



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

Report to the North Carolina General Assembly

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

SL 2017-57 ([SB 257](#)), sec. 7.24(e)

Date Due: September 15, 2018
Report #12
DPI Chronological Schedule, 2018-2019

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2017-19 Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program

2018 Interim Report

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August 2018

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2017-19 Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program: 2018 Interim Report

Legislation Overview

In the summer of 2017, the North Carolina General Assembly appropriated state funds for the Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program to be administered by the Department of Public Instruction [*Session Law 2017—Section 7.24.(a-e)*]. The General Assembly appropriated up to six million dollars for the ELISS Competitive Grant Program for the 2017-18 fiscal year and up to six million dollars for the 2018-19 fiscal year. According to the legislation, “the purpose of the Program is to fund high-quality, independently validated **extended learning** and **integrated student support** service programs for at-risk students that raise standards for student academic outcomes by focusing on the following:

1. Use of an evidence-based model with a proven track record of success.
2. Inclusion of rigorous, quantitative performance measures to confirm effectiveness of the program.
3. 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.
4. Alignment with State performance measures, student academic goals, and the North Carolina Standard Course of Study.
5. Prioritization in programs to integrate clear academic content, in particular, science, technology, engineering, and mathematics (STEM) learning opportunities or reading development and proficiency instruction.
6. Minimization of student class size when providing instruction or instructional supports and interventions.
7. 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.
8. Utilization of digital content to expand learning time, when appropriate.”

Further, the legislation states that “grants shall be used to award funds for new or existing eligible programs for at-risk students operated by (i) nonprofit corporations and (ii) nonprofit corporations working in collaboration with local school administrative units.” Applicants were eligible to receive grants for up to two years in an amount of up to \$500,000 per year. The legislation indicates that “programs should focus on serving:

- at-risk students not performing at grade level as demonstrated by statewide assessments,
- students at-risk of dropout, and

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

The legislation requires:

- priority consideration be given to applicants “demonstrating models that focus services and programs in schools that are identified as low-performing pursuant to G.S. 11C-105.37;”¹
- that grant participants match funds received on the basis of \$3 in grant funds for every \$1 in nongrant funds (with matching funds not to include other state funds) and that matching funds may include in-kind contributions for up to 50% of the required match; and
- priority consideration be given 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 Part A of Title I 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 or local funds.”

The grant program is managed by the Federal Program Monitoring and Support Division at the North Carolina Department of Public Instruction (DPI). In terms of required reporting on the grant program to the Joint Legislative Education Oversight Committee, the legislation specifies the following:

The Department of Public Instruction shall provide [1] an interim report on the Program to the Joint Legislative Education Oversight Committee by September 15, 2018, with [2] a final report on the Program by September 15, 2019. 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.

This report constitutes the 2018 Interim Report (with the final report to follow in September 2019).

¹ § 115C-105.37. Identification of low-performing schools:(a) Identification of Low-Performing Schools. The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that receive a 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. https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-105.37.pdf

Grant Solicitation Process

The following is the process and timeline that DPI used to solicit grant applicants.

1. Development of the Request for Proposals (RFP). During the month of September 2017, DPI developed the RFP including program requirements, timelines, scoring rubrics, and planning templates. On September 7, 2017, the North Carolina State Board of Education approved the RFP for the ELISS Competitive Grant Program.
2. RFP Announcement. On September 8, 2017, information was provided on multiple websites and online mailing lists to solicit applicants.
3. Technical Assistance Webinars. On September 13, 2017, technical assistance was provided to potential applicants to describe the general requirements of the ELISS program, the scoring rubric, and required components of the application for funding.
4. Comprehensive Continuous Improvement Plan (CCIP) Training. From September 19-21, 2017, training sessions were offered by DPI for organizations that had not been trained previously on use of the web-based grants management system.
5. Applications Due. The deadline for all grant applications was October 13, 2017 (applications were submitted through CCIP).

A total of 34 ELISS applications were submitted to DPI by the due date of October 13, 2017.

Grant Review and Selection Process

As outlined in the North Carolina State Board of Education (SBE) policy TCS-O-001, all ELISS grant applications went through a multiple-stage review process (i.e., initial login and screening review, Level I grant review, Level II grant review, and Level III grant review). DPI reviewed each application to determine the presence of basic components including proposal sections, applicant and partner signatures, and other essential items outlined in the RFP.

Level I Grant Reviews

DPI contracted with the SERVE Center at the University of North Carolina at Greensboro (SERVE) to conduct the Level I grant reviews. SERVE: (1) recruited and selected 18 Level I grant reviewers; (2) provided an in-person, one-day training for reviewers in Greensboro, NC; (3) assigned applications to reviewers to avoid potential conflicts of interest; (4) provided ongoing technical assistance to reviewers during their grant reviews; (5) collected scores and comments from reviewers for applications assigned; and (6) analyzed and then reported applicant scores to DPI.

The in-person, one-day training for reviewers was held in Greensboro, NC on October 2, 2017. The reviewer training included an overview of: (1) the grant purposes and priorities; (2) content

and use of seven scoring criteria/rubrics; (3) the CCIP online application system through which the reviewers would access their assigned applications; (4) a Qualtrics online data entry system, developed by SERVE, through which reviewers would enter their scores; and (5) guidelines for writing summary comments as feedback for the applicants. At this training, SERVE provided reviewers with a notebook containing all the resources, directions, scoring criteria/rubrics, and forms needed to complete the scoring process.

After the October 13, 2017 application deadline, SERVE assigned three reviewers to independently score each application. The reviewers completed their scoring by November 5, 2017 and entered their numeric scores (0-10) for the seven scoring rubrics and overall comments for each application assigned into an online data entry system. For each application, the three reviewer scores were averaged and then rank-ordered by average score and submitted by SERVE to DPI on December 4, 2017.

Level II Grant Review

The Federal Program Monitoring and Support Division Director at DPI determined the number of high-quality applications that could be funded given the amount of funding available. DPI then reviewed the rank-ordered application scores and assigned up to three priority points as outlined in the RFP, where applicable, for legislative priorities such as: (1) reading or STEM academic focus; (2) serving low-performing schools; and (3) collaboration with schools to supplement the ELISS program with Title I, Part A funds. A quality assurance check was conducted on all applications to ensure scores and priority points were assigned accurately and in compliance with identified criteria. In addition, DPI sorted the applications by geographic distribution (i.e., according to the eight regions of the state).

Level III Grant Review

Using the results of Level I and Level II reviews, the Federal Program Monitoring and Support Division Director at DPI presented the scoring results to the Twenty-First Century Systems Committee to jointly determine the final selection of grants for recommendation to the SBE for approval.

Of the 34 grant applications received by the due date, 18 organizations were awarded grants for a total of \$5,801,198. The grantees awarded were those that had the highest composite scores after the Level I and II review stages, up to the total amount of state funds available. The SBE approved the awards to grantees on December 7, 2017. Grantees received notification of funding availability on December 8, 2017 and the funds were allotted in January 2018.

Grants Awarded (January 2018)

Table 1 shows the funded grantees by region, county, and amount awarded. Grants were awarded to organizations located in seven of eight regions of the state, with the North Central Region receiving six of the 18 awards. The amounts awarded ranged from under \$100,000 (one award) to over \$400,000 (five awards).

The legislation specified funding for two types of programs: Extended Learning Programs (EL) and Integrated Student Supports Programs (ISS). The definitions of these two terms were included in the application guidance materials:

- Extended Learning: defined as services and activities that are offered to at-risk students in times outside of the traditional school day. Extended learning may include ELISS programs offered before school, after school, on Saturdays, summers, and intercessions.
- Integrated Student Supports: described (by research conducted by Child Trends in 2014) as 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.

Table 1 groups the grants awarded by whether they are operating an EL Program (including after school, summer, etc.), an ISS Program (support to at-risk students during the school day), or both (EL+ISS). Funds were awarded to seven organizations to implement only EL programs and four organizations to implement only ISS programs. There are seven organizations that provide both EL and ISS programs. For 2017-18, the total amount awarded to organizations was: \$2,068,843 for those offering only EL programs; \$1,064,401 for those offering only ISS programs; and \$2,667,954 for those offering both EL and ISS programs for at-risk students.

Per the grant application guidance (pg. 2), "Eligible Organizations" were defined as follows:

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.

In terms of types of nonprofit organizations funded, of the 18 grantees, there are 12 unique nonprofit organizations; in addition, there are six nonprofits funded by ELISS to deliver a common ISS model of support during the school day (the Communities In Schools model). The six Communities in Schools (CIS) nonprofits in Table 1 that received grant awards are distinct organizations (CIS affiliates) located in different counties but with the commonality of delivering the CIS model to schools.

The Communities In Schools model of working in partnership with schools to provide Integrated Student Supports is described on the national CIS website (www.communitiesinschools.org):

Struggling students and their families have a hard time accessing and navigating the maze of public and private services. There may be ample resources in a community, but rarely is there someone on the ground who is able to connect these resources with the schools and students that need them most. Through a school-based coordinator, we bring community resources into schools to empower success for all students by removing barriers for vulnerable students at risk of dropping out, keeping kids in schools and on the path to graduation and leveraging evidence, relationships and local resources to drive results.

As can be seen from Table 1, four CIS nonprofits provide only ISS services to identified low-performing schools whereas two CIS nonprofits provide both ISS services and Extended Learning after school/summer programs (EL+ISS).

