

# IDEA Grant Training for 2022 – 2023 Grant

# Components of General Supervision



# Save the Date

IDEA Grant opens:  
May 1, 2022

Submission Due Date:  
May 31, 2022

# IDEA Grant Regulations

# Individuals with Disabilities Education Act (IDEA)

The purpose of IDEA includes:

- Ensuring that all children with disabilities have available to them a **free appropriate public education** (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;
- Ensuring the **rights of children with disabilities and their parents** are protected;

# Individuals with Disabilities Education Act (IDEA)

- Assisting states, localities, educational services agencies, and Federal agencies in providing the education for **all children with disabilities**; and
- Assessing and ensuring the **effectiveness of efforts** to educate children with disabilities.  
{300.1}

# Federal IDEA Funds

## PRC 060

The State Board of Education makes allocations to local education agencies (PSUs) based upon the certified appropriation from the Office of Special Education Programs, U.S. Department of Education.

Funds are for all children with disabilities, ages 3 through 21, who meet specific eligibility requirements under Public Law 108.446.

Local education agencies (PSUs) must submit an IDEA Grant application and receive approval prior to access funds.

# Federal EC Funding – Basic Allotments

Federal IDEA Section 611 (3 through 21) funds are allocated to Public School Units (traditional, charters, and State Operated Programs) through PRC 060 based on a formula that includes a base payment, ADM and the number of children living in poverty.



# Federal EC Funding – Basic Allotment (PRC 049)

- Federal IDEA Section 619 (3 through 5) funds are allocated to PSUs through PRC 049 based on a formula that includes a base payment, ADM, and the number of children living in poverty.
- Charter schools may receive Section 619 (PRC 049) funding beginning in the second year of operation if the December Child Count included students age 5.

# Federal EC Funding PRC 070

## Coordinated Early Intervening Services

- IDEA regulations mandate 15% of IDEA 611 and 619 funds are set-aside for any PSU with significant disproportionality (Mandatory Use)
- PSUs without significant disproportionality may use up to 15% of their IDEA 611 and 619 funds for CEIS (Permissive Use)

# Navigating IDEA Grant in CCIP

# NC CCIP Main Page



**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction

NCCCIP Home

Search

NCDPI Resources

Help for Current Page

Contact NCDPI

NCCCIP Sign-In

Public Access

Production

## North Carolina CCIP Home

### Announcements

#### FPMS-ARPA Homeless (EHCY) PRC 184 (10/15/2021)

On October 26, 2021, a webinar will be held at 10:00 AM for more information on **FPMS-ARPA Homeless (EHCY) funding**. The webinar will provide guidance on the application in CCIP, allowable activities with funding, and address questions related to serving homeless children and youth with ARP funds.

To register for the event, go to:

<https://attendee.gotowebinar.com/register/5795793389387933197>

#### EC Fiscal Updates (9/13/2021)

##### PRC 32

A portion of PRC 032 was allotted under the state's continuation budget. If you received an

### Reminders

(9/22/2021)

#### HOW TO ADD/MODIFY USERS

If you have the LEA User Access Administrator (UAA) role assigned to you (you will see an 'Administer' button in the left-hand menu), you can Create a new User and Modify (change NCID, contact information, roles) existing users. Please note you can never delete a user, but you can deactivate them by deleting their roles. **For LEAs: A UID (all numbers) is NOT the same as an NCID (you get to choose your ID).**

To create/add a user:

1. Administer > User Access.
2. Click on Create User in upper left of screen.
3. Fill out first 4 fields at a minimum (**DPI does not create the NCID** - a local admin at your Organization does. Also **this is NOT the UID**).
4. Click Create button.
5. Right above the table that appears, click on Create Role.
6. Add roles needed, then click Save button.

