

Extended Learning & Integrated Student Supports (ELISS)

Application and Scoring Rubric Overview

Technical Assistance Webinar
May 25, 2021

Dr. LaTricia Townsend – Director, Federal Program Monitoring and Support, NCDPI

Susan Brigman–Section Chief~ Specialty Programs, Federal Program Monitoring and Support, NCDPI

Jennifer Smith – Program Administrator, Federal Program Monitoring and Support, NCDPI

Megan Orleans - Program Administrator, Federal Program Monitoring and Support, NCDPI

Eric Rainey - Program Administrator, Federal Program Monitoring and Support, NCDPI



SERVE Center at UNCG

- **Bridget Johnson, Ed. D.** – Program Specialist, SERVE Center at UNCG
- **Beth Thrift** – Program Specialist, SERVE Center at UNCG
- **Kathleen Mooney**– Evaluation Specialist, SERVE Center at UNCG



Housekeeping

- How to ask questions
- Key dates
- Where to find RFP
- Presentation slides



Program Overview and Eligibility to Apply

Jennifer Smith, State Coordinator of ELISS Program, NCDPI



Legislation Context

- Session Law 2021-3 [House Bill 196](#)
 - Appropriates \$15,000,000 from the Federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) funds for the Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program for the 2021-2022 period (with potential for continuation of funding into 2022-2023)
 - Funds are available from date of award through September 30th of the following year
 - Funds must be expended in response to supporting at-risk students whose learning has been negatively affected by COVID-19 impacts.



Program Purpose

- The purpose of the Extended Learning and Integrated Student Supports Competitive Grant Program (ELISS) is to fund **high-quality, independently validated extended learning and integrated student support service programs for at-risk students whose learning has been negatively affected by COVID-19 impacts.**



The programs funded shall focus on the following:

- 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.



Eligibility to Apply

- Nonprofit corporations and nonprofit corporations working in collaboration with local education agencies (LEAs) are eligible to apply for the ELISS grant.
- **Restricts stand-alone applications from LEAs, charter schools, lab schools, or other governmental or educational agencies.**



ELISS Grant Awards and Duration

- State Board of Education has final funding approval
- Fund requests range up to \$500,000 per year
- Total grant request should be based on size and scope of proposed project (including, but not limited to):
 - By number of program hours per week (EL and/or ISS programming)
 - By total number of program weeks per year, and
 - By number of student slots (EL) or case-managed students (ISS)
 - Wallace Foundation Out-of-School Time Cost Calculator
- Two-year funding cycle (as funds are available and contingent on making progress toward reporting requirements and program goals in addition to submission of a continuation of funding application in 2022)
- Proposed budget is **NOT** the final budget
- Funds are provided to sub-grantees on a REIMBURSEMENT BASIS



ELISS Grant Required Matching Funds

- \$1 Match of Non-Grant Funds for every \$3 of Grant Funds
- In-Kind Contributions can account for up to (but not exceed) 50% of Total Required Match Amount
 - Possible In-Kind Matching Funds: Physical Space, Transportation, Furniture or Equipment, Computer Software, Administrative Personnel
 - Possible Cash Matching Funds: Title I, Part A or Title IV Fund commitments, Cash donations, Local Funds, Community Block Grants
- Grant Narrative should include details on the source and type of matching funds

Program Type

Extended Learning

- For the purpose of the ELISS grant, extended learning is defined as services and activities that are offered to at-risk students in times outside of the traditional school day. Extended learning may include ELISS programs offered before school, after school, Saturday, summers, and intercessions.

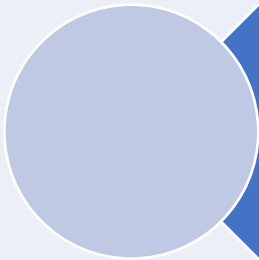
Integrated Student Supports

According to research conducted by [Child Trends in 2014](#), integrated student supports are 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.

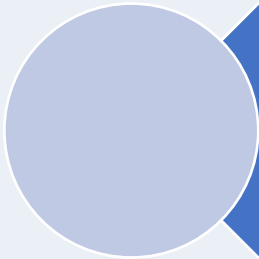


Who is served?

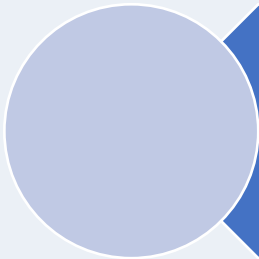
Programs must serve one or more of the following student groups:



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, and/or



Students at risk of dropout, and/or



Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.



Competitive Funding Priorities

1. 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.
 - (2 Points)= 100% schools identified as LP
 - (1 Points)= if 51% - less than 100% of schools served identified as LP
 - [State Low-Performing Schools 2019-2020 List](#)
2. Academic Content Focusing on STEM learning opportunities and/or Academic Content Focusing on Reading Development and Proficiency Instruction (1 Point)
3. Non-profit corporation working in partnership with LEA(s) resulting in a match utilizing federal funds under Title I, Part A of the Elementary and Secondary Education Act or Title IV of the Higher Education Act to supplement the ELISS program (1 Point)



Regional Distribution of Awards

- There will not be priority consideration based on the region
- **(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

- 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 quality bands, Excellent (87-105), Strong (70-86), or Average (53-69) to be considered for funding.
- Applications that fall into quality band Weak (34-52) or Unacceptable (33 or below) will not be considered for funding regardless of the SBE Region.



Technical Deductions

- Technical reviews will 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(s) for each incomplete required document submitted.
- Any technical review point deductions will be applied to the final score of the application, reducing the final score.



