

# EXTENDED LEARNING AND INTEGRATED STUDENT SUPPORTS (ELISS) GRANT APPLICATION TECHNICAL ASSISTANCE WEBINAR

**September 13, 2017**

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

 **SERVE CENTER** at THE UNIVERSITY of NORTH CAROLINA at GREENSBORO

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# Purpose

- \$6,000,000 appropriated from the At-Risk Student Services Alternative School Allotment for the ELISS Competitive Grant
- Offers funds for high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes.
- 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

# Eligible Participants

- Nonprofits and nonprofits working in collaboration with local school administrative units may participate in the ELISS program.
- Must submit a copy of the Articles of Incorporation that have been filed with the NC Secretary of State
- Must submit the name of the registered agent
- Must upload documents into the web-based grants management system as a part of the application process

# Competitive Priorities

1. Academic content focusing on Science, Technology, Engineering, and Mathematics (**STEM**) learning opportunities
2. Academic content focusing on **reading** development and proficiency instruction
3. Models that focus services and programs in schools that are identified as **low-performing** pursuant to G.S. 115C-105.37
4. Non-profit corporation working in partnership with local school administrative unit(s) to **utilize Title I, Part A funds** to supplement the ELISS program and may count toward the match requirement

# Grant Awards

- May receive grants for up to two years in an amount of up to five hundred thousand dollars (\$500,000) each year
- Must be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in non-grant funds
- Matching funds shall not include other State funds
- Matching funds may include in-kind contributions, which may include in-kind contributions for up to fifty percent (50%) of the required match
- Priority for applicants securing matching funds from Title I-A

# Timeline

September 7, 2017	<u>Presentation to the State Board of Education (SBE)</u> – DPI requests approval of the Request for Proposals for the Extended Learning and Integrated Student Supports (ELISS) grants. (Presented as action on first reading.)
September 8, 2017	<u>Request for Proposals Announcement</u> – Information provided on ELISS website and available mailing lists.
September 13, 2017	<u>Technical Assistance Webinars</u> – Webinars conducted for all potential applicants.
September 19-21, 2017	<u>CCIP Training</u> - Training offered ONLY for organizations that have not been trained previously.
September 30, 2017	<u>Intent to Apply</u> – Intent to Apply forms completed and submitted to NCDPI.
October 13, 2017	<u>Applications Due</u> – Application submitted through CCIP and time stamped by 11:59 p.m. Eastern Standard Time.
October 16, 2017	<u>Login and Screening</u> – Applications list downloaded from CCIP.
December 7, 2017	<u>State Board of Education Meeting</u> – Recommendations for SBE review and approval as Action on First Reading.
December 8, 2017	<u>Notifications to Approved/Not Approved Applicants</u> – Applicants notified of approval or non-approval and provided with comments for improvement.

# How to Apply

- Complete and submit the Intent to Apply form by **September 30, 2017**.
- Develop the organization's proposal utilizing the [Request for Proposals Guidance and Planning Worksheets](#).
- Prepare to use the Comprehensive Continuous Improvement Plan (CCIP).



# Related Documents

## RELATED DOCUMENTS

**Required Documents** (posted on the website at:  
<http://www.ncpublicschools.org/program-monitoring/eliss/>)

- Basic Organization Information (Primary Organization Contact, Fiscal Agent Contact etc.)
- Articles of Incorporation and Registered Agent
- Statement of Assurances
- Debarment Certification
- 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)

## **Optional Documents**

- Collaborative Agreement with Local School Administrative Units (only for nonprofits working in collaboration with local school administrative units - no template provided)
- Other Partnership Agreement(s) (no template provided)



## **What is “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, afterschool, Saturday, summers and intercessions.

# What are “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.

## What does “independently validated” mean?

- The program model proposed by an ELISS grantee must demonstrate that the program has undergone an external review (i.e., by an independent third-party not affiliated with the implementation of the program) and the review or study concluded that the program model was successfully implemented and has the potential for positive impacts on the targeted at-risk students.

## What documentation must be submitted to demonstrate an organization is a nonprofit corporation?

- A nonprofit corporation must submit a copy of the **Articles of Incorporation** that have been filed with the NC Secretary of State. The nonprofit organization must also submit the **name of the registered agent**. The documents will be uploaded into the web-based grants management system as a part of the application process.

