to 2 points)

Priority points shall be given to applicants proposing to run an afterschool and/or summer learning program in addition to the required integrated student supports program during Year 2 of the ELISS Competitive Grant Program. Refer to the [ELISS Program Implementation Timeline](#) to review the grant's Year 2 implementation dates.

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<sup>4</sup> § G.S. 115C-105.37 Low-performing schools are those that earn an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.

To receive priority points, applicants proposed Year 2 extended learning program(s) must meet at least the following minimum criteria:

*Afterschool Programs (1 point)*

Proposed Year 2 afterschool programs must operate during the 2024-2025 academic year after regular school day hours have ended. Proposed afterschool programs must operate for at least 300 hours during the 2024-2025 academic year<sup>5</sup>.

*Summer Learning Programs (1 point)*

Proposed Year 2 ELISS summer learning programs can begin no earlier than July 1, 2024, and must end no later than the day before the start of the proposed feeder school(s) upcoming academic year. Applicants can also propose to run additional summer programming starting after the end of the 2024-25 academic year through June 30, 2025.

**There will not be priority consideration based on the region served by the ELISS program as two (2) ELISS grants will be awarded per each State Board of Education (SBE) region of the state pending submission of quality applications by at least two eligible organizations in the SBE Region and following Level I and Level II reviews. After regional awardees are identified, additional organizations may be recommended for the award based on total application score and ranking, without regional consideration.**

## Quality Review Scores and Technical Deductions

The NC State Board of Education Policy CNTR-001: Competitive/Discretionary Grant Proposal Review Process requires that grant proposals be included in one of five quality band categories: Excellent, Strong, Average, Weak, Unacceptable. Applications must fall into one of the following quality bands: Excellent (76-90), Strong (61-75), or Average (47-60) to be considered for funding. Applications that fall into quality band Weak (36-46) or Unacceptable (35 or below) will not be considered for funding regardless of the SBE Region.

In addition to a quality review score, all applications will receive a technical review to ensure all required and related documents are complete, including all official signatures on all required documents. Any required document(s) not completed or submitted in its entirety and/or is missing handwritten or official electronic signatures will be considered incomplete in its submission and will receive a point deduction for each incomplete required document

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<sup>5</sup> McCombs, J.S., Whitaker, A.A., & Youngmin Yoo, P. (2017). The value of out-of-school time programs. Santa Monica, CA: RAND Corporation, <https://www.rand.org/pubs/perspectives/PE267.html>.

submitted. Any technical review point deductions will be applied to the final score of the application, reducing the final score.

## Funding Availability

Grant participants are eligible to receive grants for up to two years in an amount of up to five hundred thousand dollars (\$500,000) each year. No organization will receive an award totaling more than \$500,000 annually.

For the purpose of the 2023-2025 ELISS Grant Program, applicants may request funds ranging from \$50,000, not to exceed \$500,000 based on:

- 1) needs identified in the community and schools
- 2) scope of the program
- 3) proposed number of students served; and
- 4) program design.

To determine the level of funding eligibility, NCDPI utilized the [Student Success Planning Cost Estimate Tool from the Harvard Graduate School of Education](#) to develop the funding ranges below. The funding ranges are based on the number of students served, the duration of the program, and potential staffing costs:

**Funding Level I:** Proposing to serve 25-49 students: \$50,000 - \$200,000

**Funding Level II:** Proposing to serve 50-75 students: up to \$250,000

**Funding Level III:** Proposing to serve 76-150 students: up to \$350,000

**Funding Level IV:** Proposing to serve 151+ students: up to \$500,000

**These funding levels encompass the required Tier II/III supports as well as the optional core (Tier I) and EL supports.**

## Budget and Match Requirements

The proposed budget must align with program activities, must be reasonable and necessary, and must provide a breakdown of costs by category.

The ELISS Budget Worksheet will have tabs for Year 1 and Year 2. Applicants must use the worksheet to reflect requested Year 1 and Year 2 funds by category, matching funds by source and category, and a cost per student calculation for the program. Proposed budgets must reflect that a majority (51% or more) of the potential Year 2 funding requested will be spent on supporting and implementing supplemental (Tier II) and/or intensive (Tier III) school-day programming. The ELISS Budget Worksheet must be completed and uploaded to CCIP under "Required Documents".

Applicants must provide certification to NCDPI that the grants received under the 2023-2025 ELISS 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 must not include other State funds. Matching funds may include in-kind contributions for up to fifty percent (50%) of the required match. Federal funds used to supplement the ELISS program may also be counted toward the match requirements. As stated previously, NCDPI shall give priority consideration to an applicant that is a nonprofit corporation 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 by the Every Student Succeeds Act, and other federal or local funds.