# Access and Logging In

- Log in
  - <https://ccip.schools.nc.gov>
  - Using NCID (Not the PowerSchool ID)
  - Do NOT use the browser BACK button

# Roles in CCIP

| Role                              | Permissions  |
|-----------------------------------|--|
| LEA EC Data Entry (optional role) | Move to Draft Started<br>Create Application<br><u>Cannot</u> move to Draft Completed |
| LEA EC Director                   | Move to Draft Started<br>Create Application<br>Moves to Draft Completed              |
| NCDPI EC Regional Coordinator     | Move to NCDPI EC Regional Coordinator Returned or Approved                           |
| LEA Chief Administrative Officer  | Reviews and moves to LEA Chief Administrative Officer<br>Returned or Approved        |
| NCDPI EC Program Consultant       | Reviews and moves to NCDPI EC Consultant Returned or Approved (final approval)       |

# Assigning Roles

- Local User Access Administrator
  - Is the only one who can change or add users with the PSU.
  - NCDPI staff cannot add users to the PSU.

# Verify Contact Information

1. Log in and click on your name below the menu
2. Verify your email address, name, phone number and edit as needed

A screenshot of the User Profile form. The form is titled "User Profile" and has a "Profile" tab selected. The form contains the following fields: NCID User ID (LAllen08), Email Address (Lanie.allgood@dpi.nc.gov), First Name (Lanie), Last Name (Allgood), Phone Number (919-807-2436), Phone Extension (empty), Fax Number (empty), and a "Change Password" link (Click Here to Change Your Password). There are "Save" and "Cancel" buttons at the bottom right.



# Getting Started with the 2022-2023 IDEA Grant

- Click Funding and then Funding Applications



- Change the year from 2022 to 2023

A screenshot of a web form showing two 'Fiscal Year' dropdown menus. The first dropdown is set to '2022' and the second is set to '2023'. Above the first dropdown, a 'County' dropdown is partially visible, set to 'All'.

- Click on IDEA



# Begin by Changing Status

- Click on Draft Started to start working
- Cannot change to Draft Completed without the appropriate role and if Error Messages exist

- **Current Status- Not Started**

Application Status: **Not Started**

Change Status To: Draft Started

- **Current Status- Draft Started**

Application Status: **Draft Started**

Change Status To: Draft Completed

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# Sections Page

- All funding applications have a Sections page
- Functions: change status, links to grant pages, print, find errors, access Change Log

| Sections  |                          |                       |
|---|--------------------------|-----------------------|
| [REDACTED] FY 2022 - IDEA - Rev 0   |                          |                       |
| Application Status: Not Started   |                          |                       |
| Change Status To: <a href="#">Draft Started</a>                               |                          |                       |
| <a href="#">View NCDPI History Log</a><br><a href="#">View Change Log</a>     |                          |                       |
| Description <a href="#">View Sections Only</a> <a href="#">View All Pages</a> | Validation               | Print<br>Select Items |
| All   | <a href="#">Messages</a> | <a href="#">Print</a> |
| <input type="checkbox"/> History Log  |                          | <a href="#">Print</a> |
| <a href="#">History Log</a>   |                          | <a href="#">Print</a> |
| <a href="#">Create Comment</a>  |                          |                       |
| <input type="checkbox"/> Allotments   |                          | <a href="#">Print</a> |
| <a href="#">Allotments</a>  |                          | <a href="#">Print</a> |
| <input type="checkbox"/> Contacts   |                          | <a href="#">Print</a> |
| <a href="#">Contacts</a>  |                          | <a href="#">Print</a> |
| <input type="checkbox"/> IDEA Basic - 611 (PRC 060) - Application             | <a href="#">Messages</a> | <a href="#">Print</a> |
| <a href="#">Introduction</a>  |                          | <a href="#">Print</a> |
| <a href="#">Maintenance of Effort - Budget</a>                                | <a href="#">Messages</a> | <a href="#">Print</a> |
| <a href="#">Private School</a>  | <a href="#">Messages</a> | <a href="#">Print</a> |
| <a href="#">CEIS</a>  |                          | <a href="#">Print</a> |
| <a href="#">Narrative</a>   | <a href="#">Messages</a> | <a href="#">Print</a> |
| <a href="#">Required Components</a>   |                          | <a href="#">Print</a> |
| <a href="#">Public Notice</a>   |                          | <a href="#">Print</a> |
| <a href="#">Related Documents</a>   | <a href="#">Messages</a> | <a href="#">Print</a> |
| <input type="checkbox"/> IDEA Basic - 611 (PRC 060) - Budget                  |                          | <a href="#">Print</a> |
| <a href="#">Budget</a>  |                          | <a href="#">Print</a> |
| <a href="#">Grant Award Notification (GAN)</a>                                |                          | <a href="#">Print</a> |
| <input type="checkbox"/> IDEA Preschool - 619 (PRC 049) - Application         |                          | <a href="#">Print</a> |
| <a href="#">Introduction</a>  |                          | <a href="#">Print</a> |
| <a href="#">Use of Funds</a>  |                          | <a href="#">Print</a> |