Performance Measures and Reporting

- Grant recipients 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. *[Session Law 2021-3, SECTION 3.3.(12)]*
- Grant recipients shall 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. *[Session Law 2021-3, SECTION 3.3.(12)]*



Tentative Timeline

- **May 27, 2021- CCIP Training Webinar 10am-12pm**

- **June 1, 2021- CCIP Opens**

- **June 11, 2021- Intent to Apply forms due**

- ★ **August 11, 2021 (12:00 p.m. NOON EDT) - Applications must be entered in CCIP**

- **August 12-September 10, 2021- Level I-III Reviews**

- **October 7, 2021– Recommendations to State Board for Approval**

- **October 8, 2021- Notification of Approval**

- **October 19, 2021- Onboarding TA Webinar**



How to Apply?

[ELISS Request for Proposals \(RFP\) Application](#)

[CCIP NCDPI Resources Page](#)

Eric Rainey, Program Administrator, NCDPI



Complete and Submit the Intent to Apply

- Form can be accessed here and through the ELISS website: [ELISS Intent to Apply Form](#)
- Due Date: June 11, 2021
- Information collected used to determine staff needs for the Level I review process.
- Please note that the submission of the Intent to Apply form is not a prerequisite for application of grant funds, nor does it obligate the organization to submit an application.



2021-22 ELISS Competitive Grant Program Notice of Intent to Apply

Submit this form no later than 5:00 p.m. on June 11, 2021 to assist the North Carolina Department of Public Instruction (NCDPI) in determining the potential number of reviewers that will be necessary to score submitted applications for the 2021-22 Extended Learning & Integrated Student Supports (ELISS) Competitive Grant Program.



Apply for an (NCID) User Account



North Carolina Identity Management



New User Registration

Please indicate your user type from one of the following categories:

- Individual** Request access to the State of North Carolina services as an individual or citizen.
- Business** Request access to the State of North Carolina services on the behalf of a business.
- State Employee** Currently employed or assigned to work for an agency within the State of North Carolina government.
- Local Government Employee** Currently employed or assigned to work for a North Carolina county or municipality.



This system is the property of the State of North Carolina and is for authorized use only. Unauthorized access is a violation of federal and state law. All software, data transactions, and electronic communications are subject to monitoring.



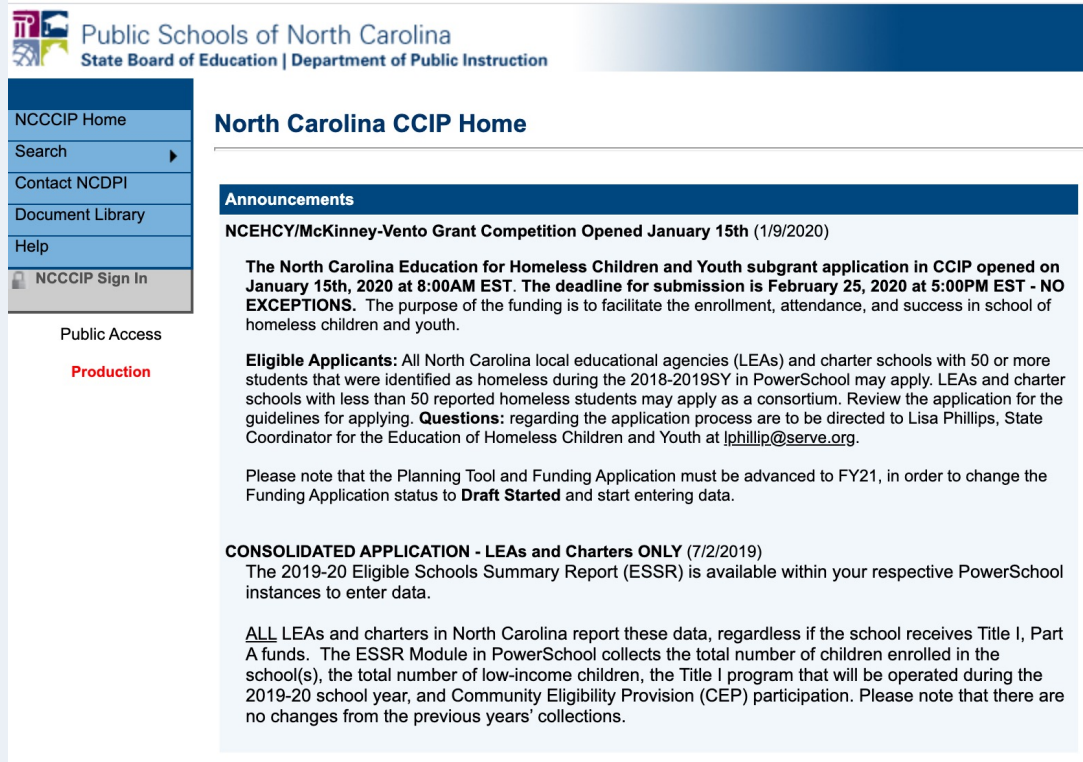
[Privacy and Other Policies](#)

[Contact Us](#)



Register for a CCIP Training Session

Registration information is posted on the [ELISS web page](#).



