Extended Learning and Integrated Student Supports Grant Program

Federal Program Monitoring and Support
North Carolina Department of Public Instruction
January 23, 2018

Welcome!

- ✓ Please use the question box feature during the webinar to submit any questions.

- ✓ Questions that are not answered during the webinar will be collected and responses provided through the listserv or with individuals as needed.

- ✓ The presentation slides will be sent out on the listserv. Additional listserv recipients may be submitted to Sylvia Moore at Sylvia.moore@dpi.nc.gov.

- ✓ The presentation slides will be posted on the website at: http://www.ncpublicschools.org/program-monitoring/eliss/.

Getting Started

* Funding Awards
* Budget Approvals
* Student Participation
* Data Collection and Reporting
* Ongoing Communication

Funding Awards

* Funding award verification
    * Cost calculator results (high, median, low)
    * Tier designation (Tier 1-high, Tier 2-median, Tier 3-low)
    * 98% of requested amount
* Total award allotted in one installment
* Additional funds for 2018-19 contingent upon 2018 budget approval by the NC General Assembly

Budget Approval

* Allotments released within the next two weeks (NOTE: No additional budget information is required.)
* Valid codes included in the Chart of Accounts for Program Report Code (PRC) 052 posted at: http://www.ncpublicschools.org/fbs/finance/reporting/coa2018
* Nonprofits must utilize the Education Reporting and Cash Application (ERaCA) system to request reimbursements
* Nonprofits using a local education agency (LEA) as the fiscal agent will NOT use ERaCA

Nonprofits as Fiscal Agents

Nonprofits acting as their own fiscal agents must complete the vendor electronic payment form and submit the completed form to Sylvia Moore. The form is linked below:

* Vendor Electronic Payment Form
  ([pdf, 148kb](#))

Please DO NOT submit Vendor Electronic Payment Forms to the Office of the State Controller. Submit completed forms to:

Sylvia Moore
Federal Program Monitoring and Support Division
6351 Mail Service Center
Raleigh, NC 27699-6351

Student Participation

* Programs must serve at-risk students
  * Students not performing at grade level as demonstrated by statewide assessments;
  * 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.
* Students may be identified on one or more of the criteria
* Nonprofit organizations must work closely with school officials to determine which students would be considered as "at-risk" and eligible for the ELISS program.

Required Data Collection
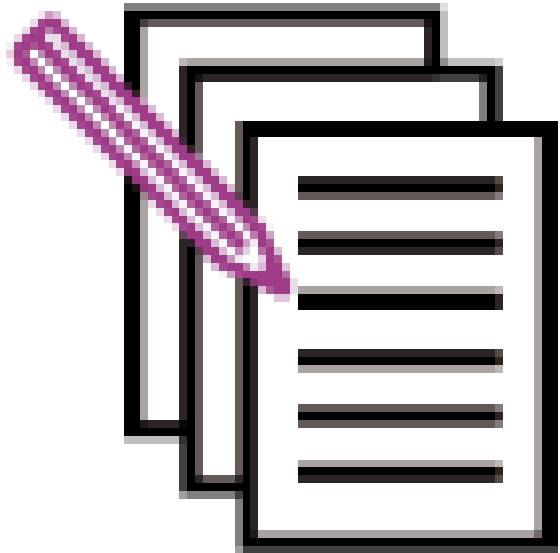
- ✓ Student eligibility (e.g., at-risk status)
- ✓ Student enrollment
- ✓ Daily student attendance

* *REMEMBER: Records must be maintained and up-to-date and available for review if requested.*

Regular Attendance is Critical!

* **<u>Regular attendance</u>** and **<u>active participation</u>** in quality out of school programming and integrated student supports is associated with improved academic performance, task persistence, improved work and study skills and better social skills.
* Research suggests the following strategies to create engaging programs which attract and retain student participation:
  * Hire quality program staff who develop real connections with participants
  * Offer a variety of strategies and activities to address various interests and needs
  * Engage students in hands-on learning
  * Connect activities to real-world issues and opportunities
  * Show connections among subject areas using real life examples
  * Reach out directly to youth and their families in their homes and communities

Necessary Data Collection

* Student progress within the program and during the school day
  * Students with regular attendance in the ELISS program (e.g., 30 or more days)
  * Student participation in specific ELISS program activities
  * Student attendance during the school day
  * Student behavior during the school day (e.g., discipline data, class participation, etc.)
  * Student grades in school classes
  * Other student assessment data

Data Collection 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, before receiving funding for the next fiscal year*[Session Law 2017-57, SECTION 7.24.(d)]*

Data Collection and Reporting

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 2017-57, SECTION 7.24.(d)]*

Key Questions

What information is needed? → How should it be collected? → What are the best ways to put it to use?

After-School Data: Six Tip Sheets on What Cities Need to Know; Wallace Foundation; June, 2013

After-School Data: Six Tip Sheets on What Cities Need to Know

* Download the tip sheets at: http://www.wallacefoundation.org/knowledge-center/after-school/collecting-and-using-data/Pages/After-School-Data-What-Cities-Need-To-Know.aspx

Reports to the General Assembly

The Department of Public Instruction shall provide an interim report on the Program to the Joint Legislative Education Oversight Committee by September 15, 2018, with a final report on the Program by September 15, 2019.

[Session Law 2017-57, SECTION 7.24.(e)]

Reports to the General Assembly

The final report 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.[Session Law 2017-57, SECTION 7.24.(e)]

Telling the Story

* Partnering with the SERVE Center at the University of North Carolina at Greensboro
  * Wendy McColskey, Ph.D.
* Conducting on-site visits to discuss:
  * current program implementation strategies
  * data collection procedures including program attendance
  * coordination with feeder schools on students to be served
  * approach to other student-level data collection
  * program evaluation plans
* Conducting an online survey
* Using information to develop a profile of each program to include in the legislative report

Legislative Requirements

* 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, anti-social 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.

QUESTIONS

* Please enter your questions in the question box.

Ongoing Communication

* REMEMBER: If there are additional individuals that need to receive communication from the Department regarding the ELISS Program, please submit the name, title, and email address to Sylvia Moore at sylvia.moore@dpi.nc.gov.

Thank you!