# IDEA Grant Section 611

## Required Content

# Maintenance of Effort Budget

- The PSU must budget at least as much state and/or local funds as they expended in the last year for which information is available.

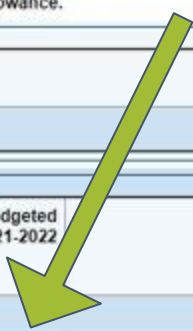
Maintenance of Effort - Budget

(a) Enter LEA budget for the education of students with disabilities. (34 CFR 203) Funds Budgeted FY 2021-2022 must equal or exceed funds spent from the same funding source for the most recent prior fiscal year for which Reduction Amount is greater than 0), an exception and/or adjustment must be documented below in section (b) for an eligible reduction allowance.

| Selected Budget Method<br>2021-2022 | Selected MOE Method<br>2019-2020 |
|-------------------------------------|----------------------------------|
| * Select...                         |                                  |

| Methods for Determining Budget               | (I) Funds Budgeted<br>2021-2022 | (II) Funds Spent<br>2019-2020<br>Second Preceding Fiscal Year |
|--|---------------------------------|---|
| <input type="text"/> * Projected Child Count |                                 |   |
| Total State and Local                        | \$ 0.00                         | \$1,243,159.28  |
| Total Local Only                             | \$ 0.00                         | \$83,507.10   |
| Per Child State and Local Total              | \$ 0.00                         | \$6,034.75  |
| Per Child Local Total Only                   | \$ 0.00                         | \$405.37  |



# MOE Budget: How to meet it

- Local funds only
- The combination of state and local funds
- Local funds only on a per capita basis
- Combination of state and local funds on a per capita basis

# MOE: Budget 1b

- **Reduction Allowances**
- 34 CFR 300.204
- 34 CFR 300.205
- 34 CFR §300.203 (b) MOE - §300.200 LEA Eligibility

# Private School: Proportionate Share

- Traditional PSUs are required to provide special education services to SWD who are parentally-placed in non-public schools which are located in the PSU.
- Equitable services may be provided to SWD enrolled by their parents in private, religious, and home schools that meet the definition of elementary and secondary schools
- Private school evaluations are covered under Child Find and are not included in proportionate share set aside funds



# Private School: Ongoing Communication

- At least annually, the PSU must hold a consultation meeting with representatives of the private schools including home schools
- Communication with private schools and parents is ongoing throughout the year (does not end after the formal meeting)

# Private School: Ongoing Communication

- During the meeting, the PSU and private school representatives will reach an agreement of the services to be provided
  - This agreement will include the type of services to be provided (not disability specific)
  - How, where and by whom special education and related services will be provided
  - How special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school students
  - How and when those decisions will be made

# Private School: Ongoing Communication

- Written explanation by PSU regarding services
  - If the PSU disagrees with the views of the private school official on the provision of services or the types of services (whether provided directly or through a contract), the PSU will provide to the private school officials a written explanation of the reasons why the PSU chose not to provide services directly or through a contract.

