



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

Extended Learning and Integrated Student Supports Competitive Grant Program

2021-2022

Request for Proposal

Guidance and Planning Worksheets

Federal Program Monitoring and Support Division
North Carolina Department of Public Instruction

PROGRAM OVERVIEW

Purpose

The General Assembly of North Carolina utilized Session Law 2021-3 House Bill 196 to appropriate fifteen million dollars (\$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. 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 raise standards for student academic outcomes by focusing on the following:

- Use of an evidence-based model with a proven track record of success.
- Inclusion of rigorous, quantitative performance measures to confirm effectiveness of the program.
- Deployment of multiple tiered supports in schools to address student barriers to achievement, such as strategies to improve chronic absenteeism, antisocial behaviors, academic growth, and enhancement of parent and family engagement.
- Alignment with State performance measures, student academic goals, and the North Carolina Standard Course of Study.
- Prioritization in programs to integrate clear academic content, in particular, science, technology, engineering, and mathematics (STEM) learning opportunities or reading development and proficiency instruction.
- Minimization of student class size when providing instruction or instructional supports and interventions.
- Expansion of student access to high-quality learning activities and academic support that strengthen student engagement and leverage community-based resources, which may include organizations that provide mentoring services and private-sector employer involvement.
- Utilization of digital content to expand learning time, when appropriate.

Eligible Organizations

Nonprofit corporations and nonprofit corporations working in collaboration with local school administrative units are eligible to apply for the ELISS grant to implement new or existing eligible programs for at-risk students. This does restrict stand-alone applications from local school administrative units, charter schools, lab schools, or other governmental or educational agencies.

Good Standing

Organizations previously and/or currently receiving federal or state funding must be in good standing with the NCDPI in order to receive a grant award through this RFP. To be in good standing, applicants must:

- have submitted all final evaluation reports and data as required and,
- finalized all program and/or fiscal monitoring review findings or questioned costs and,
- have no unresolved fiscal findings from a previous fiscal year (FY21 or earlier) by the Office of

the State Auditor (OSA) at the time the application is due (August 11, 2021).

If the applicant organization is deemed Not in Good Standing by the NCDPI Federal Program Monitoring and Support Division at any point during the Level II or Level III reviews, the application may be identified as “Not Recommended” for funding to the State Board of Education (SBE).

Funding Priorities

Absolute Priority

Programs must focus on serving students in one or more of the following at-risk categories: 1) at-risk students not performing at grade level as demonstrated by statewide assessments or not on track to meet year-end expectations, as demonstrated by existing indicators, including teacher identification, and/or 2) students at-risk of dropout, and/or 3) students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.

Competitive Priorities

Priority consideration shall be given to applications demonstrating models that focus services and programs in schools that are identified as State low-performing¹ (that is, at a minimum, 51% of schools served must be low-performing (LP); 2 points if 100% of identified schools are designated as LP, 1 point if 51% of identified schools are identified as LP). [Refer to the State low-performing schools 2019-2020 list.](#)

The NCDPI is also directed to give priority to an applicant that is a nonprofit corporation working in partnership with a local school administrative unit resulting in a match utilizing federal funds under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended, or Title IV of the Higher Education Act of 1965, as amended, and other federal funds to supplement the ELISS program.

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

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

Quality Review Scores and Technical Deductions

The NC State Board of Education Policy CNTR-001: Competitive/Discretionary Grant Proposal Review Process requires that grant proposals be included in one of five quality band categories: Excellent, Strong Average, Weak, Unacceptable. Applications must fall into quality band, Excellent (87-105), Strong (70-

¹ § G.S. 115C-105.37 Low-performing schools are those that earn an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.

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.

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

NOTE: If recommended for funding, any incomplete data on required documents must be resolved prior to the distribution of funds to an awardee. Failure to submit completed required documents by October 31, 2021, may result in loss of award.

Funding Availability

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

Budget and Match Requirements

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

The ELISS Budget Worksheet reflecting requested funds by category, matching funds by source and category, and a cost per student calculation for the program must be completed and uploaded to CCIP under “Required Documents”.

Applicants must provide certification to the NCDPI that the grants received under the program shall be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in nongrant funds. Matching funds must not include other State funds. Matching funds may include in-kind contributions for up to fifty percent (50%) of the required match. Federal funds used to supplement the ELISS program may also be counted toward the State match requirements.

An applicant awarded ELISS funds for the 2021-2022 funding period that fails to demonstrate compliance with the funding match (one dollar of nongrant funds for every three dollars of grant funds) as required, may be subject to funds being withheld for the 2022-2023 renewal year.

Performance Measures and Other Reporting

Grant recipients shall report to the NCDPI for the year in which grant funds were expended on the progress of the program, including alignment with State academic standards, data collection for reporting student progress, the source and amount of matching funds, and other measures, before receiving funding for the next fiscal year. Grant recipients shall also submit a final report on key performance data, including State test results, attendance rates, graduation rates, and promotion rates, and on the financial sustainability of the program. Thus, grantees should budget for and describe either internal or external

evaluator expertise in the data collection, analysis, and reporting, as needed, for the duration of the grant period.

In addition, the NCDPI will identify other reporting requirements as needed to determine eligibility for continuation of funding for the 2022-2023 school year (if available). Accordingly, organizations submitting applications should have the capacity to provide fiscal, programmatic, and student performance measure reporting as requested by the NCDPI.