An applicant awarded ELISS funds for the 2023-2024 funding period that fails to demonstrate compliance with the funding match (one dollar of non-grant funds for every three dollars of grant funds) as required, may be subject to funds being withheld for the 2024-2025 renewal year.

### Performance Measures and Other Reporting

2023-2025 ELISS Grant recipients shall report to NCDPI 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. Grant recipients shall also submit a final report on key performance data, including statewide test results, attendance rates, graduation rates, and promotion rates, and on the financial sustainability of the program. Thus, grant recipients should budget for and describe either internal or external evaluator expertise in the data collection, analysis, and reporting as needed at the end of the grant period.

In addition, NCDPI will identify other reporting requirements as needed to determine eligibility for continuation of funding for the 2024-2025 school year (if available). Accordingly, organizations submitting applications should have the capacity to provide fiscal, programmatic, and student performance measure reporting as requested by NCDPI.

### Awarded ELISS Grant Recipient On-Boarding Requirements

All 2023-2025 ELISS Competitive Grant Program awarded organizations must have their designated ELISS Program Director and Chief Fiscal Agent attend an all-day, in-person on-boarding training on Thursday, March 14, 2024 (location to be determined). Awarded ELISS organizations who do not attend the in-person on-boarding training will forfeit their total ELISS grant award. All applicants are encouraged to hold the on-boarding training date on their calendars and tentatively prepare their ELISS Program Director and Chief Fiscal Agent to attend the in-person training.

## How to Apply

**For the 2023-2024 Extended Learning and Integrated Student Supports Competitive Grant Program (ELISS), applications must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP). Only applications submitted through CCIP will be reviewed and evaluated. Applications must be submitted through CCIP by 12:00 Noon EST on January 17, 2024. Applications received after 12:00 Noon EST on January 17, 2024, will not be accepted.**

Technical assistance is provided to potential applicants to describe general requirements of the ELISS program and required components of the application for funding. NCDPI will conduct webinars on December 13 and December 14, 2023. The links for the webinars are:

[Day 1 Webinar](#)

[Day 2 Webinar](#)

- **Prepare to use the Comprehensive Continuous Improvement Plan (CCIP).**

The Comprehensive Continuous Improvement Plan (CCIP) is a unified grants application and verification system that consists of the Funding Application. A valid NCID is required to access CCIP. If you do not have one, please [CLICK HERE](#) and register as a “Business” entity (required for nonprofit corporations). To be made “known” to the system, submit your NCID username (NOT password) to Anita Harris at [anita.harris@dpi.nc.gov](mailto:anita.harris@dpi.nc.gov).

For organizations that have NOT been trained on the system, training will be offered December 12, 2023.\* The link for the training session [CCIP New Users](#). Training is offered ONLY for organizations that have not been trained previously.

# Budget

## Proposed Budget

ELISS PRC 052

Go To 

<a href="#">Download Budget Data</a>						
	Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Total
Purpose Code						
5000 - Instructional Services		0.00	0.00	0.00	0.00	0.00
6000 - System-Wide Support Services		0.00	0.00	0.00	0.00	0.00
7000 - Ancillary Services		0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges		0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	0.00	0.00	0.00
					Adjusted Allocation	0.00
					Remaining	0.00

Above is a sample view of the Proposed Budget tab and Matching Funds tab. Applicants will need to self-insert these budget figures totaling your exact requested grant award amount in the Proposed Budget Tab and Matching Funds Tab in CCIP. Applicants can use the Total Cost Worksheet (located within the Related Documents Section) with approved budget line-item codes to determine your overall amounts for each section listed here. On the left-hand side are the Purpose Code Categories for the 5000's (Instructional Services or activities dealing directly with students) the 6000's (System Wide Supports to support the program regardless of where they are located) such as administrative, technical, personal or logistical support, and then the 8000's (non-programmed charges).

Across the top are additional columns of "Object Codes" which include the 100's for Salaries, the 200's for Benefits, the 300's for purchased contracted services and the 400's for supplies and materials. Also please note here that if applicants have any dollars allocated in the 300's section and on the Total Cost Worksheet, they should upload any executed and signed contracts into the Optional Documents Section on the Related Documents page.

For additional Budget support including the NCDPI Chart of Accounts, please click this [link](#).

Once the new grant proposals have been approved for funding and designated grantee staff have been provided technical assistance by the NCDPI, the awardees will be required to submit a detailed proposed budget under the appropriate Purpose Codes and Object Codes folders. Prior to the actual release of funds, the NCDPI must review and approve the detailed budget.

