

# Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program

*ELISS Monitoring, Data Collection & Evaluation  
Tuesday, November 2, 2021 from 12pm-3pm*

*Federal Programs & Monitoring Support Division  
NCDPI*

# ELISS Monitoring & Evaluation Support Team

## Federal Programs & Monitoring Support - NCDPI

LaTricia Townsend, Director ~ Federal Programs

Susan Brigman, Section Chief ~ Specialty Programs

Megan Orleans, Program Administrator

Eric Rainey, Program Administrator

Wendy Buck, Program Administrator

Katrina Blount, Fiscal Monitor

Tara Powe, Fiscal Monitor

Ashton Moss, Fiscal Analyst

Monica Pask, Fiscal Analyst

## SERVE Center

Kathleen Mooney, Evaluation Specialist

# Housekeeping



HOW TO ASK  
QUESTIONS



KEY DATES



WHERE TO FIND  
REQUIRED TEMPLATES



PRESENTATION SLIDES

# Agenda

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- ELISS Programmatic Monitoring
- ELISS Data Collection & Evaluation Reporting
- ELISS Fiscal Monitoring

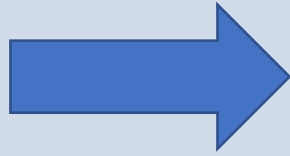
# **ELISS Programmatic Compliance Monitoring Overview**

Susan Brigman, Section Chief ~ Specialty Programs  
Federal Programs & Monitoring Support Division

# Monitoring Timelines

- Notification for monitoring will be issued at least 30 days prior to the monitoring event
- Documentation requested in the notification letter will be due on the Tuesday prior to the monitoring week (Ex. Monitoring date = Thursday, October 28<sup>th</sup>; Documentation due date = Tuesday, October 19<sup>th</sup>)
- Late submission of documentation will be used to inform the subgrantee's risk level during NCDPI's Year 2 risk assessment for future ELISS monitoring events.
- Reports will be issued within 30 days of the monitoring event

# Types of ELISS Compliance Monitoring

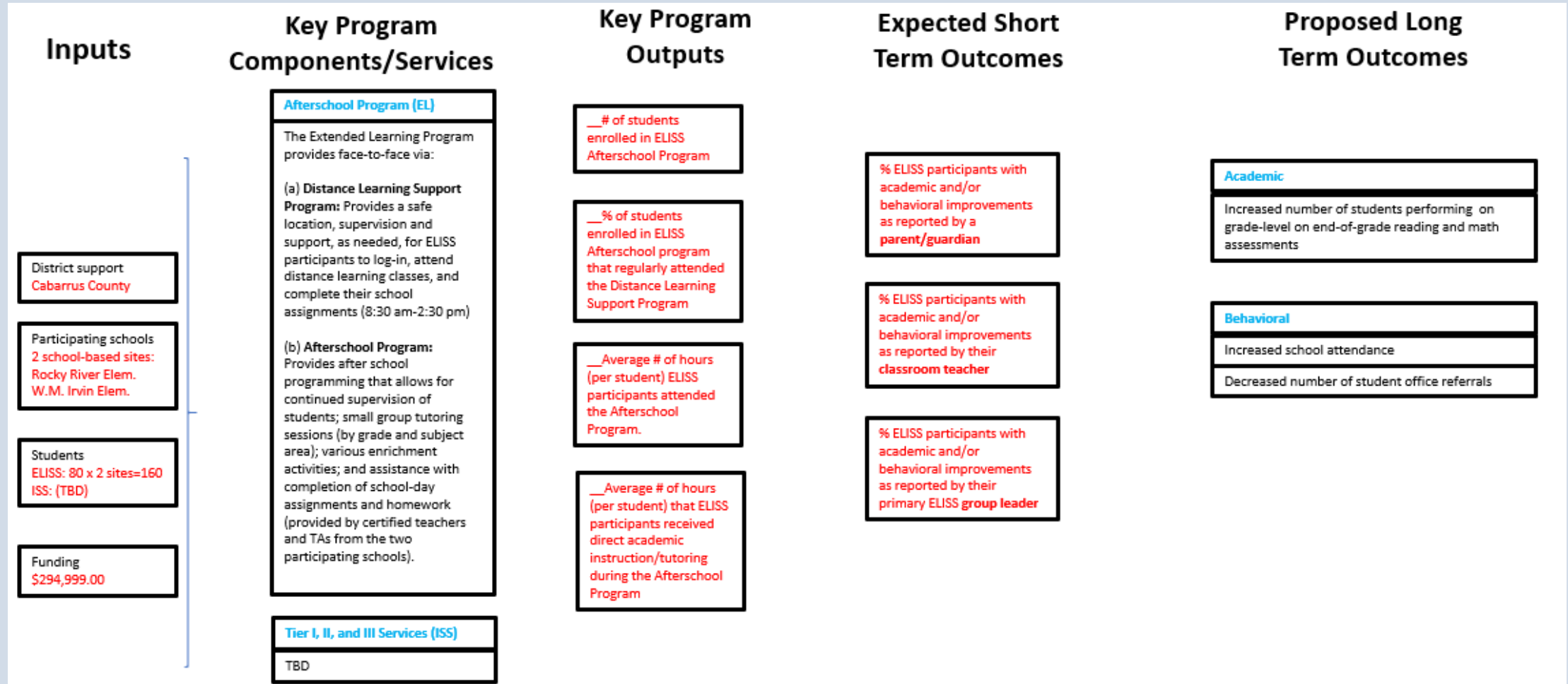


ELISS Comprehensive Program  
Monitoring Review (CPMR)

Implementation and End-of-  
Year Reports

ELISS Fiscal Monitoring Reviews

# ELISS Logic Models





# ELISS Comprehensive Program Monitoring Reviews (CPMRs)

- ELISS CPMRs are typically conducted on-site at the organization location where program documentation is maintained with visits to individual centers (sites) as appropriate. The review process utilizes an instrument with three (3) compliance strands:
  1. Program Management
  2. Program Implementation
  3. Federal/State/Local Statutes

# ELISS Comprehensive Program Monitoring Reviews (CPMRs)continued...

- The process begins with an off-site review of documentation that supports compliance with applicable federal program requirements.
- During the visit, ELISS Program Administrators will observe in classrooms, review additional documentation, conduct interviews, and provide technical assistance when applicable.