Authority: 20USC1412(a)(10)(A)(iii); 34CRF300.134

# Calculating Proportionate Share

- Carry-Over Funds
- Private School Count
- Proportionate Share Calculator
- Consultation with representatives' information

# Proportionate Share in CCIP

|   |              |
|---|--------------|
| <input type="checkbox"/> Not Applicable - My LEA does not have any private schools  |              |
| <b>Carry-Over Funds from 2020-2021 School Year Proportionate Share Calculation for Parentally-Placed School Children with Disabilities</b>  |              |
| Proportionate Share Amount for Prior School Year:   | \$14,860.52  |
| Total Proportionate Share Amount Expended for Prior School Year   | \$           |
| Total Proportionate Share amount released for 2018-2019 school year   |              |
| Carry-Over Funds Proportionate Share<br>(Note: The carry-over funds must be added to the proportionate share amount calculated below to determine the total proportionate share for the 2021-2022 school year.) | \$ 14,860.52 |
| <b>Private School Counts</b>  |              |
| Children in private schools with Service Plans:   | *            |
| Number of children enrolled in private school who have been evaluated:  | *            |
| <b>Proportionate Share Calculation for Parentally Placed School Children with Disabilities</b>  |              |
| LEA Estimate of Planning Allotment for PRC 060 and PRC 049 - enter this field when the Official Planning Allotment is \$0.00  | \$           |
| Planning Allotment for PRC 060 and PRC 049  | \$ 0.00      |
| Number of Eligible Public and Private School Children:  | *            |
| Number of Eligible Private School Children : (Between October 1 & December 1)   | *            |
| Proportionate Share for Private School Children:  | \$ 0.00      |
| Carry-Over Funds Proportionate Share  | \$ 14,860.52 |
| Total Proportionate Share for the Private School Children FY 2021-2022  | \$ 14,860.52 |

# Private School Proportionate Share

1. The LEA must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities regarding the child find process and equitable participation. (NC 1501-6.6(a) Indicate how parents, teachers and private school officials will be informed of the process and how parentally placed private school children suspected of having a disability can participate equitably; (300.134)

2. Give a description of how timely and meaningful consultation occurs with private school representatives and representatives of parents of a parentally placed private school child with disabilities during the design and development of special education and related service provisions for parentally-placed private school children with disabilities. (300.134)

# Private School Proportionate Share

3. The consultation process among the LEA, private school officials, and representatives of parents of parentally-placed private school children with disabilities should be ongoing to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services. Give a description of how the process operates throughout the year. (300.134)

4. Give a description of how (each parentally placed private school child with a disability who has been designated to receive services) the Service Plan is developed addressing the specific special education and related services the LEA will provide.

# Private School Proportionate Share

5. The types of services, including direct services and alternate service delivery mechanisms, how, where and by whom special education and related services will be provided for parentally-placed private school children with disabilities. How special education and related services will be apportioned if funds are insufficient to serve all parentally-place private school children and how and when those decision will be made.



# Coordinated Early Intervening Services (CEIS)

- **Mandatory Use:** If the state identifies the PSU with significant disproportionality based on race and ethnicity of students with disabilities with respect to identification, including specific disability categories, placement in particular educational settings, and incidence, duration and type of disciplinary actions.
- **Permissive Use:** A PSU may voluntarily use up to 15% of its IDEA Part B funds to provide CEIS to children ages 5 to 21 who need additional academic and behavioral support to succeed in a general education environment.


# Coordinated Early Intervening Services

☐ N/A - Check N/A if there will be no PRC 070 funds including carryover, no required (mandatory) or voluntary (permissive) CEIS and no student reporting requirements are needed (Student data must be reported in the CEIS plan #8 for three years)

\* Select the appropriate CEIS status:

☐ Permissive Use ☐ Mandatory

If you selected Permissive Use status, please upload a completed form below.

| Documents   |  |               |
|---|--|---------------|
| Type  | Document Template  | Document/Link |
| CEIS Permissive Use Form [Upload up to 1 document(s)] |  <a href="#">CEIS Permissive Use Form</a> |               |

- Check NA if the PSU has not been found with significant disproportionality.
- Check Mandatory if the PSU has been found with significant disproportionality
- Check Permissive Use if the PSU is voluntarily uses up to 15% of its IDEA Part B funds to provide CEIS

# Coordinated Early Intervening Services

|   |           |
|---|-----------|
| <b>* Select the appropriate CEIS Status: (Check all that Apply)</b> |           |
| <input type="checkbox"/>  | Carryover |
| <input type="checkbox"/>  | 1st Year  |
| <input type="checkbox"/>  | 2nd Year  |
| <input type="checkbox"/>  | 3rd Year  |