The screenshot shows the 'North Carolina CCIP Home' page. At the top left is the logo for Public Schools of North Carolina, State Board of Education | Department of Public Instruction. Below the logo is a navigation menu with links for NCCCI Home, Search, Contact NCDPI, Document Library, Help, and NCCCI Sign In. The main content area is titled 'North Carolina CCIP Home' and features an 'Announcements' section. The first announcement is titled 'NCEHCY/McKinney-Vento Grant Competition Opened January 15th (1/9/2020)'. The text of the announcement states: 'The North Carolina Education for Homeless Children and Youth subgrant application in CCIP opened on January 15th, 2020 at 8:00AM EST. The deadline for submission is February 25, 2020 at 5:00PM EST - NO EXCEPTIONS. The purpose of the funding is to facilitate the enrollment, attendance, and success in school of homeless children and youth.' It then lists 'Eligible Applicants' as all North Carolina local educational agencies (LEAs) and charter schools with 50 or more students that were identified as homeless during the 2018-2019SY in PowerSchool. It also includes a note that the Planning Tool and Funding Application must be advanced to FY21, in order to change the Funding Application status to 'Draft Started' and start entering data. A second announcement is titled 'CONSOLIDATED APPLICATION - LEAs and Charters ONLY (7/2/2019)' and states that the 2019-2020 Eligible Schools Summary Report (ESSR) is available within your respective PowerSchool instances to enter data. It further clarifies that ALL LEAs and charters in North Carolina report these data, regardless if the school receives Title I, Part A funds. The ESSR Module in PowerSchool collects the total number of children enrolled in the school(s), the total number of low-income children, the Title I program that will be operated during the 2019-2020 school year, and Community Eligibility Provision (CEP) participation. Please note that there are no changes from the previous years' collections.

- For organizations that have NOT been trained on the system, attendance at a training session for using the grants management system, CCIP, is required in order for applicants to be set up as users in the system to allow organizations to submit a final application for review.
- The CCIP Training for the 2021-2022 RFP will be virtual and recorded.



Obtain a Dun and Bradstreet D-U-N-S number

The screenshot shows the Dun & Bradstreet website's D-U-N-S Request Service page. At the top left is the Dun & Bradstreet logo. Below it is a red notice box with the following text: ***NOTICE*** Apple Developer Program use <https://developer.apple.com/enroll/duns-lookup/#/search> and for FDA please use <https://www.fda.gov/downloads/ForIndustry/ImportProgram/EntryProcess/ImportSystems/UCM483657.pdf> ***NOTICE****PLEASE USE IE AND ENABLE JAVASCRIPT WHEN USING WEBFORM.**

On the left side, there is a dark blue navigation menu with the following items: **Begin D-U-N-S Search/ Request Process**, **About the D&B D-U-N-S Number**, **Frequently Asked Questions (FAQ)**, **D&B, SAM, Grants Contacts**, **D&B's Privacy and Data Policy**, and **Accessibility**.

The main content area is white and contains the following text: **Welcome to the D&B D-U-N-S Request Service for US Federal Government Contractors and Assistance Awardees**. Below this, it states: Dun & Bradstreet (D&B) provides a D-U-N-S Number, a unique nine digit identification number, for each physical location of your business. D-U-N-S Number assignment is FREE for all businesses required to register with the US Federal government for contracts or grants. **Click here to request your D-U-N-S Number via the Web.** If one does not exist for your business location, it can be created within 1 business day. At the bottom, it says: For technical difficulties, contact SAMHelp@dnb.com.

- Each applicant is required to have a Dun and Bradstreet D-U-N-S number in order to complete the ELISS application through the CCIP system.
- D-U-N-S Number assignment is FREE for all organizations required to register with the US Federal government for contracts or grants.
- If you currently have a D-U-N-S number, you do not need a new one.



Register with the System for Award Management (SAM)

- Registering with the System for Award Management (SAM) is a required step for your organization to be able complete the ELISS application through the CCIP system.
- Confirmation that you have successfully registered your organization with the US Government's SAM system must be uploaded to the Related Documents page of the Funding Application.
- To register with SAM, applicants must first have a D-U-N-S number, as well as a Taxpayer Identification Number (TIN) or Employment Identification Number (EIN).
- It can take up to two-weeks to register with SAM. SAM registration must be renewed annually.
- If you have a current SAM registration, you do not need to re-register, however, you will still need to upload your most recent SAM registration confirmation to CCIP. To check your registration status, search the records located on the SAM webpage linked above.



SAM Registration Confirmation

Use the SAM Status Tracker Now








Check registration status by typing in a DUNS Number.
DUNS Number Plus 4 (Optional)

Or, check registration status by typing in a CAGE Code.
CAGE Code

BOYS & GIRLS CLUBS OF CENTRAL CAROLINA INC

Status: Active

Your registration was activated on May 06, 2020. It expires on Oct 26, 2021 which is one year after you submitted it for processing.

						
Core Data	Assertions	Reps & Certs	POCs	Submit	Processing	Active
Completed	Not Required	Not Required	Completed	Completed	Completed	Completed

Subject: Registration Activated for [REDACTED]

This email was sent by an automated administrator. Please do not reply to this message.

Dear [REDACTED]

The registration for [REDACTED] is now active in the U.S. federal government's System for Award Management (SAM). If you did not provide a Commercial and Government Entity (CAGE) Code during the registration process, one has been assigned to you by the Defense Logistics Agency (DLA) CAGE Program.

In order to remain eligible to do business with the Federal government, you must renew your entity's registration in SAM every year. The annual renewal date for the registration is 2022-01-20 11:31:15.007.

You may invite additional users to manage or review your entity registration by following these steps:

1. Go to www.sam.gov and log in.
2. Select Entity Users from the sub-navigation menu on the My SAM page.
3. Select Invite User from the Entity Users menu.
4. Select the desired entity from the Level List.
5. Provide invitee's email address.
6. Assign role(s) to be associated with the user account.
7. Select Submit.