# ELISS Comprehensive Program Monitoring Reviews (CPMRs) continued...

- The ELISS CPMR will focus upon the management and implementation of the SBE-approved ELISS programming and instruction that have taken place in the 2021-2022 school year.
- The ELISS CPMR will involve interviews with the following stakeholder groups: ELISS staff, and feeder school personnel.
- Volunteers, community partners, or other program supporters may also be included if available the day of the visit but are not required.

- The ELISS CPMR will conclude with an exit conference with the Program Director and / or other appropriate program designees to discuss preliminary observations
- Following the review, a report is completed based on the following ELISS CPMR Rating Rubric:

Meets Requirements	Meets Requirements with Recommendation(s)	Finding(s)
<p>Compliance indicator is 100% met and supported by all required evidence(s).</p> <p>All required documents are provided and support compliance.</p> <p>Interviews support documentation, processes, and implementation.</p> <p>Compliance is consistent at program level and sites sampled.</p>	<p>Basic compliance requirements are met; recommendation(s) are provided for improvement.</p>	<p>Evidence or lack of evidence shows compliance indicator has not been met.</p> <p>Incomplete or lack of required documentation.</p> <p>Interviews lack understanding or support of documentation, processes, and/or implementation.</p> <p>Compliance is inconsistent at program level and sites sampled.</p>

# ELISS CPMR Follow -Up

- The ELISS CPMR report will be provided to the Program Director for the organization.
- The organization must respond in writing to each item marked as a Finding within thirty (30) business days of receipt of the report. No response is required for items marked as Meets Requirements with Recommendation(s)
- The organization's response must demonstrate the required action has already been addressed by including supporting documentation with the response.
- Findings identified during the ELISS CPMR will be used to inform the subgrantee's risk level during NCDPI's annual ELISS risk assessment for future monitoring events.

# ELISS Risk Assessment

Is the ELISS recipient a Novice organization to Federal grants?	Did the recipient receive an ELISS grant in the July 2020-December 2020 grant cycle?	Did the recipient receive an ELISS grant between 2017-2019?	Does the subrecipient currently receive funding for and operate a 21st CCLC grant?	What range did the score from the grant review fall?
Yes = 5 pts. / No = 0 pts.	Yes = 0 pts. / No = 5 pts.	Yes = 5 pts. / No = 0 points	Point Scale: no= 0; yes= 5 points	Excellent Score= 0 points, Strong Score= 2 points and Average Score= 5 points

**Total Possible Points Earned = 20**

# ELISS Risk Assessment Ranges

Low Risk (0-7)	Moderate/High Risk (8-20)
Low Risk subrecipients have little to no monitoring findings or compliance issues. Data reports and documentation are submitted on time. Subrecipient meets all deadlines.	High Risk subrecipients have numerous findings in previous monitorings. Previous monitoring showed program has issues of concern, that may or may not have been resolved. Data reports and documentation are submitted late. Subrecipient has met minimal deadlines.
Associated Monitoring Event:	Associated Monitoring Event:
Year 2 - Full Monitoring	Year 1 - Full Monitoring
ELISS CPMR	ELISS CPMR

## Sample Risk Assessment Results

Total Score	RISK LEVEL	MONITORING EVENT TYPE
Low Risk: 0-7; Moderate/High: 8-20		
10	Moderate/High Risk	Year 1 - Full Monitoring
10	Moderate/High Risk	Year 1 - Full Monitoring
10	Moderate/High Risk	Year 1 - Full Monitoring
12	Moderate/High Risk	Year 1 - Full Monitoring
5	Low Risk	Year 2 - Full Monitoring
10	Moderate/High Risk	Year 1 - Full Monitoring
5	Low Risk	Year 2 - Full Monitoring
0	Low Risk	Year 2 - Full Monitoring
10	Low Risk	Year 2 - Full Monitoring
7	Low Risk	Year 2 - Full Monitoring
5	Low Risk	Year 2 - Full Monitoring
5	Low Risk	Year 2 - Full Monitoring
12	Moderate/High Risk	Year 1 - Full Monitoring
10	Moderate/High Risk	Year 1 - Full Monitoring
10	Moderate/High Risk	Year 1 - Full Monitoring
5	Low Risk	Year 2 - Full Monitoring
12	Moderate/High Risk	Year 1 - Full Monitoring
7	Low Risk	Year 2 - Full Monitoring
12	Moderate/High Risk	Year 1 - Full Monitoring



# **ELISS Programmatic Monitoring Strands**

Megan Orleans, Eric Rainey, Wendy Buck

ELISS Program Administrators

# Strand 1: Program Management

Wendy Buck, Program Administrator

# Strand 1 Monitoring Instrument Overview

ELISS Compliance Categories								
STRAND I: Program Management								
ELISS programs must be managed as described in the approved project focusing on serving (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, (ii) students at risk of dropout, and (iii) students at risk of school displacement due to suspension or expulsion <u>as a result of antisocial behaviors</u> . (Section 1.2(12))								
Sample Evidences:								
Proposed Feeder School and Low-Performing Status Document	Enrollment Referrals/Documentation	Attendance Records	Submitted Implementation Reports	Logic Models	Approved Application	Documented Communication with Feeder Schools	Approved Programmatic Amendments	Programmatic Schedule with Student Contact Hours
Indicator	Description	Comments				Final Rating		Date Finding(s) Resolved:
1.1	Grantee focuses services and programs in schools that are designated as Low-Performing, pursuant to G.S. 115C-105.37.					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		
1.2	Grantee implements the program type (Extended Learning, Integrated Student Supports, or Both) as described in approved application or most recent approved programmatic amendment.					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		
1.3	Program targets and enrolls students defined as at-risk per the legislation.					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		
1.4	Program serves projected number of students and/or average number of contact hours according to the description in the approved project.					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		

# Strand 1: Sample Evidence Review

- Program Schedules
  - Sample Schedule: <https://y4y.ed.gov/tools/sample-program-schedule>)
- Enrollment & Attendance Records
  - Resource: <https://y4y.ed.gov/tools/attendance-matters-training-starter-template>
- Documented Communication with Feeder School
  - Sample Documentation may include meeting agendas and minutes
  - Schedule regular communication (monthly, bi-monthly, quarterly, etc.)