HOW TO APPLY

For the 2021-2022 Extended Learning and Integrated Student Supports Competitive Grant Program (ELISS), all applications must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP). Applicants may find it helpful to use the Planning Worksheets contained in this document to begin collecting the necessary information and to ensure that all narratives are drafted prior to entering the information into the CCIP system. **Only applications submitted through CCIP will be reviewed and evaluated. Applications must be submitted through CCIP by 12:00 pm NOON EDT on August 11, 2021. Applications received after 12:00 pm NOON EDT on August 11, 2021 will not be accepted.**

- **Complete and submit the [Intent to Apply form](#) by ~~June 4, 2021~~ June 11, 2021 (revised 5/10/21).**

An organization that intends to apply for the ELISS grant is encouraged to notify the NCDPI of its intent no later than ~~June 4, 2021~~ June 11, 2021 (revised 5/10/21). Information collected will be used to determine the number of reviewers needed for the application review process. **Please note that the submission of this intent to apply is not a prerequisite for application of grant funds, nor does it obligate the organization to submit an application.**

- **Register to participate in the informational webinar.**

Technical assistance is provided to potential applicants to describe general requirements of the ELISS program and required components of the application for funding. The NCDPI will conduct a webinar (to be recorded) on May 25, 2021. To register for the webinar, [CLICK HERE](#).

- **Develop the organization's proposal utilizing the [Request for Proposals Guidance and Planning Worksheets](#).**

Although using the Planning Worksheets is not required, it is strongly recommended to ensure that all necessary information is collected by the applicant prior to entering information into the CCIP system.

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

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

For organizations that have not been trained on the system, training will be offered May 27, 2021.* To register for the training session, [CLICK HERE](#).

NCDPI ELISS Competition

2021-2022 PROPOSED TENTATIVE TIMELINE*

Date	Event
May 14, 2021	<u>Request for Proposals Announcement</u> – Information provided on ELISS website and available mailing lists (ELISS, 21 st CCLC, FPMS).
May 17, 2021	<u>RFP Planning and Guidance Document Available</u>
May 25, 2021	<u>Technical Assistance Webinar</u> – Webinar conducted for all potential applicants (to be recorded).
May 27, 2021	<u>CCIP Training</u> - Webinar conducted for all potential applicants (to be recorded).
June 1, 2021	<u>CCIP Opens</u>
June 4, 2021 June 11, 2021 (Revised 5/10/21)	<u>Letter of Intent Due</u>
August 11, 2021	<u>Applications Due</u> – Application submitted through CCIP and time stamped by 12:00 NOON Eastern Standard Time.
August 12-September 10, 2021	<u>Level I Reviews</u> - External SERVE Reviewers score applications <u>Level II/III Reviews</u> - SERVE & NCDPI
October 7, 2021	<u>State Board of Education Meeting</u> – Recommendations for SBE review and approval as Action on First Reading.
October 8, 2021	<u>Notifications to Approved/Not Approved Applicants</u> – Applicants notified of approval or non-approval and provided with comments for improvement.
October 19, 2021	<u>ELISS TA Webinar</u> - Reviews Funding Awards, Budget Approvals, Electronic Vendor Verification, ERaCA access, Data Collection, and Evaluation Reports
October 2021	<u>Allotments Disbursed</u>

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

FUNDING APPLICATION COMPONENTS

BUDGET SECTION

Object Code Purpose Code	Salaries 100's	Employer Provided Benefits 200's	Purchased Services 300's	Supplies and Materials 400's	Total
5000's - Instructional Services					0
6000's - System Wide Support Services					0
7000's - Ancillary Services					0
8000's - Non- Programmed Charges					0
Total	0	0	0	0	0
				Adjusted Allocation	
				Remaining	0

GRANT DETAILS SECTION

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

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

Matching Funds Year for 2021-2022

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.

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):

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

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.

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.

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.

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.

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:

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.

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.

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.

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.

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.

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.

RELATED DOCUMENTS

Required Documents (template can be found on the CCIP Homepage in the NCDPI Resources section at: <https://ccip.schools.nc.gov/DocumentLibrary>)

- Basic Organization Information (Primary Organization Contact, Fiscal Agent Contact etc.)
- Articles of Incorporation and Registered Agent
- Statement of Assurances
- Debarment Certification
- Budget Worksheet & Total Cost Certification Form (must include matching contributions that demonstrate required match)
- Data Integrity and Confidentiality Certification (indicates communication with school(s) to ensure that students served meet the Absolute Priority)
- Proposed Feeder Schools and Low-Performing Status
- SAM Registration Confirmation

Optional Documents

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

SCORING RUBRIC – Maximum of 105 points

Exemplar responses will fully address each of the following dimensions by providing sufficient detail, specificity, and clarity to illustrate the applicants’ project intent, approach, and rationale, as well as demonstrate capacity to raise standards for academic outcomes for at-risk students.

I. COLLABORATIVE FOCUS ON AT-RISK STUDENTS	Max Pts 20
a. Description of types of targeted at-risk students ⁱ (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 district(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
II. ARTICULATION OF PROGRAM MODEL	Max Pts 25
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 targeted students’ success in their regular academic program.	5
d. Description of how the program will facilitate meaningful family and community engagement in supporting targeted 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
III. OPERATIONAL CAPACITY	Max Pts 25
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 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
IV. EVALUATION CAPACITY	Max Pts 15
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
V. BUDGET NARRATIVE AND ALIGNMENT	Max Pts 10
a. Description of how costs are aligned to proposed program components, reflecting the necessity and reasonableness of costs (include 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
VI. POTENTIAL FOR REPLICATION	Max Pts 10
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	Max Pts 105

¹ For purposes of this grant application, at-risk students are those identified as: (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 as a result of antisocial behaviors.