Table 1. 18 Organizations Receiving 2017-18 ELISS Grant Awards

	Organization Name	Region	County	Year 1 Award
EL	Area Day Reporting Center	Southeast	Craven	\$392,001
	Book Harvest	North Central	Durham	\$155,451
	FBC-W CSA dba Charlotte Community Services Assoc.	Southwest	Mecklenburg	\$367,500
	The Dream Center of Randolph County	Piedmont-Triad	Randolph	\$127,400
	United Way of Pitt County	Northeast	Pitt	\$490,000
	Wilson Youth United, Inc. dba the SPOT	North Central	Wilson	\$217,991
	YMCA of Northwest North Carolina	Piedmont-Triad	Forsyth	\$318,500
	Subtotal			\$2,068,843
ISS	Communities In Schools of Brunswick County	Southeast	Brunswick	\$76,112
	Communities In Schools of Rowan County	Southwest	Rowan	\$220,504
	Communities In Schools of North Carolina	North Central	Nash	\$487,721
	Communities In Schools of Northwest North Carolina	Northwest	Alexander	\$280,064
	Subtotal			\$1,064,401
EL+ISS	Caring and Sharing Inc.	Sandhills	Bladen	\$297,063
	Communities In Schools of Cape Fear	Southeast	New Hanover and Pender	\$382,803
	Communities In Schools of Montgomery County	Sandhills	Montgomery	\$489,186
	Dillard Academy	Southeast	Wayne	\$330,028
	RAM Organization	North Central	Durham	\$490,000
	Rebound, Alternatives for Youth	North Central	Durham	\$190,446
	Student U	North Central	Durham	\$488,428
	Subtotal			\$2,667,954
	Grand Total			\$5,801,198

Summary of Year 1 Grantee Progress (January–July 2018)

The legislation requires that grant recipients report to DPI after the first year of funding on the progress of the grant.² DPI contracted with SERVE to provide the progress reporting on the first year of grantee progress, which is summarized below.

Methodology

In the first year of funding, between March and June of 2018, SERVE collected descriptive information on each of the 18 grantees through (1) phone interviews with the grantee Program Directors, (2) visits to the grantees' sites after they began providing services, and (3) an online Progress Report Survey completed by the grantee Program Directors. The Program Director interviews and site visits were intended to inform descriptions of the grantees' program implementation status. SERVE developed the online Progress Report Survey after conducting the Program Director interviews and site visits (thus, with a better understanding of the variety of programs). After review and approval by DPI, the online survey was completed by the Program Directors in June 2018.

Program Start Up (January–June 2018)

As noted earlier, the competition for the ELISS grant awards was held in fall 2017, with grant funds approved by the SBE and made available to grantees in January 2018. Grantees that had pre-existing programs in place were able to begin providing services as early as January and February; other grantees (e.g., those needing new staff or adding new school partners, which required more planning) reported later start dates for services (March-June). Thus, grantees were able to provide services for only a portion of the 2017-18 school year. A second year of funding (2018-19 school year) will allow grantees to provide a full year of programming.

Start-up activities included hiring staff, establishing relationships with school partners, recruiting students for participation, etc. In general, grantees reported that start-up activities went well in that, when asked *“As you conclude this school year, how would you categorize your program start-up to-date?”*, almost all grantees (N=14) reported that start-up was smooth (see Table 2).

Table 2. Start-Up Response Options

Response Options	# of Grantees	%
More difficult than expected with some significant implementation issues to work out next year.	1	5%
Some minor difficulties such that we have a few implementation issues to work out next year.	3	17%
Very smooth start up with few if, any, adjustments needed to the program next year.	14	78%

² 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.

Types of Programs

As previously mentioned, through ELISS funding, seven organizations implement only EL programs, four organizations implement only ISS programs, and seven organizations provide both EL and ISS programs.

Table 3 shows the level of students served by each grantee. Six grantees serve only elementary students, five serve both elementary and middle grades students, and four serve elementary, middle, and high school students. There is one grantee that serves only middle school students (Communities In Schools of Montgomery County), and two that serve only high school students (Rebound Alternatives for Youth and Student U).

Through ELISS funding, 13 grantees provide summer programs for students. With the exception of The Dream Center of Randolph County, all grantees that offer after school programs also offer summer programs. The four CIS grantees that provide only ISS services during the day at partner school sites do not offer summer programs.

Table 3. 18 Grantees by Types of Programs

Organization Name		Level of Students Served			Summer Program	
		Elem	Mid	High	Yes	No
EL	Area Day Reporting Center	✓	✓		✓	
	Book Harvest	✓			✓	
	FBC-W CSA dba Charlotte Community Services Assoc.	✓	✓		✓	
	The Dream Center of Randolph County	✓				✓
	United Way of Pitt County	✓			✓	
	Wilson Youth United, Inc. dba the SPOT	✓			✓	
	YMCA of Northwest North Carolina	✓			✓	
ISS	Communities In Schools of Brunswick County	✓	✓			✓
	Communities In Schools Rowan County	✓	✓	✓		✓
	Communities In Schools of North Carolina	✓	✓	✓		✓
	Communities In Schools of Northwest North Carolina	✓				✓
EL+ISS	Caring and Sharing Inc.	✓	✓	✓	✓	
	Communities In Schools of Cape Fear	✓	✓	✓	✓	
	Communities In Schools of Montgomery County		✓		✓	
	Dillard Academy	✓	✓		✓	
	RAM Organization	✓	✓		✓	
	Rebound, Alternatives for Youth			✓	✓	
	Student U			✓	✓	
Total		15	10	6	13	5

Extended Learning (EL) Grantees

Seven organizations provide EL programs in the form of after school and/or summer opportunities for at-risk students. After school programming is provided either at targeted schools or at community-based locations.

Two organizations provide after school programming at targeted schools. For example, the YMCA of Northwest North Carolina collaborated with Winston-Salem/Forsyth County Schools to operate after school programs at three low-performing elementary schools in the district, serving a total of 210 students per year. United Way of Pitt County collaborated with Pitt County Schools to operate after school programs at five low-performing elementary schools, serving 150 1st- and 2nd-grade students who are below grade level in reading.

Three organizations provide after school programming at a single non-school based location within the community. For example, the FBC-W Charlotte Community Services Association, in Mecklenburg County, operates out of the Family Life Center of the First Baptist Church West and provides students tutoring before school and after school at its site (approximately 155 students). ELISS participants are elementary and middle school students who are below grade-level, at-risk for failing, and/or those for whom English is a second language. The Dream Center of Randolph County and Wilson Youth United, Inc. dba the SPOT also operate out of community-based locations; however, they both focus their programming on specific feeder schools. The Dream Center of Randolph County's ELISS-funded program serves 72 students (grades K-5) from two schools that experienced a decrease in math, reading, and science scores in the past few years. Wilson Youth United, Inc. dba the SPOT serves 80 students (grades 3-5) from two low-performing schools in the district.

One grantee organization, Area Day Reporting Center, provides after school programs at several non-school-based locations within the community. It operates six sites in Craven County during the school year and 13 sites during the summer. Area Day Reporting Center provides after school and summer programs for approximately 150 elementary and middle school students.

Finally, one grantee provides support to at-risk students through home visits to parents in the summer to reduce summer reading skill loss. Book Harvest, in Durham, partnered with two low-performing elementary schools to provide extended learning in the form of home visits for the purpose of parent literacy training. The program targets parents of 40 rising 2nd graders who are at risk for summer reading loss. By training the parents in literacy activities to use with their rising 2nd graders, the intent is that literacy instruction continues in the home during the summer for students not reading at grade level after 1st grade.

Integrated Student Supports (ISS) Grantees

As mentioned above, Communities In Schools (CIS) is a national model that involves local CIS affiliates (nonprofit organizations with their own Boards, budgets, Directors, etc.) implementing the CIS model in partnership with local schools. The CIS model involves providing individualized, case management services during the school day to students with multiple risk factors for low achievement and making individualized plans to help students remove barriers causing low achievement, attendance, or poor behavior. Caseloads for each CIS staff person in a

school range from 20 to 50 at-risk students. According to the national CIS website, a CIS local affiliate organization brings support and resources to the partner schools by doing the following:

- conducts an assessment of the community to determine the need for CIS;
- partners with school district leadership to identify where CIS can have the greatest impact;
- hires, trains and assigns a site coordinator to a school in need;
- partners with the school districts, local agencies, businesses and foundations to garner support for the organization and its work;
- mobilizes community resources to address academic and nonacademic barriers; and
- continuously evaluates their work at all levels to ensure progress is made and goals are met.

Four CIS local affiliate organizations were awarded ELISS grants to provide the CIS model to schools in their respective counties in order to improve the academic performance, attendance, or behavior of referred at-risk students.

1. CIS of Brunswick County provides CIS staff to two low-performing schools in Brunswick County allowing intensive group and individual support to 143 at-risk students.
2. CIS of Rowan County provides CIS staff in nine schools in the county for a total of 397 at-risk students to be served with case management.
3. CIS of Northwest North Carolina uses ELISS funding to provide CIS staff in five elementary schools in Alexander County with the purpose of focusing on reading improvement, serving an estimated 160 at-risk students.
4. CIS of North Carolina uses ELISS funding to provide CIS model services in Nash-Rocky Mount School District to nine schools, serving 360 at-risk students.

Extended Learning + Integrated Student Supports Grantees (EL+ISS)

Seven organizations received funding to provide a combination of EL and ISS services. Two CIS affiliates are providing after school and summer programs in addition to the support from CIS staff in selected schools during the school day.

1. CIS of Montgomery County is partnering with Montgomery County Schools to provide both ISS (case management during the school day) and after school services to two low-performing middle schools. The hope is that at-risk students will benefit from the doubling up of support during the school day from CIS site coordinators along with the extended learning benefits of attending after school and summer programs. The program is serving up to 40 students per school through case management and up to 80 students per school through the after school program.

2. CIS of Cape Fear works closely with schools in both New Hanover and Pender County. The ELISS funding provides for CIS staff during the school day in five schools in New Hanover County and three schools in Pender County serving 400 at-risk students with case management services. In addition, the funding provides for after school and summer programs in both counties.

Three ELISS grantees serve charter schools (Dillard Academy in Wayne County, Reaching All Minds Academy in Durham, Paul R Brown Leadership Academy in Bladen County). ELISS funding provides additional supports to at-risk students in the Dillard Academy and the Reaching All Minds Academy through after school and summer programs and during-the-day tutoring or instruction. Caring and Sharing, Inc., in Bladen County, serves 60 at-risk students (grades K-8) from four schools with an after school and summer program and provides tutoring services during the school day to 150 students at a low-performing charter school for grades 6-12 (Paul R Brown Leadership Academy).

Finally, two organizations in Durham County received ELISS funds to serve at-risk high school students.