# What is the purpose of the Data Integrity and Confidentiality Certification Form?

- Section 7.24(c) requires that ELISS programs focus on serving at-risk students. Therefore, the nonprofit organization must work closely with school officials to determine which students would be considered as “at-risk” and eligible for the ELISS program which in some cases, may provide the nonprofit having access to student data.
- The form also contains signature lines for the school principal and the district superintendent to ensure that the school and district are aware that the nonprofit understands and will adhere to student data privacy policies.

# Application Review & Scoring Process

## Three levels of review

- Level I
  - Reviewers are selected by SERVE based on their experience and knowledge
  - Reviewers will use the ELISS Scoring Rubric to guide their scoring of applications
  - See pp. 12-19 of the Request for Proposal for a copy of the scoring rubric
  - Each application receives three (3) reviews/scores which are averaged
- Level II
  - NCDPI assigns priority points to the Level I average score for a total application score
- Level III
  - NCDPI recommends to SBE grantees with the highest scoring applications to be funded based on available funding

# Level I Review: Scoring Rubric

Rubric Sections	CCIP Section	Maximum Points
Needs Assessment	Planning Tool	10
Program Design	FA-6	20
Project Administration	FA-7	10
Capacity to Implement and Partner	FA-9	10
Evaluation Plan and Use of Student Performance Data	FA-10	15
Budget Narrative and Alignment	FA-12	10
Overall Proposal Alignment	All	10
Total Maximum Points – Level I Review		85

FA = Funding Application



# Anatomy of the Rubric

## Budget Narrative and Alignment (10 points)

The applicant provides a budget narrative that: a) aligns costs with the proposed programming and b) demonstrates that costs are reasonable and necessary.				
Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Budget narrative aligns costs to proposed program	<input type="checkbox"/> Detailed budget narrative that clearly aligns costs to services, activities, staffing, and administration proposed for the program.	<input type="checkbox"/> Budget narrative that somewhat aligns costs to services, activities, staffing, and administration proposed for the program.	<input type="checkbox"/> Budget narrative with incomplete cost information or conflicting alignment with the proposed program.
	b. Costs are reasonable and necessary	<input type="checkbox"/> Budget narrative clearly describes that costs are reasonable and necessary given the program design and size.	<input type="checkbox"/> Budget narrative is mostly clear in its description of costs but a few questions remain.	<input type="checkbox"/> Budget narrative is unclear or incomplete in its description of costs.

# Needs Assessment – 10 pts. (Planning Tool)

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Identification of targeted group(s) of at-risk students <sup>1</sup> and low-performing school(s) <sup>2</sup> to be served	<input type="checkbox"/> Clear description of, and rationale for, who the program proposes to serve including: at-risk students, low-performing school(s) and the community.	<input type="checkbox"/> General or somewhat clear description of, and rationale for, who the program proposes to serve including: at-risk students and low-performing school(s).	<input type="checkbox"/> Incomplete or vague description of, and rationale for, who the program proposes to serve.
	b. Use of data to demonstrate the needs of the targeted community, school(s), and students to be served	<input type="checkbox"/> Well-organized summary of relevant data that clearly demonstrates the needs of the community, school(s), and students to be served.	<input type="checkbox"/> Somewhat clear summary of data that mostly demonstrates the needs of the community, school(s), and students to be served.	<input type="checkbox"/> Incomplete summary of data that does not sufficiently demonstrate the needs of the community, school(s), and students to be served.
	c. Summary of how proposed activities/services will address unmet needs of targeted at-risk students	<input type="checkbox"/> Clear and convincing overall statement of how proposed activities/services fill existing gaps in targeted at-risk students' needs.	<input type="checkbox"/> General or somewhat clear overall statement of how proposed activities/services address targeted at-risk students' needs.	<input type="checkbox"/> Incomplete or confusing overall statement of how proposed activities/services address students' needs.