All invitees will receive an email message from SAM with instructions on how to complete the process.



Develop your Organization's Proposal to be entered into CCIP

- Resources include:
 - RFP and Guidance Document
 - Please read this thoroughly to ensure understanding of requirements and to gain insights into program purpose
 - Application Planning Worksheet
 - Downloadable template that allows applicants to begin collecting and editing proposal content in a format simulating the CCIP application.
 - The Application Planning Worksheet document can be found on the [ELISS Web Page](#).



Upload documents to the Related Documents section in CCIP

Eight (8) Required Documents

1. Basic Organization Information
2. Statement of Assurances
3. Budget Worksheet & Total Cost Certification Form
 - *Must include Collaborating LEA Superintendent Signature if seeking the Competitive Priority Point by receiving matching funds from Title 1, Part A or Title IV*
4. Data Integrity and Confidentiality Certification
5. Debarment Certification
6. Articles of Inc. & Registered Agent
7. Proposed Feeder School(s) & Low-Performing Status
8. SAM Registration Confirmation



Two (2) Optional Documents

1. Partnership Agreement with LEAs
 - Not optional if you are applying as a nonprofit collaborating with LEA
2. Other Collaborative Agreements



Accessing Document Templates in the CCIP NCDPI Resources Section

The screenshot shows the NCDPI Resources page. At the top left is the logo for Public Schools of North Carolina, State Board of Education | Department of Public Instruction. Below the logo is a navigation menu with items: NCCCIP Home, Search, NCDPI Resources (highlighted with a red box), Help for Current Page, Contact NCDPI, and NCCCIP Sign-In. To the right of the menu is the 'NCDPI Resources' section header. Below this is a search bar with a dropdown menu for 'Choose Keyword' and a text input field for 'Or Enter Text:'. A 'Search' button is located to the right of the search bar. Below the search bar is a section titled 'Below are the NCDPI Resources. Expand the nodes to view the folders and documents'. This section has a blue header with the text 'NCDPI Resources' and links for '[Expand All]', '[Collapse All]', and '[Hide Documents]'. Below the header is a list of resources, with the first item 'FY22 ELISS - ESSER II PRC 175' highlighted with a red box. This item is expanded to show a list of document templates, each with a folder icon and a link:

- [ELISS CCIP Access Request Form](#)
- [ELISS COVID-19 District Collaboration Form](#)
- [ELISS HB196 Budget Worksheet and Total Cost Certification](#)
- [ELISS HB196 Basic Info Sheet 2021-2022](#)
- [ELISS HB196 Data Integrity and Confidentiality Certification](#)
- [ELISS HB196 Debarment Certification 5.19.21](#)
- [ELISS HB196 Partnership Agreement MOU Template](#)
- [ELISS HB196 Proposed Feeder School\(s\)](#)
- [ELISS HB196 Statement of Assurances 5.19.21](#)
- [Object Codes for COA](#)
- [Purpose Codes for COA](#)

Submit the application in CCIP

- Once you have obtained a D-U-N-S number, an NCID, and drafted a proposal, all information (including Document uploads,) must be entered into the web-based grant management system CCIP
- Only proposals submitted through CCIP as **'Draft Completed'** by **12:00 p.m. NOON EDT August 11, 2021** will be reviewed/evaluated
- Once an application is submitted, no changes can be made to the proposal




Guidance and Direction for the Application Planning Worksheet

Megan Orleans, Program Administrator, NCDPI




Application Planning Worksheet

- The Application Planning Worksheet is provided solely to assist organizations with proposal development prior to submitting the application through the web-based system. This worksheet is NOT what you will be submitting.

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

Nita M. Lowey 21st Century Community Learning Centers (CCLC)
Competitive Grant


North Carolina
21st Century
Community
Learning Centers
Reaching Beyond Expectations
afterschool programs

Application Planning Worksheet
Cohort 15 2021-2022

2.2 Grant Details Section

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

1. **Total Amount Requested:** Total amount requested may not be less than \$50,000 and may not exceed \$400,000 per year, inclusive of both school-year and summer program components. To determine the level of funding eligibility, organizations will utilize the Wallace Foundation Out-of-School Time Cost Calculator and the NC Department of Commerce's County Distress Rankings (Tiers) (links available below).

[Wallace Foundation Out of School Time Cost Calculator](#)
[NC Department of Commerce County Tier Designations](#)

\$

Proposed Number of Afterschool Programming Slots (not inclusive of summer slots):

Proposed Number of Summer Programming Slots (not inclusive of afterschool slots):

NOTE: Must attach a copy of the Wallace Foundation Out-of School Time Cost Calculator results (for afterschool and summer, if applicable) in the Required Documents section of the Funding Application in the CCIP grants management system.

2. **Absolute Priority:** Legislation requires that the State award grants only to applicants that will primarily serve students who attend public schools with high concentrations of low-income students defined as those schools with a minimum forty percent (40%) poverty rate. List below, only the names of participating feeder schools for the proposed 21st CCLC program. A "feeder school" is the school that participating students attend during the school day. The poverty percentages for all public schools is listed at: [CCIP Document Library](#)

NOTE: In the Required Documents section, in the 21st CCLC Prepared Feeder School(s) with School Poverty & Performance Status template applicants must 1) list the public schools and 2) indicate the average percentage of low-income children attending the public (feeder) schools that will participate in the 21st CCLC program.