## 2023-2024 Proposed Tentative Timeline\*

Date	Event
<b>December 8, 2023</b>	<u>Request for Proposals Announcement</u> – Sent via mailing lists.
<b>December 12, 2023</b>	<u>CCIP New user Training Webinar</u> - Training offered <b>ONLY</b> for organizations that have not been trained previously. The link for the training is <a href="#">New CCIP User Training 10am-Noon</a>
<b>December 13-14, 2023</b>	<u>Technical Assistance Webinars</u> – Webinars conducted for all potential applicants. <a href="#">December 13, 2023 RFP TA Day 1 Link 10am-noon</a> <a href="#">December 14, 2023 RFP TA Day 2 Link 10am-Noon</a> <u>RFP Opens</u> on December 18, 2023, at 8:00 am Eastern Standard Time (EST)
<b>January 17, 2024</b>	<u>Application Due</u> – Application must be submitted through CCIP, and time stamped by 12:00 Noon, Eastern Standard Time (EST).
<b>January 18, 2024 – February 16, 2024</b>	<u>Application Reviews</u> – Three-level review process.
<b>March 6-7, 2024</b>	<u>State Board of Education Meeting</u> – Recommendations for SBE review and approval as Action on First Reading.
<b>March 8, 2024</b>	<u>Notifications to Approved/Not Approved Applicants</u> – Applicants notified of approval or non-approval and provided with comments for improvement.

\*NOTE: The proposed timeline is tentative and subject to change based on the number of applications received and any actions taken by the SBE.



## Funding Application

For the purposes of the 2023-2025 Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program, the Funding Application Grant Details are to be entered into the Grant Details section of CCIP. Grant applications submitted outside of CCIP will not be considered for review. Applications must be submitted through CCIP by 12:00 Noon EST on January 17, 2024. Applications received after 12:00 Noon EST on January 17, 2024, will not be accepted.

### Grant Details

**NOTE: An entry of 'N/A' in a narrative box will yield a score of zero (0) points for that item.**

**Total Amount Requested for Year 1 (2023-2024):** Total amount requested may not exceed \$500,000.

**Matching Funds for Year 1 (2023-2024):**

**Proposed Number of Students to be Served Year 1 (2023-2024):**

**Total Amount Requested for Year 2 (2024-2025):** Total amount requested may not exceed \$500,000.

**Matching Funds for Year 2 (2024-2025):**

**Proposed Number of Students to be Served Year 2 (2024-2025):**

**1. Organization Type:** Indicate the organization type that is submitting the application. Check one box only.

- ☐ Non-profit Corporation
- ☐ Non-profit Corporations working in collaboration with LEA (must submit Partnership Agreement in the "Related Documents" section signed by the local superintendent)

**Nonprofit corporation Working in Collaboration with Local Education Agency (LEA):** Enter the name and code of the LEA that will serve as the collaboration partner.

*NOTE: The text box below is limited to 1,500 characters including spaces.*



**2. Program Type:** Indicate the type of program services proposed for Year 1 (2023-2024) and Year 2 (2024-2025) of the ELISS grant.

**Year 1 (2023-2024) Program Services**

Required supplemental (Tier II) and/or intensive (Tier III) ELISS services are proposed to be implemented (select all that apply):

- ☐ During the school day for the remainder of the Year 1 (2023-2024) academic year **for at least 30 minutes per week per student for at least 5 weeks**; and/or
- ☐ During afterschool hours for the remainder of the Year 1 (2023-2024) academic year; and/or
- ☐ During the summer (i.e., once the 2023-2024 academic year has ended and prior to June 30, 2024).

**Year 2 (2024-2025) Program Services**

**Required Services:** Select the type(s) of required school-day services you are proposing to provide during the Year 2 (2024-2025 school year) **for at least 30 minutes per week per student for at least 30 weeks during school-day hours throughout the academic year** select all that apply):

- ☐ Supplemental (Tier II); and/or
- ☐ Intensive (Tier III)

**Optional Services:** In addition to required supplemental and intensive services, applicants can also choose to implement core support (often called Tier I) services as well as afterschool and summer learning programs during Year 2 (2024-2025).

If choosing to implement optional services during Year 2 (2024-2025) of the ELISS grant, select the type(s) of optional services you are proposing to provide (select all that apply):

- ☐ Core Support (Tier I)
- ☐ Extended Learning
  - ☐ Academic Year Afterschool Program; and/or
  - ☐ Summer Learning Program

**21<sup>st</sup> CCLC:** Applicant must respond to the following questions related to recent and/or existing funding (Responding “Yes” to any of the questions below does not exclude applicant from eligibility for consideration for funding.)

Does applicant have a current 21<sup>st</sup> CCLC grant?

- ☐ No
- ☐ Yes

If yes, also describe how the proposed ELISS program will be different in scope from the currently operated 21<sup>st</sup> CCLC program.