1. An ELISS grant supports three aspects of the Student U High School Program: (a) regular mentoring and other support during the school day for 200 high school students in Durham Public Schools by teachers who agree to serve as Advocates for the students in the program, with other guidance and support to the students provided by Student U staff; (b) after school tutoring up to twice per week for 50 of the Student U high school students with academic needs; and (c) a six-week academic summer school program for 100 Student U 9th and 10th graders.
2. Rebound, Alternatives for Youth, a second ELISS grantee in Durham, serves high school students receiving suspensions or at-risk for suspensions. They offer a structured day program from 9:00 a.m. to 2:00 p.m. that provides personal and academic support to high school students suspended for 1-10 days. The intent is to turn the negative of a suspension into an opportunity for personal change and continuation of education. The ELISS grant funds a second site in the county to serve 15 suspended students at a time for up to 10 days. The grant also provides a full-time staff member at one partner high school to provide support during the school day and after school to a cohort of 40-60 students at-risk for suspension.

Progress Report Survey Results

All 18 Program Directors completed an online survey on first year (2018) progress, administered by SERVE Center. Grantee responses are summarized below.

Target Population of Students

As previously mentioned, the legislation indicated that the target population for these funds should be:

- (a) at-risk students not performing at grade level as demonstrated by statewide assessments,
- (b) students at-risk of dropout, and
- (c) students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.

Thus, grantees were asked in the survey to indicate the percentage of students they served who met each of the three criteria above (as applicable; not all grantees targeted all three criteria).

- (a) All 18 reported that they serve at-risk students not performing at grade level as demonstrated by statewide assessments. On average, grantees reported that 88% of the students they served met this at-risk criterion.
- (b) 17 of 18 grantees indicated that they have a focus on serving students at-risk of dropout; on average, they reported that 57% of the students they served met this criterion.
- (c) 15 of 18 grantees indicated that students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors are a focus, and they reported that 54% of their students met this criterion.

Also regarding the target population of students to be served, the survey included an open-ended question asking grantees, “*Given that at-risk students are a focus of this grant, what criteria did you/will you use in deciding on which students to serve or invite to participate in your activities?*” Sample responses are shown below. All but one grantee indicated using academic criteria (e.g., EOG scores, report cards). Ten grantees also specifically mentioned behavioral criteria as being part of the decisionmaking process (e.g., attendance, disciplinary records). Socioeconomic factors were listed by three grantees (e.g., student poverty status). Over half (N=10) of the respondents described the key role of the school or parents in the referral process (that school or parent referrals are critical to identifying potential participants).

- *We selected students who were at risk academically based on classroom grades, i-Ready diagnostic assessments, school benchmarks, or EVAAS EOG predictions. Students who were at risk due to attendance or behavior were also identified.*

- *Teacher referral forms, report cards, EOG test scores and our pre-assessment test. Majority of our students come from low-performing and F schools.*
- *The criteria are heavily based upon the schools listed as having more than 50% of their students living below poverty. The applications also ask parents to specify specific needs, strengths and weaknesses of their child, EOG scores and other challenges faced.*
- *Based on referrals made by teachers, social workers, guidance counselors, and administrators at the schools served, those students referred must have needs in one or more of the following areas: academic proficiency in core subjects, negative behaviors/poor emotional regulation, truancy, lack of parental engagement.*

The survey also asked respondents to “Describe in a paragraph how your ELISS program is addressing what you believe to be key student barriers to achievement.” In alignment with the ELISS legislative goals, the most commonly occurring barriers mentioned were related to (1) academic deficits, (2) behavior/socio-emotional challenges, and (3) low socio-economic status. The table below provides sample responses showing how grantees describe ELISS programming as addressing particular barriers.

Table 4. Grantee Perceptions of Key Barriers to Student Achievement

Barriers to Achievement	Sample Responses
Academic Deficits	<ul style="list-style-type: none"> • <i>Students lacking skills will benefit from assistance with homework or supplemental instruction by a tutor within the school day.</i> • <i>Key barriers to achievement are reading development [and] proficiency skills. Students that struggle with reading also have difficulty with writing and communication skills.... The ELISS program focuses heavily on reading comprehension and the writing of the English language through journaling, writing stories, reading aloud and academic games.</i>
Behavior/Socio-Emotional Challenges	<ul style="list-style-type: none"> • <i>Provides a safe and supervised recreation and enrichment opportunities to reduce juvenile crime and victimization of unsupervised children and youth.</i> • <i>While on suspension we work to make sure they are able to keep up academically. It is also critical that we work with them through conflict mediation and restorative practices to deal with the issues.</i> • <i>By providing a consistent, positive role model and someone who can provide the additional instruction needed and the guidance needed to reduce negative behaviors, all students in the classroom can focus on learning and be successful.</i> • <i>Students who miss excessive days of school experience not only a loss of instruction but also risk feeling isolated and disconnected from the learning environment. [The program] designs supports that may include a daily check-in to ensure that students are present at school. Actions may include home visits to assist parents with getting their child to school regularly.</i>
Low Socio-Economic Status	<ul style="list-style-type: none"> • <i>Tutoring provides enrichment opportunities for families who might not be able to afford them otherwise (for both children and adults).</i> • <i>Transportation is provided for all programming to guarantee there are no barriers to full participation.</i> • <i>For many students in our district, access to books in the summer is a barrier to achievement. Students may not have transportation to the library and may have few age-appropriate books in the home.... Our trained home visitors bring books and literacy instruction into the home during three literacy-rich home visits.</i>

Barriers to Achievement	Sample Responses
	<ul style="list-style-type: none"> By providing individualized instruction based on each student's assessment using an evidence-based program similar to the tutoring programs normally out of reach for low-income children, we believe we are directly addressing student barriers to achievement.

Students Served

The survey asked grantees to report on the number of students served this year (through July of 2018) in the following areas, as applicable: EL (after school and summer programs) and ISS (during the school day case management, tutoring, or other services). Grantee responses are shown in Table 5. (Of note, these data reflect only a half-year or less of program activity given the award dates of the grants.) The grantees reported serving 1,457 students with after school programs, 1,641 students with summer programs, and 1,663 students with ISS services during the school day.

Table 5. Number of Students Reported as Served in 2017-18 School Year by Grantee and Type of Program

Organization		EL		ISS
		After School	Summer 2018 ¹	During School Day
EL	Area Day Reporting Center	91	150	–
	Book Harvest	–	39	–
	FBC-W CSA dba Charlotte Community Services Assoc.	154	151	–
	The Dream Center of Randolph County	72	–	–
	United Way of Pitt County	–	61	–
	Wilson Youth United, Inc. dba the SPOT	53	22	–
	YMCA of Northwest North Carolina	216	218	–
ISS	Communities In Schools of Brunswick County	–	–	90
	Communities In Schools Rowan County	–	–	342
	Communities In Schools of North Carolina	–	–	292
	Communities In Schools of Northwest North Carolina	–	–	109
EL+ISS	Caring and Sharing Inc.	80	142	120
	Communities In Schools of Cape Fear	127	256	354
	Communities In Schools of Montgomery County	130	90	32
	Dillard Academy	107	122	53
	RAM Organization	220	210	–
	Rebound, Alternatives for Youth	33	–	97
	Student U	174	180	174
Total		1,457	1,641	1,663

¹ Due to the timing of survey administration, grantees were asked to estimate the number of students likely to be served in Summer 2018 if the Summer session was not completed.

Collaboration with Low-Performing Schools and Other Organizations

Another component of the ELISS legislation was priority consideration to applications that focused services and programs in schools identified as low-performing. The number of low-performing schools reported as served by the grantees in 2018 ranged from one to eight. The survey included an item asking: “*Did your collaborations or partnership agreements with*

identified low-performing schools work out as you proposed in your ELISS application/proposal?” Sixteen grantees responded “Yes” and two grantees responded “No.” Those who said “No” described challenges with, or adjustments needed for, working with particular service providers or schools. Regarding collaboration with districts and other organizations in terms of obtaining matching funds for the grant, the survey asked: *“Did you meet the match criteria as outlined in the ELISS legislation? SESSION LAW 2017-57—SECTION 7.24.(c): ‘A grant participant shall provide certification to the Department of Public Instruction 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 may include in-kind contributions for up to fifty percent (50%) of the required match.’”* All 18 grantees responded to this question with “Yes,” they were able to meet the matching funds criteria as outlined in the ELISS legislation. The sources of matching funds described by grantees included Title I funds, cash contributions and/or in-kind donations from foundations/non-profits, school districts, and others.

Academic Support Activities

Alignment with North Carolina Standard Course of Study

The legislation recommended that grantees focus on prioritizing the integration of clear academic content in STEM and/or reading into their program activities. It also indicated the importance of alignment of academic content with the North Carolina Standard Course of Study. The survey asked: *“To what extent are the academic support or instructional activities you provide to students aligned with skills needed on State performance measures such as state tests or the NC Standard Course of Study more broadly?”* All 18 grantees reported that the programming they offered in reading, math, or STEM was “Strongly Aligned.”

Minimizing Class Size When Providing Instruction

The legislation mentioned an emphasis on minimizing student class size when providing instruction or instructional supports and interventions. The survey asked: *“What was the student-to-teacher instructional ratio for the instructional activities provided?”* The majority of grantees (N=13) indicated that their student-to-teacher instructional ratios were 1:10 or less. The remaining five grantees responded that their ratios were between 1:10 and 1:15.

Leveraging Support from Other Community Organizations

Grantees were expected to focus on expanding student access to high-quality learning activities and academic support (e.g., mentoring services, private-sector employer involvement) through collaboration with other community organizations. The survey included an open-ended question asking grantees to describe their collaboration in Year 1. Grantees reported successful collaborations with various organization types, including local non-profits, local businesses, institutions of higher education (IHEs), religious organizations, and health and mental health facilities. Table 6 includes some of their descriptions of these collaborations.