- Check the appropriate box(es) to indicate the PSU's CEIS status

# Coordinated Early Intervening Services

1. Indicate the area, or potential area, of disproportionality and contributing factors.
2. Describe the implementation plan.
3. Describe the group of students who have been targeted for CEIS.
4. Describe the data used in determining what students were targeted.
5. Describe how the PSU will track the effectiveness of the CEIS (ie: did the student end up in special education):
6. Describe how the funds will be expended (example: a portion of an individual's salary, supplies and materials, etc.)
7. Total number of students who received Coordinating Early Intervening Services under the IDEA anytime in the past three school years (2019-2020, 2020-2021, 2021-2022) and who also received special education and related services in 2021-2022

# Coordinated Early Intervening Services

| FACTORS  | RATING    | RATIONALE  |
|--|-----------|--|
| Lack of effective MLSS behavior supports and staff training on trauma informed care impact all students, and impact {Black} students disproportionately, causing gaps.                                       | Excellent | Root cause analysis uses student outcome and teacher practice data, addresses target population. |
| Despite many years of implementation of Positive Behavior Interventions and Supports and various professional development opportunities, systemic delivery of schoolwide practices lack consistency / rigor. | Good      | Does not directly address target population.   |
| Students arrive in our district already identified and not knowing how to act at school.   | Poor      | Blame is placed on the students/families.  |
| Area of Significant Disproportionality: Discipline   |           |  |

# Coordinated Early Intervening Services

**Area of Significant Disproportionality: Black, LD**  
**Root Cause Factor: Teachers lack culturally-responsive practices**

| STRATEGY   | RATING    | RATIONALE  |
|--|-----------|--|
| Hiring additional reading interventionists with training in culturally responsive reading practices. | Excellent | Strategy is related to root cause factor, addresses target population.             |
| Hiring reading interventionist(s).   | Good      | Only partially addresses root cause factor and does not specify target population. |
| Hiring behavior interventionist(s).  | Poor      | Does not appear to be related to the factor or identified student groups.          |

# Coordinated Early Intervening Services

- Things to remember
  - If the PSU has carryover funds to expend, the full plan is required
  - If the PSU utilized funds in the 2020-2021 or 2021-2022 school year but is not continuing to utilize funds, the PSU must continue to track the students who received services and upload the spreadsheet.

# Project Narrative

## PSU Description: Part A

- Number of Schools
- Number of EC students on December 1, 2021 child count
- Socio-economic Data for the county in which the PSU is located (within last 2 years)
  - Economy
  - Poverty
  - Average income
  - Ethnic background



# Project Narrative

## PSU Description: Part A (continued)

- Building Accessibility
  - PSU describes their ADA compliance
  - What accessibility features does the PSU have?
  - If noncompliance exist, what is the plan?
- Continuum of Services
  - A description of **HOW** the PSU is providing the full continuum of services
  - Include regular, resource, separate, home/hospital
  - Add details specific to your PSU
  - Do not copy and paste the policy definition

# Project Narrative

## Part B: Use of Funds











- Utilization of Funds: The narrative must agree with the submitted budget.
- Employer provided benefits: If social security, hospitalization, retirement, supplementary & benefits related pay (supplement, bonus, longevity) will be paid from this grant, it can be included in one bullet as “benefits
- Any additional benefits paid from this funding source that all employees do not receive (salary differential, additional responsibility stipend, etc.) must be listed separately from benefits
- If Indirect Cost and Unbudgeted funds are in the budget, they must be listed in Use of Funds
- **List the line-item names only**
- The number of positions is **not** required in the narrative.
- Dollar amounts per line item are not included in the Use of Funds
- The grant cannot be approved until the budget is submitted.

# Project Narrative

## Part B: Use of Funds

- With the budget now in CCIP, it is easier to align the Use of Funds with the budget.
- By clicking on the icon, the budget will take you to the next page with a description of the budget code.