# Program Design – 20 pts.

(FA-6)

Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	a. Summary of overall program design/model and alignment to the needs of targeted at-risk students	<input type="checkbox"/> Clear summary of the overall program design/model with specific alignment to the needs of targeted at-risk students.	<input type="checkbox"/> Somewhat clear summary of the overall program design/model, with only general alignment to the needs of targeted at-risk students.	<input type="checkbox"/> Vague, incomplete, or confusing summary of the program design/model with little or no alignment to the needs of targeted at-risk students.
	b. Description of specific activities/services students will participate in or receive	<input type="checkbox"/> Clear description of planned activities/services students will participate in or receive.	<input type="checkbox"/> Somewhat clear description of planned activities/services students will participate in or receive.	<input type="checkbox"/> Vague, incomplete, or confusing description of planned activities/services students will participate in or receive.
	c. Description of how proposed activities/services complement students' regular academic program	<input type="checkbox"/> Clear description of how the proposed activities/services complement students' regular academic program.	<input type="checkbox"/> Somewhat clear description of how the proposed activities/services complement students' regular academic program.	<input type="checkbox"/> Incomplete or confusing description of how the proposed activities/services complement students' regular academic program.

# Program Design – 20 pts.

(FA-6)

Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
d.	Description of how the program will facilitate meaningful family and community engagement in supporting students' academic behaviors and achievement	<input type="checkbox"/> Clear description of how the program will facilitate meaningful family and community engagement in support of positive academic behaviors and student achievement.	<input type="checkbox"/> General or somewhat clear description of how the program will facilitate meaningful family and community engagement in support of positive academic behaviors and student achievement.	<input type="checkbox"/> Incomplete or confusing description of how the program will facilitate meaningful family and community engagement (may also lack a focus on support for the academic needs of students).
e.	Rationale behind key aspects of the program design/model (e.g., references the research or evidence base, past program implementation experience, or best practices literature)	<input type="checkbox"/> Clear rationale behind key aspects of the program design/model.	<input type="checkbox"/> Somewhat clear rationale behind key aspects of the program design/model.	<input type="checkbox"/> Confusing or vague rationale behind key aspects of the program design/model.
f.	Overall schedule or frequency of program activities/services	<input type="checkbox"/> Clear description of the overall schedule or the frequency with which students will participate in activities or receive services.	<input type="checkbox"/> Somewhat clear description of the overall schedule or the frequency with which students will participate in activities or receive services.	<input type="checkbox"/> Confusing or incomplete description of the overall schedule or the frequency with which students will participate in activities or receive services.

# Project Administration – 10 pts.

(FA-7)

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Collaboration with district or school(s) on how program will serve targeted at-risk students (i.e., data sharing, student recruitment, shared resources)	<input type="checkbox"/> Clear description of collaboration with the district or school(s) on how the project will serve targeted at-risk students.	<input type="checkbox"/> General or somewhat clear description of collaboration with the district or school(s) on how the project will serve targeted at-risk students.	<input type="checkbox"/> Limited or incomplete description of how the project will collaborate with school(s) or district to serve targeted students.
	b. Staffing plan to operate the program with highly qualified, well-trained professionals at sufficient levels (i.e., effective staff-to-student ratios for instructional or other intervention activities)	<input type="checkbox"/> Well-specified staffing plan that includes: <ul style="list-style-type: none"> <li>– description of the roles of key personnel and expected qualifications;</li> <li>– planned staff recruitment, training, and retention strategies; and</li> <li>– expected staff-to-student ratios.</li> </ul>	<input type="checkbox"/> Staffing plan that includes general 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. Approach to project staff interaction with school staff in collaborative planning to address students' needs or monitor students' progress	<input type="checkbox"/> Clear, realistic, and thoughtful approach to project and school staff collaboration around students' needs or progress.	<input type="checkbox"/> Somewhat clear approach to project and school staff collaboration around students' needs or progress.	<input type="checkbox"/> Incomplete or confusing approach to project and school staff collaboration around students' needs or progress.