Table 6. Grantee Descriptions of Supports Provided by Collaborations with Other Community Organizations

Collaborators	Support Provided by Collaborators
Local Non-Profits	<ul style="list-style-type: none"> • Partner organizations...provide opportunities during our after school programs for students to explore hands-on, engaging activities in the areas of science, technology, engineering, art and math (STEAM). • With [our partner,] we focus on resume writing and how to present yourself [in an interview]. We refer academically gifted students to [other partners] for college readiness programs. • We are partnering with [the local] library to provide families with information about the library's summer reading program. • [We partner with a local county] Literacy Council [that] trains and deploys community volunteers as reading tutors [and with another organization] that trains and deploys volunteers and/or paid staff to conduct Cub Scout meetings as mentoring and behavioral support. [Another partner] provides weekend food backpacks. • Students also get to participate in internships during the summer at local community organizations, where they learn skills that are aligned with their goals and help expose them to new careers. • [One partner] provided opportunities focused on fostering academic excellence and strengthening leadership skills in the students served in our program. These opportunities included accomplished motivational speakers with backgrounds like the students being served at the schools and mentors to engage students in developing a relationship with a caring adult.
Local Businesses	<ul style="list-style-type: none"> • We are partnering with [a] service which provides three, research-based, texts per week to parents. These texts provide practical tips that parents can use in supporting their child's reading growth. • [A local publishing house] works with our students on their writing and reading skills. • We also work with the owner of a small, private tutoring company to provide full-time services for referrals, if needed. • Students apply for internships during the summer before their 11th- and 12th-grade school year. Students are interviewed by [partner] companies and receive immediate interview feedback, gaining professional skills not often taught in schools.
IHEs	<ul style="list-style-type: none"> • Volunteers provide tutoring both after school and during the school day, and are recruited through our partnerships with [a state university and a community college]... • Collaboration with [a community college partner] has assisted with the ELISS events [such as the] African American Male Summit. Collaboration has also included a field trip to the college for a campus tour and presentation...visual art exhibit depicting positive images of African American Males in our county. • [Our community college partner] provides work-study students to serve as reading tutors. • In the 2018-19 school year, the [community college's] Women in Philanthropy group will be expanding its existing mentoring support of students served by CIS to include a boys' mentoring group for [one of the elementary schools we serve]. • [A community college] supplies student-athletes and work-study students to serve as mentors and reading tutors.
Religious Organizations	<ul style="list-style-type: none"> • [Our partner church] is connecting us, through a program they purchased, to local churches and businesses to locate those who want to join and help us. • Our main community collaborator is [the church] where we are housed. The church provides us with the facility infrastructure to provide the program at a considerable below-market rate. • A Methodist Network provides a program called Reading Partners. With this program, 2nd-grade students who are reading below grade level are matched with a volunteer. • [A church] supplies volunteer reading tutors and mentors
Health/Mental Health Facilities	<ul style="list-style-type: none"> • We partner with a community mental health organization that provides on-site counseling.

Student Outcomes and Performance Measures

Per ELISS legislation, grantees are required to submit a final report on participants’ progress on key performance data, such as statewide test results, grades, or attendance rates. Grantees will submit their final reports in the summer of 2019. As a stepping stone to developing a high-quality final report, grantees submitted their evaluation plans to SERVE in August 2018, which outline the data they will be collecting. The Progress Report Survey included an item on how grantees expect to report on student progress. The question was: “*In thinking about how you will report on the progress made by at-risk students served at the end of next school year (2019), what quantitative performance measures are you expecting to collect, analyze, and report on?*” Grantee responses are shown in Table 7. For academic measures, 15 grantees expected to use grades, 13 expected to use state tests, and 10 expected to use tests targeting particular academic skills in monitoring student improvement. For behavioral or attitudinal measures, 15 expected to access school attendance, suspension/expulsion rates or other behavioral data, 11 expected to use measures of students’ socio-emotional or life skills and nine expected to measure school engagement or attitudes toward school.

Table 7. Quantitative Performance Measures Anticipated for Use in 2018-19

Possible Performance Measures	# of Grantees	%
Academic Focus		
Measures of progress in academic performance in the classroom (e.g., grades).	15	83%
Measures of progress made in certain targeted academic skills (e.g., school administered assessments such as mCLASS in K-2 reading or program administered pre- and post-assessments via computer instructional programs).	10	56%
Measures of improved performance on end-of-year proficiency tests (e.g., state End-of-Grade tests).	13	72%
Behavior and Attitudinal Focus		
Measures that indicate improvements to school attendance, suspension/expulsion rates, or other behavioral measures.	15	83%
Measures that indicate improvements in students’ socio-emotional or life skills.	11	61%
Measures that indicate improvements in students’ school engagement or attitudes toward school.	9	50%

Summary of Year 1 Progress

- Of the 34 grant applications received, a total of 18 organizations were awarded ELISS grants in January 2018 for a total of \$5,801,198. The grantees awarded were those that had the highest composite scores after the Level I and II review stages, up to the total amount of state funds available.
- Grants were awarded to organizations located in seven of the eight regions of the state with the North Central Region receiving six of the 18 awards. The amounts awarded ranged from under \$100,000 (one award) to over \$400,000 (five awards). Funds were awarded to seven organizations to implement Extended Learning programs (EL) and four organizations to implement Integrated Student Supports programs (ISS). The remaining seven out of 18 organizations were awarded grants to provide both EL and ISS programming.
- Because grantees received notice of funding in January of 2018 (mid-year) and due to start-up activities involving hiring staff and working out the details of partnerships with low-performing schools, 2018-19 will be the first full year of implementation for the grantees.
- The legislation outlined three types of at-risk criteria for students to be served by grantees. All 18 grantees reported that they served at-risk students, reflecting the first criterion (students not performing at grade level as demonstrated by statewide assessments). On average, grantees reported that 88% of the students they serve met this at-risk criterion.
- In terms of level of students served, six grantees serve only elementary students, five serve both elementary and middle grades students, and four serve elementary, middle, and high school students. There is one grantee that serves only middle school students and two that serve only high school students.
- Another component of the ELISS legislation was priority consideration to applications that focused services and programs in schools identified as low-performing. Grantees reported serving from one to eight low-performing schools.
- For the first year of the grant (beginning January 2018), the 18 grantees reported serving a total of 1,457 students with after school programs, 1,641 students with summer programs, and 1,663 students with ISS services during the school day.
- Per ELISS legislation, grantees are required to submit a final report on participants' progress on key performance data, such as statewide test results, grades, and attendance rates in the summer of 2019. Grantees submitted an evaluation plan to SERVE Center in August 2018, which outlines the data they propose to collect on participants in 2018-19.

Appendix: Individual Grantee Profiles

Area Day Reporting Center: 2018 Grantee Profile

Grantee Name	Area Day Reporting Center
LEA/Charter School	Craven County Schools
NC Region Code	Region 2: Southeast
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
Award Amount	\$392,001

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary	Number of Students Projected to be Served in 2018-19					After school: 150 students		
	Middle						Summer: 150 students		
	High								
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
Program Abstract									
<p>Area Day Reporting Center has structured an extended learning program that works to bridge academic learning gaps for students who have scored below the district and/or state End of Grade test averages in reading, mathematics or science. Along with implementing academic support, students engage in activities to decrease anti-social behavior in hopes of improving overall academic performance and decreasing disciplinary actions.</p> <p>The after school program is conducted Mondays through Thursdays from 3:30 pm to 6:30 pm. There is a lead teacher and site aide to support 25 students at each of the 6 locations (serving approximately 150 students). The program complements the regular school day's academic program through collaboration between after school lead teachers, classroom teachers, STEM lab coordinators and school guidance counselors. Reading, mathematics and social/emotional learning take place each day. STEM activities are held twice a week during enrichment time. Area Day Reporting Center has established partnerships with Craven County Schools, local churches, and community centers.</p> <p>Area Day Reporting Center collaborates with local schools to identify student referrals. Each ELISS lead teacher communicates with school staff/teachers to determine students' individual needs and learning styles in order to facilitate the best after school engagement strategies to promote learning. In addition, lead teachers collaborate with classroom teachers to formulate weekly lesson plans that align with in-school lesson plans.</p> <p>Through ELISS funding, AREA Day Reporting Center operates summer programs at a total of 13 sites across Craven County serving an estimated 150 students. The summer activities have an emphasis on reading development, STEM and</p>									

social/emotional learning.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
1. James City Community Center	25
2. Pembroke Community Center	25
3. Vanceboro Community Center	25
4. United Missionary Baptist Church	25
5. St. Peter AME Zion Church	25
6. Area Day Facility	25
Total	150

Summer Programs/Sites	Total Slots Available
1. PACE	10
2. Bryant Chapel	10
3. Abundant Life Miracle Center	10
4. Pembroke Community	10
5. United Missionary Baptist	10
6. James City Community	10
7. St. Peter's AME Zion	10
8. Area Day Reporting Center	10
9. Young Entrepreneurs	10
10. Pink Power Academy	10
11. Burning Bush Church	10
12. Day Spring	10
13. New Bern Police Department	30
Total	150

Book Harvest: 2018 Grantee Profile

Grantee Name	Book Harvest
LEA/Charter School	Durham Public Schools
NC Region Code	Region 3: North Central
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer (Literacy-rich home training visits for parents of at-risk students) Integrated Student Supports
Award Amount	\$155,451

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low-performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary	Number of Students Projected to be Served in 2018-19				8,610 at-risk elementary students received books in summer of 2018 Summer: 40 parents of at-risk students receive summer literacy training visits			
	Middle								
	High								
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
Program Abstract									
<p>The focus of this ELISS grant is to build reading proficiency among at-risk students in Durham’s elementary schools through the provision of books for summer reading and through a pilot of a literacy-rich home visitation program. The intent is to address the summer learning loss that often drowns out the gains made by low-income, at-risk children in elementary schools. Three components constitute the work of the ELISS grant as part of the Summer Learning Partnership with Durham Public Schools (DPS):</p> <ol style="list-style-type: none"> Book provision to at-risk students in 30 elementary schools in Durham Public Schools. Book Harvest has partnered with DPS since 2012 in providing students books for the summer through Books on Break. As of 2017, Books on Break distribution programs existed in each of 30 DPS elementary schools. In the summer of 2018, through the ELISS grant, 8,610 students from the 30 DPS schools received books. Individualized instruction pilot program in the summer targets 40 identified at-risk students and their families from two low-performing elementary schools (Hope Valley Elementary and Club Boulevard Elementary) and provides three literacy-rich home training visits. The visits are conducted by trained early literacy professionals using Scholastic’s LitCamp Curriculum. Family and school community engagement activities are also offered over the course of the summer to reinforce book access and the primacy of family literacy routines as essential tools to preserve learning gains. 									

This grant focus grows out of research and evidence about the central role literacy plays in the future success of every child in our country. A 2010 meta-analysis conducted by the American Institutes for Research found that two-thirds of American children in poverty have no books in their homes and confirmed that access to books improves academic, behavioral, and psychological outcomes. Drawing on these findings, Book Harvest has built a portfolio of programs that are nurturing the success of every child by adding books to the homes of under-resourced children starting at birth.