*NOTE: The text box below is limited to 3,000 characters including spaces.*



**3. Good Standing:** Organizations previously and/or currently receiving competitive grants administered through the NCDPI Office of Federal Programs must be in [Good Standing](#) with the NCDPI in order to receive a 2023-2024 ELISS grant award. Any subgrantees that have received NCDPI Competitive Grants from the Office of Federal Programs that have been terminated by NCDPI are considered Not in Good Standing and are not eligible to reapply for two (2) consecutive ELISS grant competitions from the effective date of termination.

Have you ever received any competitive grants administered through the NCDPI Office of Federal Programs, either currently or in the past?

☐ No. *If not, then move to question 4.*

☐ Yes. *If yes, please answer the following:*

- ☐ Yes, I have resolved all program and/or fiscal monitoring review findings or questioned costs through July 2023;
- ☐ Yes, I have resolved fiscal findings from the previous five (5) fiscal years by the Office of the State Auditor (OSA) at the time the application is due;

Were you a prior recipient of an awarded ELISS grant?

- ☐ No. If no, then move to question 4.
- ☐ Yes. If yes, then answer the following questions:

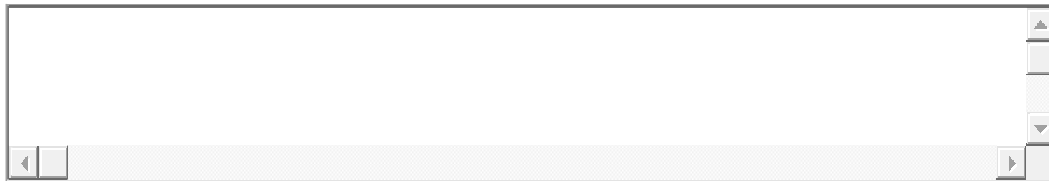
For your most recent ELISS grant, have you:

☐ Yes, I have submitted a completed ELISS final evaluation report on time for the last performance period funded; and

☐ Yes, I have consistently met at least 70% of the most recent SBE-approved ELISS program enrollment goal.

**Prior History:** Describe previous experience and successes implementing an ELISS grant, including successful completion of grant goals and objectives as well as lessons learned based on their most recently awarded ELISS grant (i.e., 2021-2023). This success description must also include the actual number of students served compared to the number of students proposed to be served in the SBE-approved application or the most recent NCDPI-approved programmatic amendment.

*NOTE: The text box below is limited to 3,000 characters including spaces.*



#### 4. Absolute Priority: State Low-Performing Schools

Priority consideration shall be given to applications demonstrating models that focus services and programs in schools that are identified as State low-performing (that is, at a minimum, 51% of schools served must be low-performing).

List the name(s) and poverty percentage(s) of ELISS Proposed Feeder Schools and Performance Status (Column N % low-income students) Refer to the [State low-performing schools 2022-2023](#) list.

*NOTE: The text box below is limited to 6,000 characters including spaces.*



**5. Competitive Priorities:** Indicate which of the competitive priorities will be met through the proposed program. Check all that apply.

☐ Title I, Part A Matching Funds (1 point)

NCDPI is also directed to give priority to an applicant that is working in partnership with a LEA resulting in a match utilizing federal funds under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, and other federal funds to supplement the ELISS program.

A copy of a Partnership Agreement with the LEAs that includes the amount of the match and requisite signatures (district and school) must be uploaded in "Optional Documents" of CCIP.



☐ Serving Students from Alternative Learning Programs and/or Schools (1 point)

One priority point shall be given to applicants proposing to serve students from at least one (1) Alternative Learning Program and/or Schools (ALPS). The ALPS program or school must be identified on the applicant's Proposed Feeder School required document. Refer to the [NCDPI ALPS Directory](#) to identify schools and/or programs in your service region. An applicant that does not have an ALPS program or school within reasonable geographic proximity may still receive this competitive priority point. However, these applicants are required to document the lack of ALPS programs or schools with which to collaborate. To determine reasonable geographic proximity, please see [Appendix B](#) of the 2023-2025 ELISS Competitive Grant Program RFP.

**Extended Learning (EL):**

☐ Afterschool Programs (1 point)

Description of proposed programming must be included under the program design section of this application.

☐ Summer Learning Programs (1 point)

Description of proposed programming must be included under the program design section of this application.

**6. Program Abstract:** Provide a concise description of the proposed program that communicates the program mission and vision, clearly frames the intent of the proposed project, and describes how the proposed project will meet the needs of the target population.

*NOTE: The text box below is limited to 3,000 characters including spaces.*



### **7. Needs Assessment**

Clearly describe the use of data (both quantitative and 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.

*NOTE: The text box below is limited to 9,000 characters including spaces.*



### **8. Program Design**

Clearly describe: a) the overall program design/model for required ISS services, and optional core support and/or EL services if applicable with specific alignment to the unmet needs of targeted at-risk students **and** low-performing schools; b) the evidence-based rationale of proposed program design/model; c) how the proposed program design/model 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).