3. **Competitive Priorities:** Applicants must indicate which (if any) of the competitive priorities will be met through the proposed 21st CCLC program:

1. Jointly submitted by at least one local education agency (LEA) and one other eligible entity
OR
 LEA unable to partner with a public or private community organization (if checked, please complete narrative box below)

21st Century Community Learning Centers 2021-22 Cohort 15 Application Planning Worksheet



CCIP Funding Application Components

- Budget
- Grant Details
- Related Documents

To locate the [ELISS- ESSER II PRC175](#) Funding Application, ensure you have changed to Fiscal Year (FY) 2022

Search Funding Applications

RAM Organization (A43) Non-LEA - FY 2022

Organization Name:

Organization Number:

County:

Fiscal Year:

Funding Application:

Funding Application State:

Sections

Application Status: **Not Started**

Change Status To:

[View NCDPI History Log](#)
[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

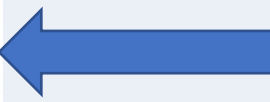
- History Log**
- Allotments**
- Budget**
- Grant Details**
- Related Documents**
- Contacts**



Funding Application- Budget

- The Budget Section within the Funding Application of CCIP includes a Budget Grid that captures a high-level view of the total requested award amount broken down into account code structure utilized by NCDPI. Data entry into the Budget Grid will be manual.

Object Code	Salaries 100		Employer Provided Benefits 200		Purchased Services 300		Supplies and Materials 400		Total
	Budgeted	Matching Funds	Budgeted	Matching Funds	Budgeted	Matching Funds	Budgeted	Matching Funds	
Purpose Code									
5000 - Instructional Services	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00
7000 - Ancillary Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
								Budgeted:	0.00
								Matching Funds:	0.00



Funding Application - Budget

- Purpose Code 5000
 - Instructional services include the costs of activities dealing directly with the interaction between teachers and students
- Purpose Code 6000
 - Support services include the costs of activities providing support for the ELISS program regardless of where these services are housed. These services provide administrative, technical, personal, and logistical support to facilitate, sustain, and enhance instruction
- Purpose Code 7000
 - Support activities not directly related to the provision of education for pupils; for the purpose of the ELISS grant, the only allowable ancillary services that can be charged to the ELISS grant would be nutrition services related to programming outside of the regular school day hours
- Purposed Code 8000
 - Non-programmed charges for the ELISS grant including amounts expended for indirect costs charged to the grant
 - Indirect Cost Rates (ICR); Non-LEAs use the State average rate of 3.098%
- [Chart of Accounts](#); [Purpose Codes](#) and [Object Codes](#) Descriptions



General Budget Preparation

- All costs must be reasonable and necessary in relation to number of students and adults to be served
- All items must clearly relate to activities described in program design section of application and align with the Uniform Chart of Accounts (COA) for PRC 175 (pending approval)
- Inventories of equipment purchased with grant funds must be obtained and submitted for review annually



Determine the Budget

EXTENDED LEARNING AND INTEGRATED STUDENT SUPPORTS BUDGET WORKSHEET & TOTAL COST CERTIFICATION FORM Year 1 - 2021-2022

Expenditure Categories	Amount Requested (Grant Funds)	Amount of Matching Funds	Organization/Agency Providing Matching Funds	Funding Source	Total Funding for Proposed Project	Number of Students to Be Served	Total Cost per Student
	<small>enter dollar amount (column will auto total)</small>	<small>enter dollar amount (column will auto total)</small>	<small>enter name of organization/agency providing matching funds</small>	<small>indicate type of funds*</small>	<small>(rows and column will auto calculate and total)</small>	<small>enter number of students to be served on line 44</small>	<small>(column will auto calculate)</small>
Director/Coordinator					\$0.00		#DIV/0!
Certified Teachers					\$0.00		
Teacher Assistants					\$0.00		
Tutors					\$0.00		
Salary Benefits					\$0.00		
Contracted Services					\$0.00		
Printing/Binding Fees					\$0.00		
Postage					\$0.00		
Lease/Rental					\$0.00		
Telephones/Mobile Devices					\$0.00		
Workshop Expenses/Allowable Travel					\$0.00		
Curriculum Development					\$0.00		
Staff Development Instructor Pay					\$0.00		
Staff Development Participant Pay					\$0.00		
Travel Reimbursement					\$0.00		
Supplies and Materials					\$0.00		
Other Textbooks and Instructional Materials					\$0.00		
Library Books					\$0.00		
Computer Software and Supplies					\$0.00		
Furniture and Equipment - Inventoried					\$0.00		
Computer Equipment - Inventoried					\$0.00		
Sales and Use Tax Expense					\$0.00		
Equipment Purchase - Capitalized					\$0.00		
Computer Hardware Purchase - Capitalized					\$0.00		
Extended Contracts					\$0.00		
Office Support					\$0.00		
Transportation					\$0.00		
Other Non-State Line Item (specify)					\$0.00		
Other Non-State Line Item (specify)					\$0.00		
Other Non-State Line Item (specify)					\$0.00		
Other Non-State Line Item (specify)					\$0.00		
Other Non-State Line Item (specify)					\$0.00		
Other Non-State Line Item (specify)					\$0.00		
Other Non-State Line Item (specify)					\$0.00		
Other Non-State Line Item (specify)					\$0.00		
Other Non-State Line Item (specify)					\$0.00		
Other Non-State Line Item (specify)					\$0.00		
TOTALS	<u>\$0.00</u>	<u>\$0.00</u>			<u>\$0.00</u>		

SIGNATURE(S) REQUIRED

I attest that [Organization Name] is not using State funds in meeting the required match.