In summary, the ELISS grant provides funding for an innovative extension of Book Harvest’s Books on Break summer book distribution program. With the addition of an **Individualized instruction pilot**, the program offers extended learning opportunities for up to 40 at-risk, rising second graders by engaging their parents in actively supporting their child’s literacy development in the home. The grant aims to extend and deepen the Books on Break program and to make inroads in addressing the summer learning loss problem in two low-performing elementary schools through these home literacy training visits.

Grantee Sites and Number of Students Expected in 2018-19

Summer (Schools Served by Individualized Instruction Pilot)	Total Slots Available
1. Hope Valley Elementary	25
2. Club Boulevard Elementary	15
Total	40

Caring and Sharing, Inc.: 2018 Grantee Profile

Grantee Name	Caring and Sharing, Inc. of Bladen County
LEA	Bladen County Schools
NC Region Code	Region 4: Sandhills
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports (tutoring during school hours)
Award Amount	\$297,063

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level of Students	Elementary	Number of Students Projected to be Served in 2018-19					After school: 60 students (K-8)		
	Middle						Summer: 60 students (K-8)		
	High						Tutoring: 150 students (6-12)		
# of Schools Served During the Day	0/NA	1	2	3	4	5	6	7	8+
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+

Program Abstract

Through the ELISS funding, Caring and Sharing, Inc. provides an after school program in Bladen County. The program, which is located at the True Vine Holiness Church community center, serves 60 at-risk students in grades K-8. Students selected for this program attend Booker T. Washington, Elizabethtown Primary, and two other charter schools in Bladen County. The program targets students who are identified as not performing at grade level as demonstrated by statewide assessments. Most of these students are living at or below the poverty level and are experiencing academic challenges in school, have poor school attendance, and/or exhibit poor social behavior. Many of the students live in high-risk housing communities and face problems that may impact the educational achievement of the students. The goal of the program is to address the needs of at-risk students and families by providing academic and enrichment learning activities to improve academic performance and social development.

The program provides a minimum of 12 hours per week of **after school programming** for 32 weeks during the regular school year (from 3:00-6:00 Monday-Thursday) and hosts a four-week **summer program** for 60 students in grades K-8.

Through the ELISS funding, Caring and Sharing, Inc. also supports a **tutoring program** for 150 academically at-risk students at Paul R. Brown Leadership Academy in Bladen County, a low-performing charter school serving grades 6-12. The tutoring is provided Monday through Thursday at times convenient to the students and the faculty and non-faculty members providing

the tutoring. Tutoring takes place before school, during school when students have elective courses, and after school. Occasionally, the tutoring occurs on Saturdays when there is a Saturday Study Hall.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
Caring and Sharing, Inc. Center (serving students from four schools)	60
Total	60

Summer Programs/Sites	Total Slots Available
Caring and Sharing, Inc. Center (serving students from four schools)	60
Total	60

Integrated Student Support School Sites (Before, During, and After School Tutoring)	Total Slots Available
Paul R. Brown Leadership Academy	150
Total	150

Communities In Schools of Brunswick County: 2018 Grantee Profile

Grantee Name	Communities In Schools (CIS) of Brunswick County
LEA	Brunswick County Schools
NC Region Code	Region 2: Southeast
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
Award Amount	\$76,112

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level of Students	Elementary Middle High	Number of Students Projected to be Served in 2018-19	Case management: 143 students						
# of Schools Served During the Day	0/NA	1	2	3	4	5	6	7	8+

Program Abstract

Through ELISS funding, CIS of Brunswick County provides **integrated student supports** to 143 students at two high need, low-performing schools. Prior to ELLIS funding, CIS was active in five of 19 schools across Brunswick County: however, the additional funding stream allowed the CIS program to expand to Supply Elementary School and to intensify its efforts at Leland Middle School. CIS of Brunswick County works collaboratively with schools to ensure services do not duplicate, but enhance, existing services or fill a gap in resources. CIS support to the students helps the schools by decreasing behavioral disruptions in class due to student frustration when they are not as prepared as their peers and thus, making the learning environment more productive schoolwide.

The mission of CIS is "to surround students with a community of support, empowering them to stay in school and achieve in life." CIS works in individual schools to implement the CIS Model of Integrated Student Supports utilizing the ABC+P framework, focusing on Attendance, Behavior, Coursework and Parent Engagement.

The ELISS funding provides staffing in the form of Success Coaches at both Supply Elementary and Leland Middle. A Success Coach is an embedded member of the school who creates a Site Team that includes members of school administrative, support, and teaching staff. Together they review all school data to develop a Site Plan to guide CIS interventions for the school year. The Site Plan outlines interventions CIS of Brunswick County provides to the schools based on a Tier model: Tier I are school-wide services and supports designed to reach a minimum of 75% of the total school population during that school year. For example, services may include the provision of basic need items to students, hosting a Career Day, or support for community service projects. Tier II are case management services for individual students identified by the school or Success Coach as at-risk and in need of targeted interventions. Tier II services might include tutoring, mentoring, leading socio-emotional learning groups, behavioral interventions, incentive programs, or attendance monitoring.

Tier III students are those identified as most at-risk due to multiple risk factors. Support is provided by the Success Coach through one-on-one meetings with the students. The interactions with case-managed Tier III students are more frequent to help keep them on a positive path, provide emotional support and address crises in the students' school lives as they may arise.

A Student Support Plan is developed to guide the selection of interventions for an individual student during the school year to help him/her achieve targeted goals. The Success Coach implements, monitors, adjusts services and reports outcomes on student progress toward goal attainment. Case management is central to the process with the Success Coach meeting regularly with the student to discuss progress, emerging needs, address crises and provide supportive counseling.

Grantee Sites and Number of Students Expected in 2018-19

Integrated Student Support School Sites (Case Management)	Total Slots Available
1. Supply Elementary	66
2. Leland Middle School	77
Total	143

Communities In Schools of Cape Fear: 2018 Grantee Profile

Grantee Name	Communities In Schools (CIS) of Cape Fear
LEA/Charter School	New Hanover County Schools Pender County Schools
NC Region Code	Region 2: Southeast
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
Award Amount	\$382,803

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low-performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary	Number of Students Projected to be Served in 2018-19					Case management: 400 students		
	Middle						After school: 400 students		
	High						Summer: 340 students		
# of Schools Served During the Day (ISS only)	0/NA	1	2	3	4	5	6	7	8
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+

Program Abstract

Working in collaboration with New Hanover and Pender County Schools, CIS of Cape Fear provides **integrated student supports** to students at 13 high need, low-performing schools across both counties, with the goals of improving attendance, improving academic achievement, decreasing behavior referrals, and increasing parental involvement. The ELISS funding provides resources to place a Student Support Specialist during the school day at two New Hanover County secondary schools (Williston Middle School +/- 700 students, and New Hanover High School +/- 1300 students) and at three low-performing, high need, elementary schools: Alderman Elementary, Forest Hills Elementary, and Wrightsboro Elementary. Additionally, the ELISS funding allows for an increase from part-time to full-time for Student Support Specialist positions at Penderlea School, Heidi Trask High School, and Pender High School in Pender County Schools. Thus, the total number of schools with Student Support Specialists hired through ELISS funding to support at-risk students during the school day is eight.

The target population for the Student Support Specialists to work with are youth who have been identified as at-risk of dropping out or falling behind in school. Through ELISS funding for these positions, CIS of Cape Fear provides case management services to a minimum of 400 at-risk students at the eight schools across the two counties. Students are identified

as in need of services through each school's Multi-Tiered System of Support Team, which is comprised of administrators, counselors, social workers, teachers, and the CIS Student Support Specialist.

Once CIS Student Support Specialists receive the at-risk student referral, they meet with both the student and his or her parents to assess the student's needs and identify specific goals to work on with the student. The CIS Student Support Specialist works to implement and/or connect the student to programs and services tailored to help them achieve their goal and be successful in school.

Additionally, CIS of Cape Fear is providing STEM and literacy-based **after school** program opportunities to approximately 400 at-risk students at three Pender County schools, and at a fourth site, the CIS of Cape Fear Youth Center in Downtown Wilmington. CIS of Cape Fear also offers ELISS-funded **summer programming** at the Cape Fear Youth Center for 40 at-risk students from New Hanover County as well as for 300 students from Pender County (in 2019).

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
1. Penderlea School (PC)	75
2. Heidi Trask High School (PC)	75
3. Pender High School (PC)	75
4. CIS Cape Fear Youth Center, Downtown Wilmington (NHC)	75
Total	400

PC=Pender County

NHC=New Hanover County

Summer Programs/Sites	Total Slots Available
1. CIS Cape Fear Youth Center, Downtown Wilmington (NHC)	40
2. Heidi Trask High School (PC) – 2019 only	100
3. Pender High School (PC) – 2019 only	100
4. Burgaw Middle (PC) – 2019 only	100
Total	340

Integrated Student Support Sites (Case Management)	Total Slots Available
1. Williston Middle School (NHC)	50
2. New Hanover High School (NHC)	50
3. Alderman Elementary (NHC)	50
4. Forest Hills Elementary (NHC)	50
5. Wrightsboro Elementary (NHC)	50
6. Penderlea School (PC)	50
7. Heidi Trask High School (PC)	50
8. Pender High School (PC)	50
Total	400

Communities In Schools of Montgomery County: 2018 Grantee Profile

Grantee Name	Community in Schools (CIS) of Montgomery County
LEA/Charter School	Montgomery County Schools
NC Region Code	Region 4: Sandhills
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
2017 Award Amount	\$489,186

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary	Number of Students Projected to be Served in 2018-19					Case management: 80 students (6-8)		
	Middle	After school: 160 students (6-8)							
	High	Summer: 160 students (6-8)							
# of Schools Served During the Day (ISS only)	0/NA	1	2	3	4	5	6	7	8
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+

Program Abstract

Project METAL (Montgomery's Excellence Through Academic Leadership) is a joint project between Communities In Schools of Montgomery County (CISMC) and Montgomery County Schools. Through ELISS funding, Project METAL offers after school programs, summer programs, and integrated support services to high-need students in two middle schools—East Middle School and West Middle School—two high needs schools in Montgomery County.