# Strand 2: Program Implementation

Eric Rainey, Program Administrator

# Strand 2 Monitoring Instrument Overview

ELISS Compliance Categories								
STRAND II: Program Implementation								
ELISS programs must use awarded funds to offer students a broad array of services and activities that are designed to raise standards for student academic outcomes of participating students described in the grant. (Section 3.3 (18))								
Sample Evidences:								
Submitted Implementation Reports and Annual Grantee Outcome Report (if applicable)		Lesson Plans or Student Support Materials	Sample Program Schedules	Logic Models	Documented Activities as Described in Approved Project	Samples of Data Collections on Student Progress	Documented Communication with SERVE	Documented Communication with External Evaluator (if applicable)
Indicator	Description	Comments				Final Rating		Date Finding(s) Resolved:
2.1	Program offers a broad array of services, programs, and activities allowable by the legislation aimed at raising student academic performance.					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		
2.2	Grantee has documented the Program’s academic, behavioral, or social-emotional impacts on participating students.					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		
2.3	Program monitors student progress to ensure that activities are expected to improve student academic achievement as well as overall student success.					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		
2.4	Grantee is regularly communicating the program’s progress towards overall goals as well as communicating participating student progress to appropriate stakeholders (i.e., principals, classroom teachers, social workers, caregivers, etc.)					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		
2.5	Grantee has made documented progress in collaborating with NCDPI and the SERVE Center at UNCG to submit the required implementation reports and/or annual grantee outcome report(s) to show the impact of the funded program.					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		

# Lesson Plans

- Construct lesson plans that align with the NC Standard Course of Study considering age appropriateness, time constraints, and resources
- [NCSCOS Quick Reference Guides](#)
- Choose and apply various instructional strategies and methods to meet the needs of the students
- Make lessons relevant and relatable to students
- Staff are qualified and capable to provide instruction and carry out plans
- Ensure lesson plan format and information is current and complete
  - See sample lesson plans



## ENGLISH LANGUAGE ARTS NORTH CAROLINA STANDARD COURSE OF STUDY

### READING STRAND

K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

### READING STANDARDS FOR LITERATURE

#### Key Ideas and Evidence

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.

#### Craft and Structure

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information.
- RL.1.6 Identify who is telling the story at various points in a text.



# Sample Lesson Plans



## GUIDED LESSON PLAN

Step 1: Identify the activity goal(s) (circle all that apply):

- #1- Improve math performance
- #2- Improve ELA performance
- #3- Develop life skills & character education
- #4- STEM
- #5- Expose to diverse opportunities to inspire personal growth and become involved in the local community
- #6- Other (Please explain): \_\_\_\_\_

Step 2: Identify Learning Objectives:

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Step 3: Design Activity

Activity Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Projected Cost: \_\_\_\_\_  
 Location: \_\_\_\_\_

Materials needed: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Preparations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Procedures: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Step 4: Identify Evaluation Tools

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Step 5: Identify the NCSCOS (North Carolina Standard Course of Study) Standards

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Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

## BDA Lesson Planner: Before, During, and After

### SAMPLE LESSON PLAN

Description/theme of lesson: Reading lesson on the book, Otis	Grade Level: K-2	Time Period: 45 minutes	Date: 6/27/2014
<b>Learning Objective(s):</b> <ul style="list-style-type: none"> <li>• Make predictions, learn new vocabulary, and demonstrate comprehension of the story</li> <li>• Participate in discussion and respond to text in meaningful ways through writing or drawing</li> <li>• Develop group work skills by working together and listening to others</li> </ul>			
<b>Materials Needed:</b> A copy of the book Otis, chart paper, writing or drawing paper and crayons/colored pencils, resources about farms and/or farm animals			
<b>Preparation:</b> <ul style="list-style-type: none"> <li>• Read the book Otis, and develop questions for discussion.</li> <li>• Begin a word wall or chart of the new vocabulary words that the story introduces.</li> <li>• Create a KWL Chart for recording students' prior knowledge, questions, and what they learned</li> </ul>			