**Reference Program Design under Basic Grant Parameters Section in RFP Guidance for a description of required and optional 2023-2025 ELISS programming.**

**Year 1 (2023-2024) Required Services Program Design:**

*NOTE: The text box below is limited to 15,000 characters including spaces.*

**Year 1 (2023-2024) Optional Services Program Design:**

*NOTE: The text box below is limited to 8,000 characters including spaces.*

**Year 2 (2024-2025) Required Services Program Design:**

*NOTE: The text box below is limited to 15,000 characters including spaces.*

**Year 2 (2024-2025) Optional Services Program Design:**


*NOTE: The text box below is limited to 8,000 characters including spaces.*

**9. Program Schedule Narrative**

In the text field below, provide a Program Schedule Narrative that includes the following information for both Year 1 (2023-2024) and Year 2 (2024-2025).

- Number of students served;
- Grade levels served;
- Supplemental supports (Tier II)
- Intensive supports (Tier III)
- Core supports (Tier I) if applicable
- Start and end dates;
- Total ISS hours per week;
- Total EL hours per week if applicable; and
- Total number of sites

*NOTE: The text box below is limited to 3,000 characters including spaces.*



Upload a sample schedule for both Year 1 (2023-2024) and Year 2 (2024-2025) in the 'Related Documents' in CCIP that reflects implementation of the program design/model for required ISS services, and optional core support and/or EL services if applicable. Tier II and III dosages should be clearly indicated.

Note: 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.

#### 10. Program Implementation Features

Check all features below that apply to your proposed program.

- ☐ Use of an evidence-based model with a proven track record of success.
- ☐ Inclusion of rigorous, quantitative performance measures to confirm effectiveness of the program.
- ☐ 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.
- ☐ Alignment with State performance measures, student academic goals, and the North Carolina Standard Course of Study.
- ☐ Prioritization in programs to integrate clear academic content, in particular, science, technology, engineering, and mathematics (STEM) learning opportunities or reading development and proficiency instruction.
- ☐ Minimization of student class size when providing instruction or instructional supports and interventions.
- ☐ 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.
- ☐ Utilization of digital content to expand learning time, when appropriate.



☐ Other

*NOTE: The text box below is limited to 3,000 characters including spaces.*

**11. Organizational Capacity:** Clearly Describe: 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 ratio; 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).

*NOTE: The text box below is limited to 12,000 characters including spaces.*

**12. Evaluation Plan and Data Use:** Describe: 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.

*NOTE: The text box below is limited to 12,000 characters including spaces.*

**13. Budget Narrative and Alignment:** Provide 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.

**Reference Budget and Funding Availability sections under Basic Grant Parameters in RFP Guidance for a description of required and optional 2023-2025 ELISS programming.**

Complete and upload the ELISS Budget Worksheet in “Required Documents” – do not upload worksheet here. This section is for narrative only.

*NOTE: The text box below is limited to 6,000 characters including spaces.*



## Required Documents

*If awarded, additional documents will be required once funding is approved.*

(Posted on the website at: [Extended Learning and Integrated Student Supports \(ELISS\) Competitive Grant Program](#)) [HB259](#)

- Basic Organization Information (Primary Organization Contact, Fiscal Agent Contact etc.)
- Articles of Incorporation and Registered Agent
- Statement of Assurances
- Debarment Certification
- Criminal Background
- Conflict of Interest
- Budget Worksheet & Total Cost Certification Form (must include matching contributions that demonstrate required match)
- Data Integrity and Confidentiality Certification (indicates communication with school(s) to ensure that students served meet the Absolute Priority)
- Proposed Feeder Schools and Low-Performing Status
- SAM Registration Confirmation
- Weekly schedule (no template)

## Optional Documents

- Partnership Agreement with LEAs (only for nonprofits working in collaboration with LEAs - template provided)
- Other Collaborative Agreement(s) (no template provided)

**7. 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 and 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.											
Dimensions		Leading (10-8 points)		Developing (7-4 points)			Lacking (3-1 points)				
Applicant provides:	a. Use of data to demonstrate identification and needs of targeted group(s) of <u>at-risk students<sup>6</sup></u> and <u>risk factors</u>	<input type="checkbox"/> Well-organized summary of relevant data (including both qualitative <b>and</b> quantitative) that clearly demonstrates the needs of (1) targeted at-risk students <b>and</b> (2) their risk factors.	<input type="checkbox"/> Somewhat clear summary of relevant data (including both qualitative <b>and</b> quantitative) that clearly demonstrates the needs of (1) targeted at-risk students <b>and</b> (2) their risk factors.				<input type="checkbox"/> Incomplete summary of data that does not sufficiently demonstrate the needs of the targeted at-risk students <b>and/or</b> their risk factors.				
	b. Use of data to demonstrate the identification and needs of <u>low-performing school(s)<sup>7</sup></u>	<input type="checkbox"/> Well-organized summary of relevant data (including both qualitative <b>and</b> quantitative) that clearly demonstrates the identification <b>and</b> needs of low-performing school(s) to be served.	<input type="checkbox"/> Somewhat clear summary of relevant data (including both qualitative <b>and</b> quantitative) that demonstrates identification <b>and</b> 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.				
Circle your score for Needs Assessment. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.											
		10	9	8	7	6	5	4	3	2	1
This space is provided to record your notes on this section.											