Project METAL takes a holistic approach to education, providing **integrated student supports** to the at-risk student population at East and West Middle Schools by securing, developing, and coordinating supports that target academic and non-academic barriers to achievement. Students are identified as in need of services through each school's Multi-Tiered System of Support Team. CISMC has placed a Student Support Specialist at each middle school. Student Support Specialists are responsible for supervising and monitoring the planning, coordination, and implementation of student interventions. They work jointly with school and district administrators to identify at-risk students, assess their individual needs, and develop case plans, connecting students with needed supports in school and from community providers and monitoring students' progress to ensure their identified needs are met.

In addition, through ELISS funding, Project METAL provides **after school** programs that offer individualized assistance including intensive tutoring designed to provide essential remediation as well as social-emotional learning opportunities. The after school programming aligns with Montgomery County’s traditional calendar, operates Monday through Thursday for three hours a day, and serves up to 160 students (80 students at East Middle and 80 students at West Middle).

Project METAL also offers a **summer** program for six weeks for six hours per day, four days per week. The summer extended learning time provides the opportunity for weekly field trips for middle school students to visit Montgomery Community College and STEM-focused businesses and industries. It is designed to promote a greater college-going culture within target schools. The summer program serves approximately 160 students.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
1. East Middle School	80
2. West Middle School	80
Total	160

Summer Programs/Sites	Total Slots Available
1. East Middle School	80
2. West Middle School	80
Total	160

Integrated Student Supports Sites (Case Management)	Total Slots Available
1. East Middle School	40
2. West Middle School	40
Total	80

Communities In Schools of North Carolina: 2018 Grantee Profile

Grantee Name	Communities In Schools of North Carolina
LEA	Nash-Rocky Mount Public Schools
NC Region Code	Region 3: North Central
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Support
Award Amount	\$487,721

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary Middle High	Number of Students Projected to be Served in 2018-19			Case management: 360 students (K-12)				
# of Schools Served During the Day (ISS Only)	0/NA	1	2	3	4	5	6	7	8+
Program Abstract									
<p>Communities in Schools (CIS) of North Carolina partnered with Nash-Rocky Mount School District on an ELISS grant to expand existing Integrated Student Support services in the district to more schools. Prior to the ELISS grant, CIS of North Carolina implemented the CIS model services in the district through placing a full-time Student Support Specialist in selected elementary, middle, and high schools. For the ELISS grant, the Superintendent selected an additional nine schools to address issues of students with poor academic performance, inconsistent school attendance, or negative behaviors. In each school, a student referral process was established to identify 40 at-risk students who would benefit from case management services through a Student Support Specialist. Thus, ELISS-funded Student Support Specialists are expected to serve approximately 360 students in Nash-Rocky Mount School Public Schools.</p> <p>All supports provided by the Student Support Specialists are aligned with the School Improvement Plan and complement the classroom-based Multi-Tiered System of Support where used. Supports provided by the Student Support Specialists vary because each school determines the emphasis of the CIS case-managed services based on a school-wide needs assessment. However, some commonly provided activities through the CIS Student Support Specialist include tutoring (one-one-one and small group), mentoring, Attendance Works, and Check & Connect.</p> <p>The program expects to see positive outcomes for students by:</p> <ol style="list-style-type: none"> 1. providing one-on-one and small group academic support to help students improve their math and reading grades; 2. using Check & Connect to build meaningful relationships with the students to improve their attendance and behavior; <p>and</p>									

3. communicating with parents on students' needs so they know how to support their children at home.

Grantee Sites and Number of Students Expected in 2018-19

Integrated Student Support Sites (Case Management)	Total Slots Available
1. Cedar Grove Elementary School	40
2. Swift Creek Elementary School	40
3. Middlesex Elementary School	40
4. Red Oak Elementary School	40
5. Spring Hope Elementary School	40
6. Rocky Mount Middle School	40
7. Northern Nash High School	40
8. Rocky Mount High School	40
9. Southern Nash Middle School	40
Total	360

Communities In Schools of Northwest North Carolina: 2018 Grantee Profile

Grantee Name	Communities In Schools (CIS) of Northwest North Carolina
LEA	Alexander County Schools
NC Region Code	Region 7: Northwest
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Support
Award Amount	\$280,064

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary Middle High	Number of Students Projected to be Served in 2018-19	Case management: 160 students (K-5)						
# of Schools Served During the Day (ISS Only)	0/NA	1	2	3	4	5	6	7	8+

Program Abstract

Working with Alexander County Schools, Communities in Schools (CIS) of Northwest NC is providing Integrated Student Support services to at-risk students in five elementary schools through this ELISS grant. The Superintendent selected five of seven elementary schools in the district for the grant because they have a high percentage of students not reading at grade level and a significant percentage of students with 12 or more absences. The focus of the Student Support Specialists, placed in each of the five schools, is on helping the identified students with improving reading and attendance. The target population for the case managed services are at-risk students referred by the Student Support Team at each school. However, the initial student referrals primarily come from school support staff and principals.

While the Student Support Specialists at the five schools focus on using effective reading and attendance interventions in their interactions with case-managed students, they also implement activities unique to their school settings such as Girls on the Run, Genius Hour (after school), Leader in Me, Future Farmers of America, Guys with Ties, Check & Connect, and Reading Buddies.

The program expects to see positive outcomes for students by:

1. providing one-on-one and small group academic support to help students improve their reading skills and grades;
2. using Check & Connect to build meaningful, mentoring relationships with the case-managed students to improve their attendance and behavior; and
3. communicating with parents on students' needs so they know how to support their children at home.

Grantee Sites and Number of Students Expected in 2018-19

Integrated Student Support Sites (Case Management)	Total Slots Available
1. Ellendale Elementary School	32
2. Hiddenite Elementary School	32
3. Stony Point Elementary School	32
4. Taylorsville Elementary School	32
5. Wittenburg Elementary School	32
Total	160

Communities In Schools of Rowan County: 2018 Grantee Profile

Grantee Name	Communities In Schools (CIS) of Rowan County
LEA	Rowan Salisbury Public Schools
NC Region Code	Region 2: Southwest
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
Award Amount	\$220,504

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary	Number of Students Projected to be Served in 2018-19			Case management: 397 students				
	Middle								
	High								
# of Schools Served During the Day (ISS Only)	0/NA	1	2	3	4	5	6	7	8+
Program Abstract									
<p>Working with Rowan Salisbury Public Schools, Communities in Schools (CIS) of Rowan County provides Integrated Student Support services to students in nine Title 1 schools; seven of which were identified as low-performing. The goals for providing these case management services during the school day are to improve student attendance and academic achievement, decrease behavior referrals and increase parental involvement. The ELISS funding enabled CIS of Rowan to place a minimum of one full-time Student Support Specialist (SSS) during the day at each of the nine schools.</p> <p>The target population for the Student Support Specialists are students who have fallen behind academically or are at-risk of falling behind or have other risk factors. The Student Support Specialists work with a school-based team at each school to identify students in need. In addition, student referrals can come from parents or teachers. Dependent upon the size of the school, Student Support Specialists (SSS) aim to maintain a case load of between 12 and 56 students (10% of total school population).</p> <p>Each of the CIS staffed schools decides what they want the SSS to focus on based on a school-wide needs assessment. Thus, each school has different supporting activities for their case managed students because the activities/support are tailored to meet the needs of that school and their students. Program activities can include tutoring (one-one-one and small group), mentoring, and Check & Connect. Some activities unique to a school are Cub Scout groups and Sit & Study (where SSSs sit with students at lunchtime).</p> <p>The program expects to see positive outcomes for case managed students by:</p> <ol style="list-style-type: none"> 1. providing one-on-one and small group academic support during the school day to help students improve their grades; and, 									

2. using Check & Connect (regular check-ins with case managed students) to monitor student behavior and grades.

Grantee Sites and Number of Students Expected in 2018-19

Integrated Student Support Sites (Case Management)	Total Slots Available
1. Hanford Dole Elementary	50
2. Hurley Elementary	51
3. Isenberg Elementary	38
4. Koontz Elementary	50
5. North Rowan Elementary	52
6. Overton Elementary	39
7. Knox Middle	56
8. North Rowan Middle	49
9. Henderson Independent High School	12
Total	397

Dillard Academy: 2018 Grantee Profile

Grantee Name	Dillard Academy
LEA	Dillard Academy (Charter School)
NC Region Code	Region 2: Southeast
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports (tutoring during school hours)
Award Amount	\$330,028

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level of Students	Elementary	Number of Students Projected to be Served in 2018-19					After school: 120 students (K-8)		
	Middle						Summer: 120 students (K-8)		
	High						Tutoring: 100 students (K-8)		
# of Schools Served During the Day	0/NA	1	2	3	4	5	6	7	8+
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+

Program Abstract

Dillard Academy is a charter school that serves students in grades K-8. The **Integrated Student Support** services aspect of the ELISS funding provides 100 students with math and reading tutoring in small groups twice a week during the school's intervention time. Students are identified and served through the school's Multi-Tiered System of Supports (MTSS) framework. After each math and reading diagnostic assessment, the results are discussed by teachers and students are referred to tutoring if needed. Because this is a small school, the ELISS tutors work closely with the teachers and administration. The tutors, who are both retired teachers, attend planning time with the teachers and meet with them frequently to discuss students' needs.

During the **after school program**, there are STEM activities aimed towards increasing student engagement and critical thinking. Similar to the school day, the after school program uses a school-wide positive behavior approach. The after school staff is mostly regular classroom teachers from the school. This ELISS-funded initiative serves a total of 120 students in the after school program. In addition, Dillard Academy offers a 4-week ELISS-funded **summer program** that serves approximately 120 students. The purpose of the summer camp is to reduce the typical summer academic learning loss.

The program expects to see positive student outcomes by providing: (a) academic support to participating students and helping them increase their grade level outcomes in Math and English Language Arts and (b) STEM activities focused on

increasing student engagement and critical thinking.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
Dillard Academy	120
Total	120

Summer Programs/Sites	Total Slots Available
Dillard Academy	120
Total	120

Integrated Student Support School Sites (During School Tutoring)	Total Slots Available
Dillard Academy	100
Total	100

FBC-W CSA dba Charlotte Community Services Association: 2018 Grantee Profile

Grantee Name	FBC-W CSA dba Charlotte Commuinity Services Association
LEA/Charter School	Charlotte-Mecklenburg Schools
NC Region Code	Region 6: Southwest
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
2017 Award Amount	\$367,500

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary	Number of Students Projected to be Served in 2018-19					After school: 155 students (K-8) Summer: 130 students (K-8)		
	Middle								
	High								
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+

Program Abstract

Through the ELISS funding, the First Baptist-West Music & Tutoring After School Program provides an after school experience with an emphasis on academic tutoring and developing fine arts skills for 155 at-risk students in grades K-8. The program provides individualized assistance based on student needs, using a model similar to tutoring programs (e.g., Sylvan or Huntington) that are normally out of reach for low-income children.