BEFORE READING	DURING READING	AFTER READING
<b>Purpose:</b> Activate prior knowledge, make predictions, discuss vocabulary <b>Strategy:</b> Preview, KWL Chart, Using a Vocabulary word wall or chart <b>Procedure:</b> <ol style="list-style-type: none"> <li>1. Preview the cover of the book by pointing out the title, author and picture. Ask students about background knowledge about farms, cows, and tractors to record students' answers on a KWL chart.</li> <li>2. Ask students to make predictions about what will happen in the story.</li> <li>3. Introduce new vocabulary words and add new words to a word wall or chart while reading the book, e.g. bales, bawl, calf.</li> </ol>	<b>Purpose:</b> Engage with the text, self-monitor comprehension <b>Strategy:</b> Read Aloud, Asking during-reading questions <b>Procedure:</b> <ol style="list-style-type: none"> <li>1. Read aloud the book.</li> <li>2. Ask questions to promote comprehension, e.g. Why did the farmer buy the new tractor?</li> <li>3. How did Otis feel when the new tractor came to the farm?</li> <li>4. Ask students for additional questions or responses to the text.</li> </ol>	<b>Purpose:</b> examine questions that guided reading; respond to text through writing/drawing <b>Strategy:</b> Discussion, Using a graphic organizer to summarize <b>Procedure:</b> <ol style="list-style-type: none"> <li>1. Discuss the themes of the story, e.g. friendship, and ask students what they learned to complete the KWL chart. Ask students for questions or initial responses to the ending.</li> <li>2. Have students complete an illustrated response to reading (e.g. Story Map). Ask students to draw out the story map or favorite parts of the story.</li> <li>3. Extend learning if time permits. Continue to read books about farms and/or farm animals and students work in groups to write a sequel to Otis.</li> </ol>
<b>Evaluate (Outcomes to Look For)/ Additional Notes:</b> <ul style="list-style-type: none"> <li>• Students show an understanding of the characters, setting, plot and themes of the story.</li> <li>• Students increase in background knowledge and vocabulary related to the reading content.</li> <li>• Students grow in understanding of the before, during and after reading process.</li> <li>• Students work together to create a response to reading.</li> </ul>		



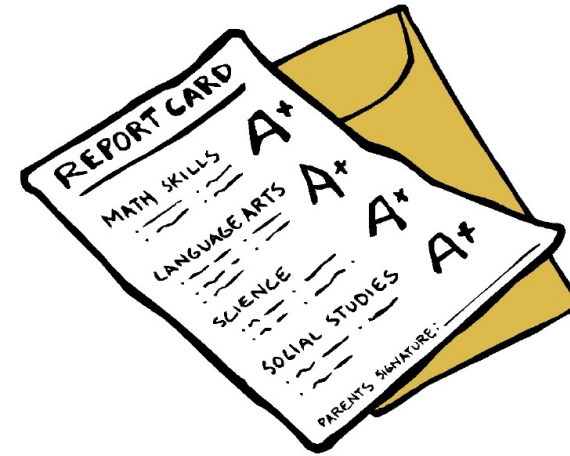
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# Data Collection, Monitoring, and Reporting of Student Progress

- Formative/Summative Assessments
- Entrance/Exit Tickets (Pre-Post Tests)
- Learning Contracts
- Progress Reports
- Report Cards
- Attendance Records
- Student Work Samples
- Tracking Program Goals
- School Improvement Plans/Benchmarks
- Report progress to all stakeholders- students, parents, program staff, school staff, funders, community partners, NCDPI
- Utilize website, social media, printed materials, annual reports, assessment reports, tracking charts, etc.



# **Strand 3: Local, State, & Federal Statues**

Megan Orleans, Program Administrator

# Strand 3 Monitoring Instrument Overview

## ELISS Compliance Categories

### Strand III: Federal, State, and Local Statutes

ELISS programs must adhere to all applicable federal, state, and local health, safety, and civil rights laws.

#### Sample Evidences:

<i>Written Emergency Preparedness Plans</i>	<i>Safety Drill Documentation</i>	<i>Student and Family Handbooks</i>	<i>Sample Field Trip Approval &amp; Family Permission Forms</i>	<i>Fire Inspection and Building Maintenance Records</i>	<i>Criminal Background Checks</i>	<i>Acceptable Internet Usage Policies and Agreements</i>	<i>Student Sign-In, Dismissal, and Transportation Records</i>	<i>Student Code of Conduct &amp; Sample Student Success Plan</i>
<i>Indicator</i>	<i>Description</i>	<i>Comments</i>				<i>Final Rating</i>		<i>Date Finding(s) Resolved:</i>
3.1	Program implements procedures to ensure student and staff safety. Arrival, transition, and departure safety (including field trips) <ul style="list-style-type: none"> <li>• Emergency preparedness</li> <li>• Internet usage</li> <li>• Student conduct</li> </ul>					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		
3.2	Program takes place in a safe and easily accessible facility. <ul style="list-style-type: none"> <li>• Covid-19 Mitigation Protocols</li> <li>• Facility accessibility and maintenance</li> <li>• Written Procedures and Safety Drills</li> </ul>					<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Meets Requirements with Recommendation(s) <input type="checkbox"/> Finding(s)		

# **ELISS Programmatic Data Collection and Evaluation Reporting**

Kathleen Mooney, Evaluation Specialist  
SERVE Center

# Types of ELISS Compliance Monitoring



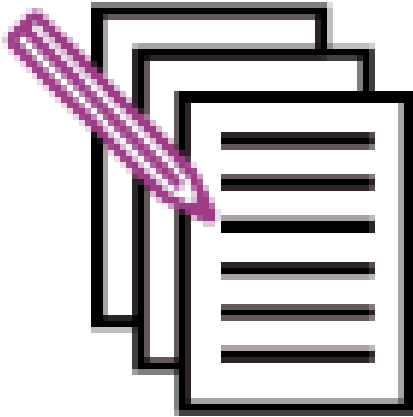
# Data Collection and Evaluation Reporting

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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 1.2.(12)]*

# Data Collection and Evaluation Reporting

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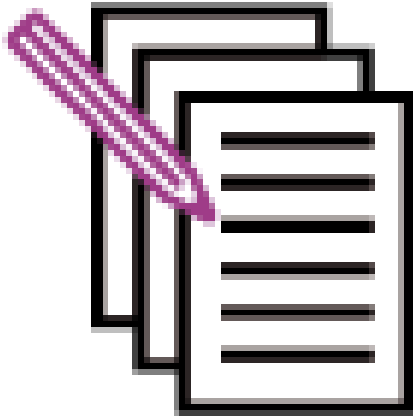
## Required Data Collection:

- ✓ Student enrollment
- ✓ Student eligibility
- ✓ Student attendance
- ✓ Academic or behavioral change

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

# Data Collection and Evaluation Reporting

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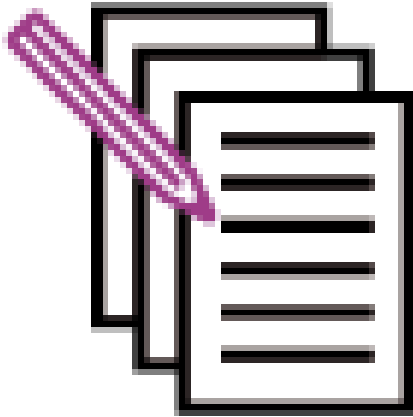
## Student Enrollment:

- How many students did your program enroll?
- How many students received your program's services?