<sup>6</sup> 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.

<sup>7</sup> 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).

**8. 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 design/model for required ISS services, and optional core support and/or EL services if applicable with specific alignment to the unmet needs of targeted at-risk students and low-performing schools; b) the evidence-based rationale of proposed program design/model; c) how the proposed program design/model 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)
Applicant provides:	a. Program 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 design/model for required ISS services, and optional core support and/or EL services 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 design/model for required ISS services, and optional core support and/or EL services 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 design/model for required ISS services, and optional core support and/or EL services 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 program design/model	<input type="checkbox"/> Clear rationale (using evidence from research, best practices, prior promising experience) for how implementation of proposed required ISS services, and optional core support and/or EL services 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 required ISS services, and optional core support and/or EL services if applicable interventions/activities/services will reduce risk factors and improve student outcomes.	<input type="checkbox"/> Vague or incomplete rationale for how proposed required ISS services, and optional core support and/or EL services if applicable interventions/ activities/services will reduce risk factors and improve student outcomes.
	c. Proposed program design/model interventions/activities/ services complement students' regular academic program	<input type="checkbox"/> Clear description of how the proposed required ISS services, and optional core support and/or EL services if applicable interventions/ activities/services complement students' regular academic program.	<input type="checkbox"/> Somewhat clear description of how the proposed required ISS services, and optional core support and/or EL services if applicable interventions/ activities/services complement students' regular academic program.	<input type="checkbox"/> Incomplete or confusing description of how the proposed required ISS services, and optional core support and/or EL services if applicable interventions/activities/services complement students' regular academic program.

	<b>d. Family Engagement workshops for families of participating students</b>	<input type="checkbox"/> Clear description <b>and</b> timeline of workshops for families of participating students that focus on 1) deepening families' understanding of the importance of consistent school attendance, <b>and</b> 2) training on age-appropriate strategies and resources for supporting students' positive academic behaviors <b>and/ or</b> social-emotional well-being.	<input type="checkbox"/> General description <b>and</b> timeline of workshops for families of participating students that focus on 1) deepening families' understanding of the importance of consistent school attendance, <b>and</b> 2) training on age-appropriate strategies and resources for supporting students' positive academic behaviors <b>and/ or</b> student social-emotional well-being.	<input type="checkbox"/> Vague or incomplete description and/or timeline of workshops for families of participating 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 <b>and/ or</b> social-emotional well-being.																					
	<b>e. Evidence-based Tier II and/or Tier III interventions/ activities/services proposed</b>	<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.																					
<b>Circle your score for Program Design. An entry of 'N/A' in the narrative box must yield a score of zero (0) points.</b>																									
	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
<b>This space is provided to record your notes on this section.</b>																									

**9. 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 design/model for required ISS services, and optional core support and/or EL services if applicable. 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)
Applicant provides:	(a) Sample weekly schedule(s)	<input type="checkbox"/> Detailed sample schedule(s) of weekly <b>program design/model for required ISS services, and optional core support and/or EL services if applicable including Tier II and Tier III dosages.</b> (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 <b>program design/model for required ISS services, and optional core support and/or EL services if applicable including Tier II and Tier III dosages.</b> (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 core support and/or EL interventions/activities/ services, or is missing logistics (i.e., missing time slots, days, site schedules).
	<i>Circle your score for Program Schedule. An entry of 'N/A' in the narrative box must yield a score of zero (0) points.</i>					
		5	4	3	2	1
<i>This space is provided to record your notes on this section.</i>						

**11. 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 ratio; 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)																	
Applicant provides:	a. Prior success or capacity to implement the proposed interventions/services/activities	<input type="checkbox"/> Clear description of prior success or capacity to implement the proposed interventions/services/activities, including positive outcome(s) for at-risk students.	<input type="checkbox"/> Somewhat clear description of prior success or capacity to implement the proposed intervention/services/activities, including positive outcome(s) for at-risk students.	<input type="checkbox"/> Little to no evidence is presented of any prior success or capacity to implement the proposed 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.																	
Circle your score for Organizational Capacity. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.																					
		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
This space is provided to record your notes on this section.																					