000 - School Level Expenditures

| View  | Type   | Funding | Purpose | Object |
|---|--------|---------|---------|--------|
|  | Salary | 3       | 5210    | 142    |
|  | Other  | 3       | 5210    | 162    |
|  | Other  | 3       | 5210    | 164    |
|  | Other  | 3       | 5210    | 180    |
|  | Other  | 3       | 5210    | 181    |
|  | Other  | 3       | 5210    | 184    |
|  | Other  | 3       | 5210    | 199    |
|  | Other  | 3       | 5210    | 211    |
|  | Other  | 3       | 5210    | 221    |
|  | Other  | 3       | 5210    | 231    |

| Fund Code | Purpose Code | Object Code | Site Code | Local Code | Field 503 Code | COA Title               |
|-----------|--------------|-------------|-----------|------------|----------------|-------------------------|
| 3         | 5210         | 142         | 000       | 000        | 85             | EC - Salary - TA - NCLB |

# Project Narrative

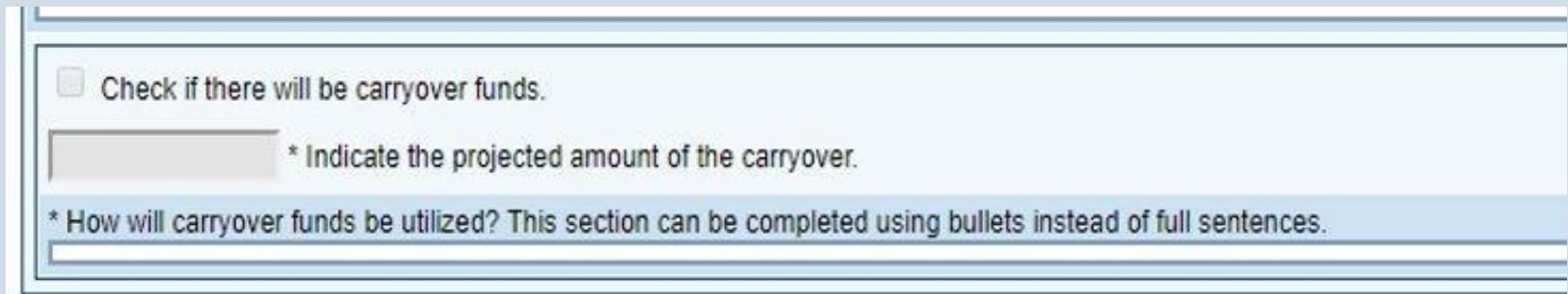
## Part B: Use of Funds

- Funds for Equipment
  - Must indicate how the equipment will improve the education of students with disabilities.
  - If not using funds for equipment, enter NA
- Funds for Workshops:
  - Description of planned staff development and how it will improve the education of students with disabilities.
  - If not using IDEA funds for staff development, enter NA

# Project Narrative

## Part B: Use of Funds

- Carry-over Funds: Add estimated amount and circumstances resulting in carry-over.
- Give a general description for use of carry-over.



☐ Check if there will be carryover funds.

\* Indicate the projected amount of the carryover.

\* How will carryover funds be utilized? This section can be completed using bullets instead of full sentences.

# Project Narrative

## Part C: Personnel and Comprehensive System of Personnel Development

### C. Personnel and Comprehensive System of Personnel Development

\* Address licensure status and number of all teachers of students with disabilities (regardless of funding source), i.e. twenty fully certified EC teachers, five EC teachers holding lateral entry license, etc.

asdf

\* Provide relevant information on current and anticipated personnel vacancies, etc.

asdf

\* Describe in-service training for personnel providing special education and related services, training for personnel paid from grant.

asdf

- Licensure status and number of all teachers of students with disabilities (regardless of funding source), i.e. twenty fully certified EC teachers, five EC teachers holding lateral entry license, etc.
- Provide relevant information on current and anticipated personnel vacancies, etc.
- Workshops: Description of all in-service training, from all funding sources, provided to personnel paid from the IDEA grant and how it will improve the education of students with disabilities.
  - What type of training (ex: AU, EC Conference, ECATS, etc.)
  - Who is attending (ex: EC Teachers, Related Service, Administrators, etc.)