# Data Collection and Evaluation Reporting

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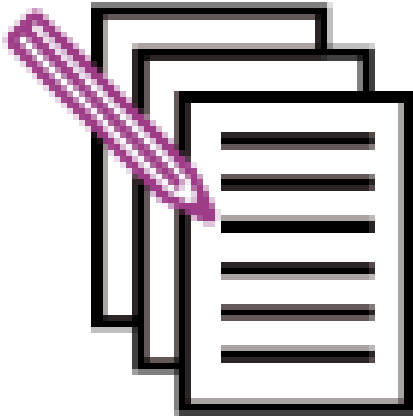


## Student Eligibility (or at-risk status)

- Students at-risk of not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as demonstrated by existing indicators, including teacher identification;
- Students at-risk of dropout; and/or
- Students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.

# Data Collection and Evaluation Reporting

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## **Student attendance:**

- What is the average daily attendance of students in your program?
- What the frequency/intensity of services received on average per student?

# Data Collection and Evaluation Reporting

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	A. # of students proposed to be served with EL services	B. # students served to-date with EL services	C. Average # of EL contact hours ELISS participants have received to date
Extended learning/afterschool supports			

# Data Collection and Evaluation Reporting

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	A. Proposed # of case-managed students to be served during the 2021-22 academic school year	B. # case-managed students served to-date	C. Average # of ISS contact hours ELISS case-managed students have received to-date
Case-Management Services (e.g., small group and/or individualized ISS supports)			

# Data Collection and Evaluation Reporting

	Proposed Source of the Match (Source Name)	Proposed Cash Match* (\$ Amount)	Proposed In-Kind Match** (\$ Amount)
Source 1			
Source 2			
Source 3			
Source 4			
TOTAL			

\* Cash Match = Contributions received by cash, check, electronic funds transfer, credit card, or payroll deduction

\*\*In-Kind Match = Value of non-cash contributions. May be in the form of real property, equipment, supplies, services, etc.

# Data Collection and Evaluation Reporting

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## Implementation Reporting Sections:

- Section A: Program Description
- Section B: Students Served by ELISS Funds
- Section C: Types of ELISS Services Provided
- Section D: Key Impacts on Students

# Data Collection and Evaluation Reporting

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## School Year Implementation Reporting:

Report	Activity/Date
<i>Interim School Year Implementation Report</i>	--Reporting link provided to grantees in mid November --Report due on or before <b>December 15</b>
<i>End-of-School Year Implementation Report</i>	--Reporting link provided to grantees in mid May --Report due on or before <b>June 30</b>

# Data Collection and Evaluation Reporting

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## Summer Implementation Reporting:

Report	Activity/Date
<i>Summer Implementation Report</i>	--Reporting link provided to grantees beginning of August --Report due on or before <b>September 15</b>



# Data Collection and Evaluation Reporting

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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 1.2.(12)]*

# Data Collection and Evaluation Reporting

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## Student Performance Measures:

- Academic
- Behavioral

# Data Collection and Evaluation Reporting



## NC Extended Learning and Integrated Student Supports (ELISS) Grant: Annual Grantee Outcome Report Template

[Note: This report should be completed and uploaded into CCIP in a Word or PDF document on or before **September 30, 2022**.]

Subgrantee Name	
LEA(s)/PSU(s) Served	
Focus	<input type="checkbox"/> Extended Learning <input type="checkbox"/> Integrated Student Supports
Award Amount	\$

### A. Program Description

Number of Students Projected to be Served by ELISS grant	SY 2021-22: <input type="text"/> Summer 2022: <input type="text"/>	Total Number of Students Served by ELISS grant	SY 2021-22: <input type="text"/> Summer 2022: <input type="text"/>
Targeted Grade Levels of Students	<input type="checkbox"/> Elementary School Students <input type="checkbox"/> Middle School Students <input type="checkbox"/> High School Students		
# of schools served with ELISS-funded extended learning/after-school services (EL)	<input type="checkbox"/> N/A <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18+		
# of schools served with ELISS-funded integrated student support services (ISS)	<input type="checkbox"/> N/A <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18+		

### Program Summary

### B. Students Served by ELISS funds

At-Risk Characteristics of Focus	<input type="checkbox"/> 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 <input type="checkbox"/> Students at risk of dropping out <input type="checkbox"/> Students at risk of school displacement due to suspension or expulsion <b>as well as anti-social behaviors</b>
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B.1. How did your program identify the at-risk students it served with ELISS funding?

B.2. To what extent was your ELISS-funded program able to serve the number of students projected?

### C. Types of ELISS Services Provided

C.1. What types of services did your ELISS-funded program provide?

C.2. To what extent did students participate in and/or receive the ELISS-funded services your program provided?

### D. Statement of Key Impacts on Students

D.1. To what extent did your ELISS students, parents or feeder schools report positive academic or behavioral impacts?

D.2. To what extent did students served by the ELISS program improve in terms of their academic and/or behavioral performance?

# Data Collection and Evaluation Reporting

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## Annual Outcomes Reporting:

Report	Activity/Date
<i>Annual ELISS Outcomes Report</i>	--Reporting template available in CCIP in May --Report will include student performance data for school-year programming and summer programming, if applicable --Report due in CCIP on or before <b>September 30</b>

# Data Collection and Evaluation Reporting

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The Department of Public Instruction shall provide a report on the Program to the Joint Legislative Education Oversight Committee.