Charlotte Community Services Association (CSA) is a nonprofit agency based in the Family Life Center of First Baptist Church-West, located west of downtown Charlotte in a neighborhood with rapidly changing demographics. Most of the students served either attend Title I schools or are considered at-risk based on socio-economic factors. The hallmarks of the program include: (a) low student-to-teacher ratios, (b) implementing schedules that allow teachers/tutors to target skill gaps—while also meeting parents' desire for homework assistance, and (c) providing fine arts lessons in piano, violin, brass instruments, chorus, art, drama, and dance as integral program components.

Embedded within the First Baptist-West Music & Tutoring After School Program, there is a more intensive, structured tutoring program, called the SMART Tutoring Program. Using the evidence-based curriculum, Sound Partners, Language! (in English and Spanish), the SMART Tutuoring Program serves up to 24-30 students that have been identified as critically low-performing (as determined by report cards and test scores provided by parents). Students seamlessly move from the Music &

Tutoring Program to the SMART Tutoring Program as individual need arises, with little to no disruption in their schedules, peers, or enrichment activities.

Through the ELISS funding, CSA provides extended learning services Monday through Friday **before school** (from 7:15 am to 8:45 am) and **after school** (3:30 pm to 6:30 pm) for a total of 21 hours per week following the Charlotte-Mecklenburg Schools traditional calendar. In addition, CSA provides a six-week **summer program** Monday through Friday (7:30 am to 5:45 pm) for approximately 130 students (K-8). During the summer program, Monday through Thursday programming focuses on fine arts classes in the morning and on academic studies in the afternoon. On Fridays, students take field trips and engage in other enrichment activities.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
Family Life Center of First Baptist Church-West	155
Total	155

Summer Programs/Sites	Total Slots Available
Family Life Center of First Baptist Church-West	130
Total	130

Reaching All Minds Organization: 2018 Grantee Profile

Grantee Name	Reaching All Minds (RAM) Organization
LEA	Reaching All Minds Academy (Charter School)
NC Region Code	Region 3: North Central
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports (STEM enrichment period during the school day)
Award Amount	\$490,000

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level of Students	Elementary	Number of Students Projected to be Served in 2018-19					STEM Enrichment: 90 students		
	Middle					After school: 220 students			
	High					Summer: 210 students			
# of Schools Served During the Day	0/NA	1	2	3	4	5	6	7	8+
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+

Program Abstract

RAM Organization is a nonprofit 501(c) (3) status, faith-based organization in Durham. Through ELISS funding, the program provides academic support in reading, math, and STEM at a low-performing charter school (RAM Academy) for at-risk students not performing at grade level. The RAM Academy charter school serves around 270 K-7 students. The ELISS grant supports Extended Learning opportunities (before school, after school, and summer program opportunities) and a during the school day STEM enrichment period (2:45-3:45) for selected grade levels.

For the **after school program**, the ELISS funding provides a minimum of 10 hours per week for 38 weeks during the regular school year from 4:00- 6:30 (Monday-Thursday) for 220 students. Transportation home from the after school program is provided, as are tutors on the buses. The grant also funds a four-week **summer program** beginning in June serving 210 students.

The specific goals of the program are to: (1) improve student academic performance and educational achievement in reading and math, (2) improve social skills and decrease negative behavior that interferes with learning, and (3) improve academic performance and achievement in at least one core academic area. Across the components of the RAM Organization grant, there are the following: (1) Academic tutoring in Reading, Math or Science that are grade specific and aligned with Core Competencies; (2) Project-based STEM integrated activities during the academic year and summer; (3) Homework assistance;

(4) Social and cultural, recreational, and healthy living enrichment; and (5) Service learning.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
RAM Academy	220
Total	220

Summer Programs/Sites	Total Slots Available
RAM Academy	210
Total	210

Integrated Student Support School Site	Total Slots Available
RAM Academy (During the school day STEM enrichment period)	90
Total	90

Rebound Alternatives for Youth: 2018 Grantee Profile

Grantee Name	Rebound Alternatives for Youth
LEA	Durham Public Schools
NC Region Code	Region 3: North Central
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
Award Amount	\$190,446

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level of Students	Elementary	Number of Students Projected to be Served in 2018-19				In school suspension program: 360 students Summer: 50 students Riverside High School: 40 students After school: 60 students			
	Middle								
	High								
# of Sites During the Day	0/NA	1	2	3	4	5	6	7	8+
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
Program Abstract									
<p>Rebound Alternatives for Youth is a nonprofit organization that works with students from Durham Public Schools and uses evidence-based practice to turn the negative of a suspension into an opportunity for personal change and the continuation of education. Social-emotional skill development is a research-supported skill set that undergirds Rebound’s programming for students. Prior to the ELISS grant, Rebound operated one program at the Durham Teen Center, a structured day program that operates from 9:00-2:00 on school days, providing personal and academic support for up to 15 high school students who are suspended for 1-10 days. Students are referred by administrators or other community agencies at the time of suspension and remain until their return to school. The program is voluntary, and students who attend are marked present in school (In School Suspension) instead of absent. Rebound defines success as taking a student at a crisis moment and converting the experience from one of exclusion and lack of academic and personal supervision, to an experience of study, self-evaluation, and connection.</p> <p>With ELISS funding, Rebound Alternatives for Youth is able to:</p>									

1. Increase access to services by adding a second Rebound Program site in the Durham community (Avery Boys and Girls Club). Until the implementation of the new district code of conduct policy in 2016, one site of 15 seats provided enough space for the number of referrals. Opening the second Rebound Program site at Avery Boys and Girls Club was necessary in order to meet these needs for students across Durham, both in terms of number and geographic access. The ELISS funding will also provide a summer program for 50 9th-10th graders at this site.
2. Support a high school in reducing repeat suspensions and lost instructional time by locating a Rebound staff member in the school (Riverside High School) to work with at-risk students onsite. In addition to working to support the development of a cohort of 40 at-risk students during the school day, the staff member provides after school activities twice per week for student enrichment.
3. Implement elements of Restorative Practices across all three Rebound sites. Restorative Practices (RP) has emerged as an evidence-based approach to reducing suspensions, expulsions, and other exclusionary discipline. RP focuses on creating healthy relationships and repairing harm instead of relying on punishment and exclusion. ELISS funds support the initial training and ongoing follow up in RP for all Rebound staff members.

Disconnection from school that is exacerbated during a suspension, often leads to more suspensions. Through Rebound program activities of incident debriefing, problem solving, goal setting, as well as group and one-on-one counseling, students are provided opportunities to put their school choices in the context of their larger goals. Our resiliency-based programming encourages students to build up their strengths and resources to address future problems.

Rebound aims to help students:

- Stay up-to-date with schoolwork during suspension
- Prevent crime (and other risky behaviors)
- Prevent future suspensions
- Develop sources of resilience in students by gaining self-knowledge and improving self-esteem, identifying personal strengths and goals, and increasing skills in leadership, conflict management and communication
- Reconnect with families, school staff, and the larger community

Grantee Sites and Number of Students Expected in 2018-19

After School Program/Site	Total Slots Available
Riverside High School (twice per week)	60
Total	60

Summer Program/Site	Total Slots Available
Avery Boys and Girls Club (2019)	50
Total	50

Integrated Student Support Sites	Total Slots Available
1. Avery Boys and Girls Club (suspension program serving Durham high schools; 15 students at a time for up to 10 days)	360
2. Riverside High School (Rebound staff member located at the school)	40
Total	400

Student U: 2018 Grantee Profile

Grantee Name	Student U
LEA/Charter School	Durham Public Schools
NC Region Code	Region 3: North Central
Grantee Leadership	Non-profit District
Focus	<input checked="" type="checkbox"/> Extended Learning <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> Integrated Student Supports
2017 Award Amount	\$488,428

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors		
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low-performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program		
Targeted Level Students	Elementary Middle High	Number of Students Projected to be Served in 2018-19	Individual support: 200 students (50 students per grade across all DPS high schools) After school tutoring: 50 students Summer: 100 students (9 th and 10 th)
# of Schools Served During the Day (ISS only)	<input type="checkbox"/> 0/NA <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> 5 6 7 <input checked="" type="checkbox"/> 8+		
# of After School Centers/Sites	0/NA 1 2 3 4 5 6 7 8+		
# of Summer Centers/Sites	0/NA 1 2 3 4 5 6 7 8+		

Program Abstract

Student U believes that one day in Durham, all students, regardless of the color of their skin or their economic status, will be able to succeed. To make this vision a reality, Student U empowers students to develop the academic skills and personal well-being necessary to achieve this success in college and beyond. Student U first began implementing supportive high school programming in 2010 with specific program offerings. It has since evolved in response to student performance data and needs assessments. The ELISS grant supports three aspects of the Student U High School Program: (1) regular mentoring and other support during the school day provided by teachers in DPS high schools who serve as Advocates for students in the program and other guidance and support provided by Student U staff, (2) after school tutoring up to twice per week for academic needs for 50 of the Student U high school students, and (3) a six-week academic summer program for up to 100 Student U 9th and 10th graders.

The core of the Student U High School Program is **individualized support** and college and career enrichment opportunities for 200 high school students (50 per grade) over the course of their high school career. Students selected for the High School Program begin receiving Student U support in 8th grade. It is also during the summer prior to 9th grade when students meet their High School Advocate. High School Advocates are full-time employees at high schools or community members who receive a stipend for their work with Student U. Advocates remain with the same students for the duration of the students' high school experience. Through weekly one-on-one meetings, communication with students' teachers and parents, and regular reporting to Student U's central office staff, Advocates ensure that students remain on-track to graduate on time. When

students face academic or social/emotional challenges, Advocates collaborate with all stakeholders to determine appropriate interventions, including direct support from Student U's full-time Social Worker or Learning Specialist, engaging in school remediation programs, or referral to outside agencies. Transportation is provided for all Student U programming to guarantee there are no barriers to full participation.