# Capacity to Implement and Partner – 10 pts. (FA-9)

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Extent of prior evidence of the successful implementation of the proposed model and its positive impact on at-risk students	<input type="checkbox"/> Clear summary of the evidence from <b>third party, external, or independent reviews, studies, or reports</b> of the implementation and impact of the proposed model.	<input type="checkbox"/> Clear summary of the evidence from <b>internal evaluations or reports</b> of the implementation or impact of the proposed model <b>(with acknowledgement that no external, independent reviews or studies have been conducted)</b> .	<input type="checkbox"/> Little to no evidence is presented of any prior reviews, evaluations, studies, or reports (internal or external) of the implementation or impact of the proposed model.
	b. Availability of key resources for program implementation (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)	<input type="checkbox"/> Detailed description of how key resources have been secured to implement the program (e.g., extended learning time facilities, space or time in the school day for meetings with students, technology available); provides confidence that fast start up is feasible.	<input type="checkbox"/> General description of key resources secured to implement the proposed program (e.g., extended learning time facilities, space or time in the school day for meetings with students, 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.
	c. Approach to leveraging community resources for different program purposes	<input type="checkbox"/> Clear description of how the program will leverage community resources for different program purposes.	<input type="checkbox"/> Somewhat clear description of how the program will leverage community resources for different program purposes.	<input type="checkbox"/> Confusing or no information as to how the program will leverage community resources.

# Evaluation Plan and Use of Student Performance Data – 15 pts.

**(FA-10)**

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.	<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.	<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 discuss program impacts on at-risk students 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) and to discuss program impacts on at-risk students with stakeholders.	<input type="checkbox"/> Somewhat clear or general description of how data will be used to improve the program and to discuss program impacts on at-risk students with stakeholders.	<input type="checkbox"/> Incomplete or missing description of how data will be used to improve the program and/or to communicate with stakeholders.



# Budget Narrative and Alignment – 10 pts. (FA-12)

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Budget narrative aligns costs to proposed program	<input type="checkbox"/> Detailed budget narrative that clearly aligns costs to services, activities, staffing, and administration proposed for the program.	<input type="checkbox"/> Budget narrative that somewhat aligns costs to services, activities, staffing, and administration proposed for the program.	<input type="checkbox"/> Budget narrative with incomplete cost information or conflicting alignment with the proposed program.
	b. Costs are reasonable and necessary	<input type="checkbox"/> Budget narrative clearly describes that costs are reasonable and necessary given the program design and size.	<input type="checkbox"/> Budget narrative is mostly clear in its description of costs but a few questions remain.	<input type="checkbox"/> Budget narrative is unclear or incomplete in its description of costs.

# Overall Proposal Alignment – 10 pts.

(All)

Dimensions		Leading (10-8 points)	Developing (7-4 points)	Lacking (3-1 points)
Applicant provides:	a. Alignment across sections of the proposal	<input type="checkbox"/> Well-written proposal that is clearly aligned across all sections of the application.	<input type="checkbox"/> Somewhat clear proposal that is aligned across most sections of the application.	<input type="checkbox"/> Confusing proposal that is limited in alignment and fragmented across several sections.
	b. Case for need and rationale for the likelihood of measurable student success	<input type="checkbox"/> Proposal makes a compelling case for the need and rationale for the program and the likelihood of measurable student success.	<input type="checkbox"/> Proposal makes a general case for the need and rationale for the program and the likelihood of measurable student success.	<input type="checkbox"/> Proposal lacking or incomplete in the case it makes regarding the need and rationale for the program and the likelihood of measurable student success.

## General Tips...

- Read the RFP Guidance and rubric shared here thoroughly before starting.
- Clearly identify the academic and other needs of the at-risk students you propose to serve.
- Be clear on how your proposed program can fill gaps in services to meet the identified needs of students.
- Ensure that your proposed program goals and activities align with identified needs and are clearly described in terms of the rationale for inclusion of particular activities.
- Think through and clearly identify your program effectiveness measures (how you will use data to monitor student progress on key outcomes).

## General Tips...

- Use the rubric to help frame how each section is written and entered into the CCIP.
- Respond clearly to every dimension within each rubric.
- Consider organizing content into tables and charts that make it easier for reviewers to understand (e.g., program schedule, key staff chart, data source table).
- Before you submit, have a few colleagues read your draft application against the rubric and give you feedback about where it may be falling short.



# In Closing...

- **Extended Learning and Integrated Student Supports Review Timeline**
  - Applications must be entered into CCIP by **October 13, 2017 (11:59 EST)**
    - Allow enough time for all the appropriate approvals
  - ELISS Review – October – November, 2017 (Levels I – III Reviews)
  - Recommendations to State Board for Approval – December, 2017
- **For more information**
  - Check the Extended Learning and Integrated Student Supports Review (ELISS) web page (<http://www.ncpublicschools.org/program-monitoring/eliss/>) for updates.