*The 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 2021-3, SECTION 1.2.(12)]*

# Questions?



# ELISS Fiscal Monitoring Review

Katrina Blount, Fiscal Monitor

Tara Powe, Fiscal Monitor

Monica Pask, Fiscal Analyst

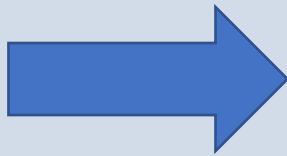
Ashton Moss, Fiscal Analyst

Federal Programs & Monitoring Support Division

# Types of ELISS Compliance Monitoring

ELISS Comprehensive Program  
Monitoring Review (CPMR)

Implementation and End-of-  
Year Reports



ELISS Fiscal Monitoring  
Reviews



# Fiscal Desk Reviews (FDR)

- WHO: All ELISS subgrantees will receive a Fiscal Desk Review in Year 1
- WHAT: the purpose of a FDR is: to reconcile the grantee's incurred expenses to ensure that they are allowable, properly documented, and included in the approved budget; to ensure the grantee's required Written Policies & Procedures are in place and meet requirements in 2 CFR, Part 200
- WHEN: Programs will be notified of an upcoming Fiscal Desk Review via email, 30 days prior to the review
- WHERE: FDR's take place through direct communication via email and/or phone; they **are not** conducted on-site

# Fiscal Desk Reviews

Fiscal Desk Review includes review of the following items, but it is not limited to these items:

- Review of **Written Policies & Procedures** (in CCIP)
- Is each expenditure **adequately documented?**
  - Part of an approved budget and/or budget amendment
  - Associated contracts have been uploaded and approved
  - Expense Support
  - Payment Support
  - Appropriate Authorizations by the Fiscal Agent (signature signifying receipt and approval of goods or services)

# Written Policies and Procedures

- Are an integral part of the subrecipient's daily operation
- Policies and procedures are required of the ELISS grant
- An initial source of reference for the subrecipient



## **REQUIRED WRITTEN POLICIES & PROCEDURES**

**(in compliance with Uniform Grant Guidance, Cost Principles and Audit Requirements for federal awards (2 CFR, Part 200))**

- Cash Management
- Allowability
- Equipment Management
- Conflict of Interest
- Procurement
- Procurement for competitive proposals
- Compensation
- Travel

# Required Written Procedures

Required Internal Control	Requirement	Authorizing Citation
<b>Cash Management</b>	Written Procedures that minimize the time elapsing between the transfer of funds and disbursement by the non-Federal entity, and financial management systems that meet the standards for fund control and accountability as established in 2 CFR 200.305.	§200.302(b)(6), §200.305
<b>Allowability</b>	Written Procedures for determining the allowability of costs in accordance with subpart E of this part and the terms and conditions of the Federal award.	§200.302(b)(7)
<b>Equipment Management</b>	<p>Written Procedures for managing equipment must meet the following requirements (summarized):</p> <ul style="list-style-type: none"> <li>(1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of funding, who holds title, the acquisition date, and cost, percentage of Federal participation in the project costs, the location, use and condition of the property, and any ultimate disposition data.</li> <li>(2) A physical inventory every two years.</li> <li>(3) Safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.</li> <li>(4) Adequate maintenance procedures.</li> <li>(5) Proper sales procedures, if applicable.</li> </ul>	§200.313(d)
<b>Travel</b>	Written Travel Policy to cover costs incurred by employees and officers for travel normally allowed by the non-Federal entity in its regular operations.	§200.474(b)

# Required Written Procedures continued...

<b>Conflict of Interest</b>	Written Standards of Conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. ... The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-Federal entities may set standards for situations in which the financial interest is not substantial, or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions.	§200.318(c)
<b>Procurement (Specific levels described in §200.67, §200.88, §200.320 – subject to change.)</b>	Written Procedures for procurement transactions. These procedures must ensure that all solicitations: (1) Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition.... (2) Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.	§200.319(d)
<b>Procurement: Competitive Proposals</b>	Written Method for conducting technical evaluations of the proposals received and making selections.	§200.320(e)(2)(ii)
<b>Compensation– Personal Services (Time and Effort, Stipends, Bonuses etc.)</b>	Written Policy to address whether compensation and allowability of costs of compensation are allowable including procedures to determine if the cost is reasonable for the services rendered and conforms to the established written policy of the non-Federal entity. Policy must be consistently applied to both Federal and non-Federal activities.	§200.430(a)(1)

# FDR - Submitting Documentation

- Supporting documentation must be submitted within 10 days of each ERaCA submission
- Email documentation to:
  - [Melba.Strickland@dpi.nc.gov](mailto:Melba.Strickland@dpi.nc.gov)
  - [Melissa.Madrid@dpi.nc.gov](mailto:Melissa.Madrid@dpi.nc.gov)
- [NCDPI > Districts & Schools > Federal Program Monitoring > Extended Learning and Integrated Student Supports \(ELISS\)](#)

ELISS Grant Cover Sheet (FY 2022)

<i>ELISS NAME</i>	
<i>ELISS Organization Number</i>	
<i>AMOUNT REQUESTED</i>	

I attest that the organization is submitting accurate and complete information for this reimbursement request.	
Signature of Fiscal Agent Organization Chief Administrator for the program as Listed on the Basic Program Information Form	Date

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Send Documentation to [Melba.Strickland@dpi.nc.gov](mailto:Melba.Strickland@dpi.nc.gov) & [Melissa.Madrid@dpi.nc.gov](mailto:Melissa.Madrid@dpi.nc.gov)  
\*Documentation must be received within 10 business days of the ERaCA submission to avoid disablement of ELISS funds.