The summers before their transition into the 9th and 10th grade school years, students enroll in a full six weeks of academic classes, which are taught by teachers to prepare them for the rigor of high school. They also have access during the school year to the Student U tutors at W.G. Pearson Center for academic needs. Student U students are exposed to unique opportunities not found within traditional school offerings to understand the long-term benefits of school success. For example, U-Prep Days provide insight into potential college and career paths. STEM-based and other internship opportunities offer students a sense of the satisfaction that comes from a fulfilling career.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
W.G. Pearson Center (Tutoring of Student U participants)	50
Total	50

Summer Programs/Sites	Total Slots Available
Durham Academy Middle School (9 th and 10 th grade Student U participants)	100
Total	100

Integrated Student Supports Sites	Total Slots Available
Student U participants are selected for the program and can come from any DPS high school where they regularly meet with Student U Advocates located at the schools	200
Total	200

The Dream Center of Randolph County: 2018 Grantee Profile

Grantee Name	The Dream Center of Randolph County
LEA/Charter School	Randolph County
NC Region Code	Region 5: Piedmont-Triad
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
Award Amount	\$127,400

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary	Number of Students Projected to be Served in 2018-19					After school: 72 students (K-5)		
	Middle								
	High								
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	<input checked="" type="checkbox"/> 0/NA	<input type="checkbox"/> 1	2	3	4	5	6	7	8+

Program Abstract

The Dream Center’s ELISS program targets students from Randleman Elementary and Balfour Elementary in Randolph County. These are two schools that experienced a decrease in math, reading and science scores in the past few years. The ELISS grant-funded after school program provides 72 students with STEM and reading development activities, homework assistance and tutoring. Like the surrounding school districts, the Dream Center uses an approach called, Positive Behavioral Interventions and Supports (PBIS). They also host parent engagement activities including: Family Hours, a Math Carnival, STEM Saturdays, and Parent Academy. The Dream Center and the partnering schools collaborate on the student referral process as well as the after school curriculum. For example, Dream Center leaders meet with principals and counselors to identify at-risk students that would benefit from the after school program. The program also involves families of after school participants in supporting the students’ academic and socio-emotional growth.

The program expects to see positive student outcomes by:

1. providing academic support to participating students and helping them increase their grade level outcomes in STEM (Science, Technology, Engineering, and Math) and English Language Arts;
2. including a focus in the program on socio-emotional and character development; and
3. strengthening relationships with parents to support students’ academic growth.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
The Dream Center	72
Total	72

United Way of Pitt County: 2018 Grantee Profile

Grantee Name	United Way of Pitt County
LEA/Charter School	Pitt County Schools
NC Region Code	Region 1: Northeast
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
Award Amount	\$490,000

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary	Number of Students Projected to be Served in 2018-19					After school: 150 students (1st and 2nd grade students) Summer: 100 students (rising 1st grade students)		
	Middle								
	High								
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
Program Abstract									
<p>In the United Way of Pitt County’s Early Grades-Student Success Academy (EG-SSA) program, kindergarten, first-, and second-grade teachers from five low-performing elementary schools identified 150 struggling, medium- to high-risk students who need additional reading services during the summer and throughout the school year. The summer and after school program focus on critical reading skills the students need to improve reading accuracy and fluency.</p> <p>The five ELISS schools in Pitt County include: Creekside Elementary, Falkland Elementary, Grifton School, Northwest Elementary, and Wahl-Coates Elementary. The summer program serves approximately 100 rising first-grade students who have not reached the required level D on their reading TRC test by the end of kindergarten. The after school program during the school year targets first- and second-grade students who struggle in reading, as indicated by their TRC levels (with a focus on “bubble students” who are just below where they need to be in order to be proficient in reading). The program incorporates a structured and individualized Balanced Literacy approach for each child. The five instructional activity components of the research-based Balanced Literacy program include: read aloud, guided reading, shared reading, independent reading, and word study. The after school program is operated five days a week from 2:30–5:15 at each of the five participating schools.</p> <p>The summer program operates in four sites from 7:30–2:45 for 12 days and is aligned with the current Pitt County Schools summer Read to Achieve (RTA) schedule. The ELISS grant-funded program proactively supports the district’s RTA program</p>									

by providing intensive reading instruction to low-performing students (well before they take third grade EOG reading tests).

EG-SSA monitors key implementation indicators to ensure a high-quality program. These indicators include: qualified staff, positive/safe/healthy environments, monitoring improvements in student reading achievement, active student/family participation and engagement, and positive community partnerships. In addition to the central focus on improving reading proficiency, the SSA-EG summer and after school programs provide STEAM enrichment experiences and engage students in activities for character education skill development.

This EG-SSA program aims to reduce academic risks for 150 children by leveraging the existing infrastructure and resources of United Way of Pitt County, Pitt County Schools, Boys and Girls Clubs of the Coastal Plain, and others. This program builds on an existing United Way of Pitt County Partnership for Progress early intervention program that is currently serving students in six low-performing schools. The ELISS funding supports the program in an additional five schools so that students in all eleven low-performing schools in the district have opportunities in the early grades to improve their reading proficiency at this critical age.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
1. Creekside Elementary	30
2. Falkland Elementary	30
3. Grifton School	30
4. Northwest Elementary	30
5. Wahl-Coates Elementary	30
Total	150

Summer Programs/Sites*	Total Slots Available
1. Ayden Elementary	40
2. Eastern Elementary	20
3. Farmville Elementary	20
4. Northwest Elementary	20
Total	100

*Note: While the same five 2018-19 after school program sites will be targeted for summer services, the actual location for the summer programming depends on which schools the district designates as official Read to Achieve summer sites. The sites listed above are the sites that were designated for the summer of 2018 and may change based on the district's future plans for the summer of 2019.

Wilson Youth United, Inc. dba The SPOT: 2018 Grantee Profile

Grantee Name	Wilson Youth United, Inc. dba The SPOT
LEA/Charter School	Wilson County Schools
NC Region Code	Region 3: North Central
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
Award Amount	\$217,991

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary Middle High	Number of Students Projected to be Served in 2018-19	After school: 80 students (3-5) Summer: 80 students (3-5)						
# of After School Centers/Sites	0/NA	1	2	3	4	<input type="checkbox"/> 5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	<input type="checkbox"/> 4	5	6	7	8+

Program Abstract

Students served in after school programs operated by the ELISS grant come from the two lowest performing schools in Wilson County, John W. Jones and Margaret Hearn Elementary Schools. A total of 80 students in third through fifth grade are identified for participation in the **after school program** by the partnering school principals. The principals refer their lowest performing (Level 1) and high-risk students.

The SPOT program uses an activity-based learning approach which also includes the Nurtured Heart Approach (SocioEmotional Learning) developed by Howard Glasser. The program provides academic support to students individually and in small groups (1:13 ratio) and aims to improve student grades, behavior, school attendance, and parent involvement. The SPOT staff regularly communicate with the third- through fifth-grade teachers and use that information to develop the after school lesson plans. The **summer program** targets the same ELISS-funded after school participants and focuses on summer academic loss prevention.

The program expects to see positive student outcomes by:

1. providing activities-based academic support to participating students and helping them increase their grade level outcomes in Math and English Language Arts;
2. facilitating homework completion; and

3. utilizing the Nurtured Heart Approach, a socio-emotional intervention, that will help students take ownership of their behavior.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
Wilson Youth United/The SPOT	80
Total	80

Summer Programs/Sites*	Total Slots Available
Wilson Youth United/The SPOT	80
Total	80

YMCA of Northwest NC: 2018 Grantee Profile

Grantee Name	YMCA of Northwest NC
LEA/Charter School	Winston Salem/Forsyth County
NC Region Code	Region 5: Piedmont-Triad
Grantee Leadership	Non-profit District
Focus	Extended Learning After School Summer Integrated Student Supports
Award Amount	\$318,500

Grantee Program Description

At-Risk Characteristics of Focus	At risk students not performing at grade level on statewide assessments Students at risk of dropping out Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors								
Competitive Priority Program Focus	Focus on STEM learning opportunities Focus on reading development and proficiency instruction Focus on math skills Model that focuses work in low performing schools Nonprofit works in collaboration with schools served to utilize Title I Part A funds to supplement the ELISS program								
Targeted Level Students	Elementary	Number of Students Projected to be Served in 2018-19					After school: 210 students (K-5) Summer: 210 students (K-5)		
	Middle								
	High								
# of After School Centers/Sites	0/NA	1	2	3	4	5	6	7	8+
# of Summer Centers/Sites	0/NA	1	2	3	4	5	6	7	8+

Program Abstract

With low achievement, summer learning losses, and other challenges facing some children in the community, the YMCA works to provide programs and support to enable children to reach their full potential. Through ELISS funding, the YMCA of Northwest North Carolina implements **after school programs** and **summer programs** at three low-performing elementary schools. The three participating schools include Easton, Gibson, and Hall-Woodward—which are all elementary schools with 100% low-income student populations. The ELISS-funded programming provides targeted after school and summer academic support to approximately 210 students in grades K-5.

The YMCA of Northwest North Carolina provides a curriculum at these three sites that supports classroom learning but also provides enrichment in the areas of socio-emotional learning, career and college readiness, life skills, character and leadership development and healthy living. Student selection in the program is based on student-level data (i.e., those considered “at risk” in terms of not performing at grade level on district/state assessments) and principal recommendations. All students attending the after school program are invited to attend the summer program—thus focusing on a cohort of students year round.

The program expects to see positive student outcomes by:

1. providing additional academic support to participating students and helping them increase their grade level instructional outcomes in core subject areas such as English Language Arts and STEM (Science, Technology, Engineering, and Math);
2. providing an enrichment curriculum that focuses on leadership and character development, life skills, healthy lifestyle habits, and socio emotional learning;
3. facilitating instruction and development of effective homework completion and class participation among participating students; and
4. strengthening ties between parents, schools, and the community and increasing family literacy and educational development.

Grantee Sites and Number of Students Expected in 2018-19

After School Programs/Sites	Total Slots Available
1. Easton Elementary	70
2. Gibson Elementary	70
3. Hall-Woodward Elementary	70
Total	210

Summer Programs/Sites	Total Slots Available
1. Easton Elementary	70
2. Gibson Elementary	70
3. Hall-Woodward Elementary	70
Total	210