# Required Components: Assurances

- **By checking the ‘Yes’ box, the applicant certifies that the PSU meets all the assurance and certification requirements necessary to receive IDEA, part B funds.**
- **PSUs are required to provide FAPE and complete the assurances even if not completing the IDEA grant application.**

# Public Notice: Requirements

- Type of media (daily, weekly)
  - Newspaper or Journal
- Media Agency Name (ex: Charlotte Observer)
- Affidavit with dates the Public Notice ran (no longer will take a copy or screenshot)
- Must run more than 1 day
- Must run before public comment



# Public Notice: Requirements

- Look for in Ad:
- Location of the project public review
- Contact person for the project review
- Dates the project review will be available for public review
  - Must be after last day Public Notice ran in paper
- Grant can **NOT** be submitted until after last Public Review date

# Public Notice: Sample

## SAMPLE OF PUBLIC NOTICE

### Public Notice


The Individuals with Disabilities Education Act (IDEA-Part B, Public Law 108.446) Project is presently being amended. The Project describes the special education programs that \_\_\_\_\_(name of your LEA) proposes for Federal funding for the 2022-2023 School Year. Interested persons are encouraged to review amendments to the Project and make comments concerning the implementation of special education under this Federal Program. All comments will be considered prior to submission of the amended Project to the North Carolina Department of Public Instruction in Raleigh, North Carolina. The IDEA-Part B Project is open to the public for review and comments during the week of \_\_\_\_\_(insert the dates you select) in the office of \_\_\_\_\_(insert the name of the Director of E C Programs) located at \_\_\_\_\_(insert the address of your E C Office).

SAMPLE SAMPLE SAMPLE SAMPLE

# Public Notice: Attachment Requirements

- Attach an affidavit from the media source
- Visible name of the newspaper
- Visible date of the publication
- Photos, Clippings, receipt, order forms, Word documents are not acceptable

# Affidavit example



**NANDO**  
MEDIA COMPANY  
consult. strategize. deliver.

Forrestory McClellan  
The News & Observer  
427 Fayetteville Street, Suite 100  
Raleigh, NC 27601

**AFFIDAVIT OF PUBLICATION**

| Account # | Ad Number | Advertiser             | Page | Line | Date |
|-----------|-----------|------------------------|------|------|------|
| 246424    | 904222067 | ECOA-Paid 8 2019 NCSEA | 1    | 1    | 22   |

**Attention:**  
JOHNSTON COUNTY SCHOOLS  
PO BOX 1336  
SMITHFIELD, NC 27577

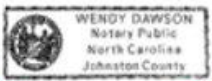
The individual with Digital ID, **Betsy Womble**, who is a duly sworn and qualified Notary Public in the State of North Carolina, and who is duly sworn and qualified to administer oaths, affirmations, etc., personally appeared **BETSY WOMBLE**, who being duly sworn or affirmed, according to law, doth depose and say that he or she is Account Receivable Specialist of The News & Observer Publishing Company, a corporation organized and doing business under the Laws of the State of North Carolina, and publishing a newspaper known as The News & Observer, Wake County and State at-large, the said newspaper in which such notice, paper, document, or legal advertisement was published was, at the time of each and every such publication, a newspaper meeting all of the requirements and qualifications of Section 1-587 of the General Statutes of North Carolina and was a qualified newspaper within the meaning of Section 1-587 of the General Statutes of North Carolina, and that as such he or she makes this affidavit, and is familiar with the books, files and business of said corporation and by reference to the file of said publication the attached advertisement

2 Insertion(s)

Published On:  
May 20, 2019, May 21, 2019

*Betsy Womble*  
BETSY WOMBLE, Account Receivable Specialist

*Wendy Dawson*  
Electronic Notary Public  
State of North Carolina  
Sworn to and subscribed before me this 21st day of May, 2019  
My Commission Expires: 3/30/2023



WENDY DAWSON  
Notary Public  
North Carolina  
Johnston County

# IDEA Grant – Section 619

# IDEA Assurances

- Checkboxes
- Program and Fiscal Program Assurances
- Debarment Assurance

# Co-Working in the Grant

- Multiple people can be in the grant at the same time but not on the same page.