Signature of Applying Organization/Fiscal Agent Chief Officer

Date:

I attest that [Name of LEA] commits to support the proposed program by providing matching funds as identified (required only for those nonprofit organizations applying in collaboration with local education agencies resulting in a match utilizing federal funds under Title I, Part A of ESEA or Title IV of the HEA, or other federal funds to supplement the ELISS program).

Signature of Superintendent of Partnering Local Education Agency

Date:

Notes:

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 State match requirements.

* Those nonprofit organizations applying in collaboration with local education agencies resulting in a match utilizing federal funds under Title I, Part A of ESEA or Title IV of the HEA, or other federal funds to supplement the ELISS program need to identify specific federal funds committed.



Funding Application – Grant Details

Box Number	Grant Details Section	Eligible Points	Character Limit
1-4	Basic Information	Unscored	N/A
5	Program Abstract	Unscored	8,000
6	Collaborative Focus on At-Risk Students	20	15,000
7	Articulation of Program Model	25	18,000
8	Implementation Features	Unscored	N/A
9	Operational Capacity	25	18,000
10	Evaluation Capacity	15	12,000
11	Budget Narrative and Alignment	10	9,000
12	Potential for Replication	10	6,000
13	Funding Considerations	Unscored	N/A



Requested Award Amount

Total Amount Requested for 2021-2022: Total amount requested may not exceed \$500,000.



Matching Funds Year for 2021-2022



Box 1: Organization Type

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

Nonprofit corporation

Nonprofit corporation working in collaboration with LEA (must submit Partnership Agreement in the “Related Documents” section signed by the local superintendent)

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



Box 2: Program Type

2. Program Type: Indicate the type of program activities proposed. Check all boxes that apply.

Extended Learning:

Proposed number of students to be served in afterschool program during the school year:

Proposed number of students to be served via summer programming:

Integrated Student Supports:

Proposed number of students to be served during the school day (e.g. case-managed or Tier 2 and/or Tier 3 students):



Box 3: Absolute Priority

3. Absolute Priority: Programs must serve one or more of the following groups of at-risk students whose learning has been negatively affected by COVID-19 impacts: (i) 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 (ii) students at-risk of dropout, and/or (iii) students at-risk of school displacement due to suspension or expulsion as a result of antisocial behaviors. Indicate the students that will be served by the program. Applicants must check at least one of the groups to meet the Absolute Priority. Check all that are addressed by proposed program.

- 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
- Students at-risk of dropout, and/or
- Students at-risk of school displacement due to suspension or expulsion as a result of antisocial behaviors



Box 4: Competitive Priorities

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

- Academic content focusing on:
 - Science, Technology, Engineering, and Mathematics (STEM) learning opportunities, and/or
 - Academic content focusing on reading development and proficiency instruction
- Models that focus services and programs in schools that are identified as State low performing (pursuant to G.S. 115C105.37); at least 51% or more of schools proposed to be served are State low performing.
- Non-profit corporation working in partnership with LEA(s) resulting in a match utilizing federal funds under Title I, Part A of the Elementary and Secondary Education Act or Title IV of the Higher Education Act to supplement the ELISS program.



Box 5: Program Abstract (unscored)

5. 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 at-risk students whose learning has been negatively affected by COVID-19 impacts.

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



Box 8: Implementation Features (unscored)

8. Check any implementation features below that apply to your proposed program.

- Prioritizes integration of clear academic content, in particular STEM learning opportunities or reading development and proficiency instruction
- Aligns activities with State performance measures, student academic goals, and/or the North Carolina Standard Course of Study
- Minimizes student class size when providing instruction, instructional supports, or interventions
- Deploys multiple tiered supports in a school setting to address student barriers to achievement such as strategies to improve chronic absenteeism, anti-social behaviors, academic growth, and enhancement of parent and family engagement
- Expands student access to high quality learning activities and academic support that strengthens student engagement
- Leverages community-based resources which may include mentoring or private-sector employer involvement
- Uses digital content or resources to expand learning time

Other



Box 13: Funding Considerations

13. 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.)

a. Does applicant have a current 21st CCLC grant?

- Yes
 No

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

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

b. Has applicant received federal or state funds to support students in low-performing schools in the past five (5) years?

- Yes
 No

If yes, indicate for each: 1) the funding source, 2) the funding period, 3) the total amount of funds received across the funding period, and 4) the total number of students served.