ELISS (Extended Learning and Integrated Student Supports) Fiscal Desk Review (FDR)		
Grantee:	EXAMPLE Organization	
Address:	1234 Main Street; Example, NC 12345	
Unit #/Cohort #:	#EX1; Cohort 15	
Date of Review:	08/25/21	
Date BAAS/ERaCA submission:	08/25/21	
Expenditure Total Requested	\$150,000.00	
Number of Students:	100	
Program Director:	Jane Doe	<a href="mailto:ido@example.org">ido@example.org</a>
Fiscal Agent:	John Doe	<a href="mailto:ido2@example.org">ido2@example.org</a>
NCDPI Fiscal Analyst	Monica Pask	<a href="mailto:Monica.Pask@dpi.nc.gov">Monica.Pask@dpi.nc.gov</a>

Reconciliation					Required Support & Controls				
Account Code	Item	Budget	BAAS/ERaCA reported expenses	Supporting Documentation Total	Difference	Expense Support	Payment Support	Internal Controls	Budget Controls
5350-110-11	Extended Day/Year Instr - Salary - D 96C PRC 110 Reimb; pg 2	\$ 5,000.04	\$ 5,000.04	\$ -	\$ -	2	✓	✓	✓
5350-110-11	Extended Day/Year Instr - Salary - F 96C PRC 110 Reimb; pg 2	\$ 5,000.04	\$ 5,000.04	\$ 5,000.04	\$ -	2	✓	✓	✓
5350-110-12	Extended Day/Year Instr - Salary - T 96C PRC 110 Reimb; pg 3	\$ 73,500.00	\$ 73,500.00	\$ 73,500.00	\$ -	2	✓	✓	✓
5350-110-13	Extended Day/Year Instr - Salary - Ir 96C PRC 110 Reimb; pg 4	\$ 4,375.08	\$ 4,375.08	\$ 4,375.08	\$ -	2	✓	✓	✓
5350-110-	Extended Day/Year Instr - Salary - T 96C PRC 110 Reimb; pg 4	\$ 41,250.00	\$ 41,250.00	\$ 38,874.25	\$ (2,375.75)	1			
5350-110-	Extended Day/Year Instr - Salary - A 96C PRC 110 Reimb; pg 4	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ -	✓	✓	✓	✓
5350-110-21	Extended Day/Year Instr - Employer 96C PRC 110 Reimb; pg 6	\$ 9,992.65	\$ 9,992.65	\$ 9,992.65	\$ -	✓	✓	✓	✓
5350-110-41	Extended Day/Year Instr - Supplies 96C PRC 110 Reimb; pgs 6-7	\$ 3,104.04	\$ 3,104.04	\$ 561.37	\$ (2,542.67)	1	4		3
6540-110-17	Custodial/Housekeeping - Salary - C 96C PRC 110 Reimb; pgs 7-8	\$ 2,160.00	\$ 2,160.00	\$ 2,160.00	\$ -	✓	✓	✓	✓
6540-110-21	Custodial/Housekeeping - Employer 96C PRC 110 Reimb; pg 8	\$ 165.24	\$ 165.24	\$ 165.24	\$ -	✓	✓	✓	✓
6550-110-17	Transportation - Salary - Driver 96C PRC 110 Reimb; pg 8	\$ 3,672.00	\$ 3,672.00	\$ 3,672.00	\$ -	✓	✓	✓	✓
6550-110-21	Transportation - Employer's Soc Sec 96C PRC 110 Reimb; pgs 8-9	\$ 280.91	\$ 280.91	\$ 280.91	\$ -	✓	✓	✓	✓
<b>Difference between BAAS/ERaCA reported expenses and supporting documentation:</b>		\$ 150,000.00	\$ 150,000.00	\$ 145,081.58	\$ (4,918.42)	1			



# FDR – Guidelines for Adequate Documentation

Adequate Documentation Guidelines				
General Expense Attributes				
<b>Expense Support:</b> <i>Itemized invoices and/or receipts with vendor name, date, and program purpose. (5Ws: Who, What, When, Where, Why)</i>	<b>Payment Support:</b> <i>Evidence that the expense has been paid, and that the amount paid agrees to the invoice. Cancelled checks (front/back), bank statements, and/or credit/debit card statements.</i>	<b>Internal Control:</b> <i>Invoices are reviewed and approved by the Fiscal Agent (via signature or initials) prior to payment being made.</i>	<b>Budget Control:</b> <i>Expense was included in a pre-approved 208 Budget or 209 Budget Amendment.</i>	<b>Reimbursement:</b> <i>All payments are made after services rendered or goods received and reimbursed only after payment.</i>
Cost Specific Attributes				
<b>Transportation:</b> <i>Mileage Logs include: dates/times driven, to/from destination points, odometer readings or Google Map to substantiate mileage, vehicle/license plate number</i>	<b>Snack &amp; Meals:</b> <i>Copies of sign-in forms or attendance and agendas for student and parent meetings with preapproval in budget.</i>	<b>Contracts:</b> <i>Contract has been uploaded in CCIP and approved by PA. Coded correctly to a 3xx account code for Contracted Services.</i>		
Payroll Expense Attributes				
<b>Time &amp; Effort:</b> <i>Provide auditable documentation that details and describes an employee's compensated time.</i>	<b>Serving Students:</b> <i>Documentation provides evidence that work is performed solely when school is not in session and only when students are being served. (no paid holidays)</i>	<b>Multiple Program Support:</b> <i>If an employee works on other programs in addition to ELISS, documentation provided must support the distribution of the employee's wages in proportion to their duties performed for each program.</i>	<b>Reasonable:</b> <i>Consistent and comparable to that paid for similar work in the labor market; Not excessive. (\$200.405: Compensation - personal services)</i>	<b>Fringes:</b> <i>Total amounts submitted for taxes and fringe are supported by a Payroll Summary.</i>

# FDR - Expense Support

## **EXPENSE SUPPORT – 5W's**

*If the following information is not clearly evident on the invoice and/or receipt, it must be documented.*

**WHO:** Vendor Name; Who did the expense benefit?, Who was in attendance?

**WHAT:** Detail what was purchased or what type of event or activity occurred

**WHEN:** Document when an event or activity occurred, when an item was purchased, when services were performed

**WHERE:** Document where the activity took place, where was the item used, location of the services performed, specific place of travel, location of event or activity

**WHY:** What is the primary reason for the transaction? How does this transaction support the goals and objectives of the grant? Substantiate why transaction is reasonable.