**12. 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)
Applicant provides:	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.
	b. Data collection plan describing the types of data that will be collected/analyzed to monitor students’ progress on key performance measures	<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 <b>and</b> convincing assurance that the organization will have access to the data described.	<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 <b>and</b> assurance that the organization will have access to the data described.	<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.
	c. How data will be used to improve the program and to communicate changes in at-risk student outcomes with stakeholders	<input type="checkbox"/> Clear and convincing description of how data will be used to improve the program (including discussion of data with school partners) <b>and</b> to communicate changes in at-risk student outcomes with stakeholders.	<input type="checkbox"/> Somewhat clear or general description of how data will be used to improve the program <b>and</b> to communicate changes in at-risk student outcomes with stakeholders.	<input type="checkbox"/> Incomplete or missing description of how data will be used to improve the program <b>and/or</b> to communicate with stakeholders.

Circle your score for Evaluation Plan and Use of Data. Note: An entry of ‘N/A’ in the narrative box must yield a score of zero (0) points.

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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This space is provided to record your notes on this section.

**13. Budget Narrative and Alignment** *(Rate this section from 1-10 using the scoring guide below. 10 is the highest possible score.)*

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.											
Dimensions		Leading (10-8 points)			Developing (7-4 points)			Lacking (3-1 points)			
Applicant provides:	a. Reasonable and necessary costs aligned with proposed programming and administrative functions	<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.			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.			<input type="checkbox"/> Budget narrative with incomplete cost information or conflicting alignment with the programming purpose or needs.			
	b. Nongrant funds matched with requested grant funds	<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, including monetary funds and in-kind contributions by contributing source.			<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, including monetary funds and in-kind contributions by contributing source.			<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.			
Circle your score for Budget Narrative and Alignment. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.											
		10	9	8	7	6	5	4	3	2	1
This space is provided to record your notes on this section.											

**Note.** CCIP does not include a field for “Overall Proposal Alignment;” rather, the grant reviewers will look across all sections of the proposal to determine, as a whole, how well-aligned and coherent the components of the proposal are, and the degree to which the proposal makes a compelling case for the need of the program and the likelihood the program will have positive measurable student outcomes.

**14. 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)	
Applicant provides:	a. 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 <b>and</b> 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 <b>and</b> 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 <b>and/or</b> does not make a convincing case regarding the need for the program and/or likelihood of measurable student success.	
	Circle your score for Overall Proposal Alignment. Note: An entry of 'N/A' in the narrative box must yield a score of zero (0) points.					
		5	4	3	2	1
	This space is provided to record your notes on this section.					

## Appendix A: Tier II and Tier III Intervention Resources

### [Attendance Works](#)

Attendance Works provides an overview of tiered supports as well as resources for supporting students at-risk for and/or experiencing chronic absenteeism with Tier II and III interventions.

### [Center on Multi-Tiered System of Supports \(MTSS\) at AIR](#)

The MTSS Center offers resources regarding essential components and evidence-based implementation strategies for MTSS programs.

### [Center on PBIS – Positive Behavioral Interventions & Supports](#)

A national center offering an overview of evidence-based practices for [Tier II](#) and [Tier III](#) interventions

### [IRIS Center at Peabody College - Vanderbilt University](#)

The IRIS Center is a national center providing learning modules regarding the use of effective evidence-based practices and interventions in the classroom. The linked module is a case study focused on high-quality Tier II and III reading interventions in an elementary classroom.

### [PowerSchool – Outlining the Differences between Tier I, II, and III interventions](#)

An article (2022) discussing the differences between various levels of interventions in MTSS models.

### [Region 6 Comprehensive Center Network – Multi-Tiered Systems of Support \(MTSS\) Resources](#)

The Region 6 Comprehensive Center has developed a webpage of resources to support the development and implementation of MTSS programs in elementary and secondary settings. The resources also include implementation strategies for reading and math across the grade levels.

### [RTI Action Network](#)

RTI Action Network is a program of the National Center for Learning Disabilities with resources describing how to design and implement Tier I, II and III supports in grades PreK through higher education.

### [Turnaround for Children Tiered Supports Toolbox](#)

A collection of resources outlining how to integrate a whole-child approach to Tier II and III interventions.