Page is being edited by 'Charles Carmichael'.

Go To

To be eligible for Title II, Part A funds LEAs must assess their needs related to improving educator effectiveness. TI and also take into account local educator effectiveness data, and other elements of educator effectiveness including Title II, Part A funds are provided to LEAs to increase student academic achievement through strategies such as in

- People can work in 619 and 611 at the same time.
- The grant cannot be moved forward without both sections of IDEA being completed.

# IDEA Grant Timeline

| Status Move to                              | What happens  | Due Date  |
|---|---|---|
| Draft Started                               | Application open for editing  | May 1, 2022   |
| Draft Completed                             | Change status to draft complete and budgets submitted<br>Application locked/ no editing   | May 31, 2022  |
| NCDPI EC Regional Consultant Reviews        | If corrections are needed, returned to PSU EC Director and with notes for areas needing attention<br><br>If no corrections are needed, moved forward to PSU Chief Administrator | July 31, 2022   |
| PSU Chief Administrator Reviews             | If approved, moved forward to EC Program Consultant<br>If not approved, returned to EC Director for corrections   | July 31, 2022   |
| EC Program Consultant Reviews               | If corrections are needed, returned to EC Director with notes for areas needing attention.<br>EC Director makes corrections and returns for review                              | September 15, 2022  |
| EC Program Consultant Reviews and approves. | When approved, initial application is complete and grant is available for revision as needed.   | September 30, 2022<br>Deadline for initial grant approval |



# MOE Timeline

| MOE Steps  | What happens  | Due Date  |
|--|---|---|
| NCDPI opens grant for MOE submission                             | PSUs can begin entering MOE data and uploading spreadsheet          | 10/01/2022  |
| Grant status Revision Completed                                  | PSUs must complete MOE data and uploading spreadsheet               | 10/31/2022<br>*IDEA funds will not be released until MOE submission is received |
| Fiscal Consultant reviews MOE                                    | If corrections or additional information needed, consultant returns | Reviewed in order of submission   |
| PSU completes any corrections or additional information required | PSU makes corrections and returns to Fiscal Consultant              | 12/23/2022  |
| Fiscal Consultant final review                                   | Fiscal Consultant approves MOE                                      | 12/31/2022<br>Deadline for all MOE & grant approvals                            |

# Technical Assistance Sessions

- Regional Coordinators and Fiscal Consultants will be available for technical assistance on the following dates:
  - May 17, 2022
    - 8:30 – 11:30
    - 1:00 – 4:30
  - May 27, 2022
    - 8:30 – 11:30
    - 1:00 – 4:30

# Contacts:

| Region                           | Regional Coordinator                                    | Fiscal Monitor                                       |
|----------------------------------|---|--|
| <b>Statewide Preschool (619)</b> | Dawn Meskil   | Keashia Walker                                       |
| <b>Northeast (1)</b>             | Alysha Gray<br>Michelle Hamm                            | Milinda Martina                                      |
| <b>Southeast (2)</b>             | Alysha Gray<br>Michelle Hamm                            | Milinda Martina                                      |
| <b>North Central (3)</b>         | Amy Betz (Traditional)<br>Rob McQuat (Charters)         | Elizabeth Millen                                     |
| <b>Sandhills (4)</b>             | Amy Betz (Traditional)<br>Michelle Hamm (Charters)      | Elizabeth Millen                                     |
| <b>Piedmont-Triad (5)</b>        | Cayce Favasuli (Traditional)<br>Rob McQuat (Charters)   | Lisa Blanton   |
| <b>Southwest (6)</b>             | Cayce Favasuli (Traditional)<br>Lynn Metcalf (Charters) | Adam Parent (Traditional)<br>Lisa Blanton (Charters) |
| <b>Northwest (7)</b>             | Traci Royal (Traditional)<br>Lynn Metcalf (Charters)    | Adam Parent  |
| <b>Western (8)</b>               | Traci Royal (Traditional)<br>Lynn Metcalf (Charters)    | Adam Parent  |