# FDR Summary

ELISS FDR Summary									
1	Finding/ Questioned Costs:								
	Documentation submitted does not support amount submitted in ERaCA. Subsequently resulting in \$4,918.42 of questioned costs.								
	Required Action:								
	Please review the total expenses submitted and ensure they are complete and the reimbursement submission totals are correct. Please provide additional supporting documentation or return the question cost amount of \$4,918.42 to NCDPI.								
2	Finding/ Questioned Costs:								
	Missing Timesheets								
	Required Action:								
	Please provide timesheets related to all staff paid with ELISS funds to serve as expense support documentation.								
3	Finding/ Questioned Costs:								
	The account 5350-110-411 for Supplies in Materials was not included in the FY22 Budget. All costs incurred must be properly approved in the entity's budget for the program.								
	Required Action:								
	Please contact your Program Administrator on submitting a budget 209 amendment.								

# FDR Summary (continued)

4	<b>Comments:</b>			
	Chart of Account (COA) codes not included on receipts, only GL Account History			
	<b>Recommendations:</b>			
	COA codes should be indicated on all receipts, invoices, and other documentation.			
Additional Documents Reviewed	<b>The Fiscal Analyst has reviewed the following documentation:</b>			
	Policies and Procedures	Budget 208	Budget 209	Contracts
	✓	✓	NA	NA
	<b>Comments:</b>			
	Ensure all costs incurred are properly approved in the entity's budget for the program.			

# How to prepare for an upcoming Fiscal Desk Review?

The best way to prepare for a Desk Review is to ***consistently record, maintain, collect, organize, and submit*** all documents related to your ELISS program expenditures.

**SPEND** funds on ELISS allowable expenses

**RECORD** all transactions in a General Ledger by COA

**MAINTAIN** all supporting documentation – itemized invoices, receipts, timesheets, bank statements, etc.

**COLLECT and ORGANIZE** all documents according to COA code (write COA code on each document)

**SUBMIT** often and regularly for reimbursement (avoid documentation overload)

**SEND** in supporting documentation timely

**Document, Document, Document!**

# Looking Ahead: Fiscal Monitoring in Year 2

- Fiscal Monitoring in Year 2 of the grant cycle will be based on a Risk Assessment, resulting in another Fiscal Desk Review and/or a Full Fiscal Monitoring Review (on-site)
- Risk Assessment will be based several factors, including the results of the Fiscal Desk Review in Year 1
- Additional information will be provided prior to the start of Year 2

# Assigned Fiscal Team

The following chart indicates your assigned Fiscal Monitor & Fiscal Analyst.

Organization Number	Program Name	Fiscal Monitor	Fiscal Analyst
C41	United Way of Pitt County	Tara	Ashton
E28	McCloud's Computer & Skills Training Center, Inc.	Tara	Ashton
A05	CIS of Brunswick County	Tara	Ashton
A39	Communities In Schools of Cape Fear	Tara	Ashton
C68	Book Harvest	Tara	Ashton
C37	Communities In Schools of Durham	Tara	Ashton
C62	Communities In Schools of Montgomery County	Katrina	Monica
E13	Communities In Schools of Robeson County	Katrina	Monica
E29	Communities in Schools of Randolph County	Katrina	Monica
C58	The Excel Community Association of Alamance	Katrina	Monica
C50	Boys & Girls Club of Cabarrus County	Katrina	Monica
E30	Legacy Mayfield Empowerment Center	Katrina	Monica
E11	Children First/Communities in Schools of Buncombe County	Katrina	Monica
C18	Student U	Tara	Ashton
C67	Communities In Schools of North Carolina	Tara	Ashton
C39	Communities In Schools of Wake County	Tara	Ashton
E31	FIRST North Carolina	Katrina	Monica
A23	YMCA of the Triangle Area	Tara	Ashton
B95	FBC-W CSA dba Charlotte Community Services Association	Katrina	Monica

# Questions?





# Key Dates...

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November 30, 2021 – All updated ELISS Related Documents and 208 Form due in CCIP by 5pm. Those materials received after the deadline will be marked as late and it will be noted in the NCDPI annual ELISS Programmatic Risk Assessment.

November 30, 2021 – All ELISS Field Trip Requests for November – January are due to Eric Rainey ([eric.rainey@dpi.nc.gov](mailto:eric.rainey@dpi.nc.gov))

November – December 2021 – Individual on-boarding meetings with NCDPI & SERVE to review logic models and updates to matching requirements (if applicable)

February 2022 – ELISS Programmatic and Fiscal Monitoring Begins

# QUESTIONS

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# Contact Information

NCDPI ~ FPMS Division Leadership

**Susan Brigman - Section Chief ~ Specialty Programs**

**[Susan.brigman@dpi.nc.gov](mailto:Susan.brigman@dpi.nc.gov)**

NCDPI ~ ELISS Program Support

**Megan Orleans-Program Administrator**

**[Megan.orleans@dpi.nc.gov](mailto:Megan.orleans@dpi.nc.gov)**

**Eric Rainey-Program Administrator**

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**Wendy Buck-Program Administrator**

**[Wendy.buck@dpi.nc.gov](mailto:Wendy.buck@dpi.nc.gov)**

NCDPI ~ ELISS Fiscal Support

**Katrina Blount-Fiscal Monitor**

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**Tara Powe-Fiscal Monitor**

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SERVE Center at UNC-G

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North Carolina Department of  
**PUBLIC INSTRUCTION**