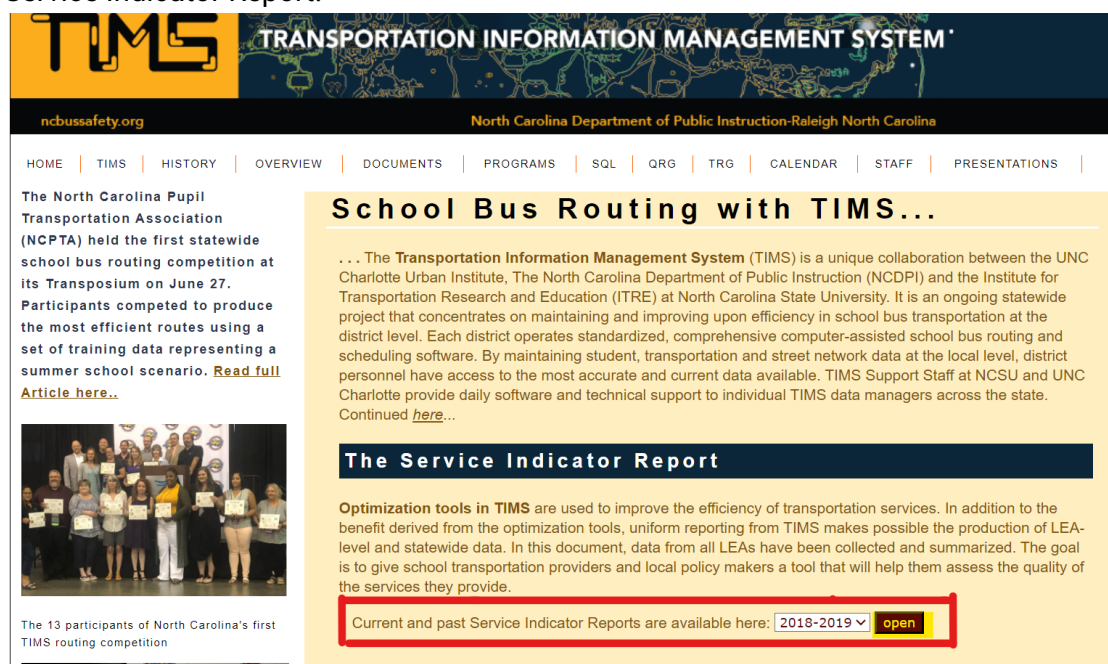
### [United States Department of Education – Doing What Works Project](#)

Technical assistance session offered by the United States Department of Education focused on systemic teaching of primary reading skills for Tier II and III interventions.

## Appendix B: Determining Reasonable Geographic Proximity for Serving Students from Alternative Learning Programs and/or Schools.

Please follow the steps below to determine the reasonable geographic proximity for your service region.

Visit the [Transportation Information Management System website](https://tims.ncbussafety.org) and open the most recent Service Indicator Report.



The screenshot shows the TIMS website. The header includes the TIMS logo and the title 'TRANSPORTATION INFORMATION MANAGEMENT SYSTEM'. Below the header is a navigation bar with links: HOME, TIMS, HISTORY, OVERVIEW, DOCUMENTS, PROGRAMS, SQL, QRG, TRG, CALENDAR, STAFF, PRESENTATIONS. The main content area is titled 'School Bus Routing with TIMS...' and contains text about the system's purpose and a link to 'The Service Indicator Report'. A red box highlights a dropdown menu for selecting a year (2018-2019) and an 'open' button.

After opening the most current Service Indicator Report, locate the 'Student Ride Times, AM' table and find your respective county to identify the 'Average Distance to School.' Use the data under the 'Riders Only' column.

TIMS Service Indicators, 2018-2019: **Student Ride Times, AM**

LEA	Avg Ride Time	Average Distance to School		LEA	Avg Ride Time	Average Distance to School		LEA	Avg Ride Time	Average Distance to School	
		Riders Only	All Stu.			Riders Only	All Stu.			Riders Only	All Stu.
Alamance-Burlington	23=	3.41-	3.46-	Edgecombe	33+	5.39-	5.33-	Chapel Hill/Carr.	14+	2.72+	2.47-
Alexander	44+	5.16+	5.34-	W-S/Forsyth	20=	3.78+	3.9+	Pamlico	32=	7.62+	7.35+
Alleghany	38-	4.84+	5.27+	Franklin	32-	5.86+	5.9-	Pasquotank	29-	4.3+	4.24+
Anson	31+	5.88+	6.21+	Gaston	28=	2.85-	3.15+	Pender	29+	5.18-	5.36+
Ashe	48+	7.78+	7.51-	Gates	44+	7.2+	7.25+	Perquimans	39-	7.05+	6.95+
Avery	55-	5.93-	5.83-	Graham	22=	5.84+	5.68+	Person	30+	5.24+	5.44-
Beaufort	24=	5.93-	6.19-	Granville	30+	5.8+	6.01+	Pitt	21+	3.94+	4.1=

Use the 'Riders Only' data listed next to your county as the reasonable geographic proximity to identify ALPs in your service region.

Refer to the [NCDPI ALPS Directory](#) to identify schools and/or programs in your service region.

Use the Proposed Feeder Schools and Low-Performing Status Form found within the Related Documents in the Comprehensive Continuation Improvement Plan (CCIP) to enter the geographic proximity for serving alternative learning programs and/or schools using 'Riders Only' data.