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

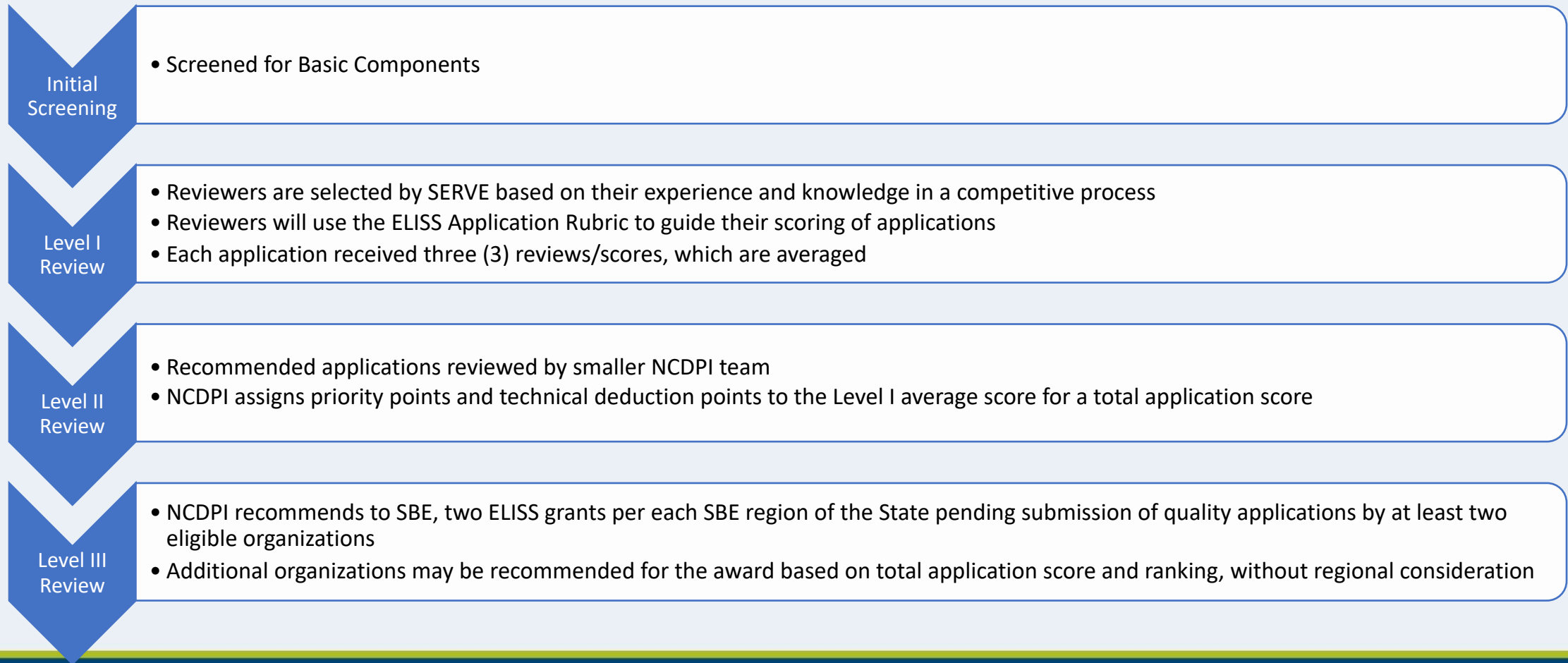


Grant Review Process and Scoring Rubric

The SERVE Center at UNC-G



Grant Review Process



Level I Review: Scoring Rubric

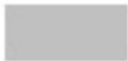
Rubric Sections	CCIP Section	Maximum Points
Collaborative Focus on At-Risk Students	FA-6	20
Articulation of Program Model	FA-7	25
Operational Capacity	FA-9	25
Evaluation Capacity	FA-10	15
Budget Narrative and Alignment	FA-11	10
Potential for Replication	FA-12	10
TOTAL POSSIBLE POINTS		105



Box: 6 Collaborative Focus on At-Risk Students

6. Collaborative Focus on at-risk students: Describe: a) the types of targeted at-risk students (at-risk factor(s), grade level, etc.), including those students whose learning has been negatively affected by COVID-19 impacts, as well as, schools (including low-performing) and district(s) to be served; b) the specific needs of at-risk students, including those students whose learning has been negatively affected by COVID-19 impacts; c) the gaps collaborating school(s) and district(s) have in meeting the needs of targeted at-risk students; and d) collaboration with proposed partnering school principal(s), including roles and responsibilities.

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



Collaborative Focus on At-Risk Students (FA-6)

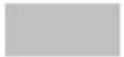
Criteria	Max Pts
a. Description of types of at-risk students (at-risk factor, grade levels, etc.), including those students whose learning has been negatively affected by COVID-19, as well as, schools (including low performing), and district(s) that will be served.	5
b. Description of the specific needs of at-risk students, including those students whose learning has been negatively affected by COVID-19 impacts.	5
c. Description of gaps collaborating school(s) and districts(s) have in meeting the needs of targeted at-risk students.	5
d. Description of proposed collaboration with partnering school principal(s), including respective roles and responsibilities.	5
Total Possible Points	20



Box 7: Articulation of Program Model

7. Articulation of Program Model: Describe: a) the program model, its key components, including strategies to mitigate the negative affects of COVID-19 impacts on learning and alignment to the needs of targeted students; b) the organization’s past experience in implementing the model described in “a.” and what was learned from past experience about how to implement the model for at-risk students; c) how proposed students to be served will be invited to participate in the program, and how proposed activities/services support targeted students’ success in their regular academic program; d) how the program will facilitate meaningful family and community engagement in supporting targeted students’ academic behaviors and achievement; and e) how the program model proposed is likely to benefit (including mitigating negative affects of COVID-19 impacts on learning) the targeted students.

NOTE: The text box below is limited to 18,000 characters including spaces.



Articulation of Program Model (FA-7)

Criteria

Max
Pts

- | | |
|--|---|
| a. Substantive description of the program model, its key component, including strategies to mitigate the negative affects of COVID-19 impacts on learning and alignment to the needs of targeted students. | 5 |
| b. Description of the organization's past experience in implementing the model described in "a." and what was learned from past experience about how to implement the model for at-risk students. | 5 |
| c. Description of how proposed students to be served will be invited to participate in the program, and how proposed activities/services support students' success in their regular academic program | 5 |
| d. Description of how the program will facilitate meaningful family and community engagement in supporting students' academic behaviors and achievement. | 5 |
| e. Summary of how the program model proposed is likely to benefit (including mitigating negative affects of COVID-19 impacts on learning) of the targeted students. | 5 |

Total Possible Points

25



Box 9: Operational Capacity

9. Operational Capacity: Describe: a) organizational history and prior funding sources for programs serving at-risk students; b) key leaders' experience and proposed staffing; c) agreement with school(s) and district(s) on commitment of resources for program (e.g., extended learning time facilities, space/time in the school day for Integrated Student Support meetings with students, technology in place for student use); d) how community-based resources have been identified and will be leveraged to expand student access to learning activities and, academic and behavioral supports; and e) how collaborations and partnerships with other organizations will lead to sustaining the program (i.e., secure funding, shared resources, long-term partnerships) to support the needs of at-risk students beyond the grant period.

NOTE: The text box below is limited to 18,000 characters including spaces.



Operational Capacity (FA-9)

Criteria	Max Pts
a. Clear description of organizational history and prior funding sources for meeting the needs of at-risk students	5
b. Description of key leaders' experience and proposed staffing	5
c. Description of agreement with low-performing school(s) and district(s) on commitment of resources for program implementation	5
d. Identification of community-based resources to be leveraged to expand student access to learning activities and, academic and behavioral supports	5
e. Description of how collaborations and partnerships with other organizations will lead to sustaining the program (i.e., secure funding, shared resources, long-term partnerships) to support the needs of at-risk students beyond the grant period.	5

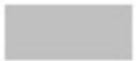
 **Total Possible Points**

25

Box 10: Evaluation Capacity

10. Evaluation Capacity: Describe: a) key student outcomes and associated performance measures that align with the proposed program model.; b) the organizational plan for collecting, analyzing, and reporting participation and outcome data on students served (including assurances that the organization has access to the data described).; and c) organizational capacity (internal or external) for completing the required outcome reporting, as well as, using data for continuous program improvement.

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



Evaluation Capacity (FA-10)

Criteria	Max Pts
a. Identification of key student outcomes and associated performance measures that align with the proposed program model.	5
b. Description of the organizational plan for collecting, analyzing, and reporting participation and outcome data on students served (including assurances that the organization has access to the data described).	5
c. Description of capacity (internal or external) for completing the required outcome reporting, as well as, using data for continuous program improvement.	5
Total Possible Points	15

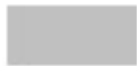


Box 11: Budget Narrative and Alignment

11. Budget Narrative and Alignment: Identify the number of at-risk students to be served and provide cost per student estimates. Describe: a) how costs align to proposed program components, reflecting the necessity and reasonableness of costs; and b) any cost-sharing or resource-sharing arrangements between partnering districts/schools and applicant organization(s).

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 9,000 characters including spaces.



Budget Narrative and Alignment (FA-11)

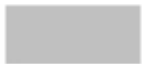
Criteria	Max Pts
a. Description of how costs are aligned to proposed program components, reflecting the necessity and reasonableness of costs (including calculated cost estimates per student served).	5
b. Description of any cost-sharing or resource sharing arrangements between partnering districts/schools and applicant organization.	5
Total Possible Points	10



Box 12: Potential for Replication

12. Potential for Replication: Describe: a) the extent of prior implementation of the proposed program model in your county or in the state and what is known about its impact on at-risk students; and b) the extent to which the proposed program model has future potential for replication in other locations.

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



Replicability of Model

- Final reporting to the State Legislature shall include the final 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.



Potential for Replication (FA-12)

Criteria	Max Pts
a. Description of the extent of prior implementation of the proposed model and what is known about its impact on at-risk students	5
b. Description of the extent to which the proposed program model has future potential for replication in other locations	5
Total Possible Points	10



Tips – To Prepare

- Read and Understand the RFP Guidance before starting.
- Download and review all Required and Optional Documents so that you have time to obtain and complete the required commitments and supports, including matching fund requirements.
- Read the scoring rubric to be used in the grant review process very carefully so you understand what the reviewers will be looking for and if your program model is a good fit for this RFP.



Tips – To Develop Your Application

- Clearly identify the academic, attendance, or behavioral needs of targeted at-risk students with your LEA or school partners.
- Identify partner schools and develop a partnership agreement with school principals that describes the roles/responsibilities of the non-profit and the schools in implementing the program model for the at-risk students needing additional support.
- Be clear about your “end in mind” for targeted students in terms of desired outcomes to be measured (how you will use data to monitor student progress on key outcomes).
- Be clear about your program model



Tips – To Finalize Your Application

- Use the rubric to help frame how each section is written and entered into the CCIP (consider organizing your content to align with the rubric dimensions).
- Before you submit, have your colleagues or partner school principals review your draft application against the rubric and give you feedback about where it is unclear.
- Make sure your budget is aligned with the program model and number of students projected to be served and not just asking for the maximum funding.





Key Dates...

- **May 27, 2021- CCIP Training Webinar 10am-12pm**
- **June 1, 2021- CCIP Opens**
- **June 11, 2021- [Intent to Apply](#) forms due**
- **August 11, 2021 (12:00 p.m. NOON EDT) - Applications must be entered in CCIP**
- **August 12-September 10, 2021- Level I-III Reviews**
- **October 7, 2021– Recommendations to State Board for Approval**
- **October 8, 2021- Notification of Approval**
- **October 19, 2021- Onboarding TA Webinar**



For more information...

Updates will be posted to the Federal Program Monitoring and Support's ELISS web page:

[ELISS Program Webpage](#)



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