Federal Monitoring and Support Division

Spring Regional Meeting
FY 2023 Consolidated
May 16 & 17, 2022

Agenda

- Welcome & Staff Introductions
- CCIP Revisions & Updates
- Title I-PRC 050
- Title II-PRC 103
- Title III-PRC 104/111
- Title IV-PRC 108

Agenda

- RLIS-PRC 109
- Migrant Education Program-PRC 051
- Consolidated Related Documents
- School Improvement Information
- ESSER
- FPMS Contact Information
- Questions and Next Steps

CCIP Consolidated Timeline FY 2023

- Consolidated Application opens June 1, 2022

- Consolidated Application due on or before August 31, 2022

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Training

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Funding Applications

Alamance-Burlington Schools (010) Regular Local School District - FY 2022

This is the TRAINING site. Please be sure to complete your work on the PRODUCTION site.

2022 | All Active Applications

Entitlement Funding Application	Revision	Status	Status Date
Consolidated	0	Draft Started	4/23/2021
CTE Local Application	0	Draft Started	3/25/2021
IDEA	0	Not Started	3/10/2021

Competitive Funding Application	Revision	Status	Status Date
21st Century Community Learning Centers - New	0	Not Started	3/26/2021
CTE Grade Expansion	0	Draft Completed	4/22/2021
Education and Workforce Innovation Fund (EWIF)	0	Not Started	4/15/2021
McKinney-Vento Homeless Assistance	0	Not Started	5/18/2021

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Funding Applications

Alamance-Burlington Schools (010) Regular Local School District - FY 2022

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2022 | All Active Applications

Entitlement Funding Application	Revision	Status	Status Date
Consolidated	0	Draft Started	4/23/2021
CTE Local Application	0	Draft Started	3/25/2021
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McKinney-Vento Homeless Assistance	0	Not Started	5/18/2021

Consolidated Funding Application Sections Page

Sections

Application Status: **Not Started**

Change Status To: Draft Started

View NCDPI History Log
View Change Log

Click Draft Started to begin your application.

Description (View Sections Only View All Pages)	Validation	Print Select Items
All	Messages	Print
History Log		Print
History Log		Print
Create Comment		
Allotments		Print
Allotments		Print
Title IA PRC 050	Messages	Print
Budget	Messages	Print
Grant Details		Print
Building Eligibility		Print
Set Asides		Print
School Allocations - PPA List		Print
Related Documents		Print
Grant Award Notification (GAN)		Print
Title IIA PRC 103	Messages	Print
Budget	Messages	Print
Grant Details		Print

Allotments Page

Go To

	(1) I-A CFDA: 84.010A	(2) I-D CFDA: 84.013A	(3) II-A CFDA: 84.367A	(4) III-LA CFDA: 84.365A	(5) III-LASI CFDA: 84.365A	(6) I-C CFDA: 84.011A	(7) Title IV-A CFDA: 84.424A	(8) RLIS CFDA: 84.358B	(9) SI CFDA: 84.010A	(10) SRSA091	Total
Allotment	$9,163,824.00	$0.00	$1,123,454.00	$118,530.00	$0.00	$0.00	$676,428.00	$0.00	$0.00	$0.00	$11,082,236.00
Carryover	$3,652,844.14	$0.00	$399,372.14	$27,754.85	$201.08	$0.00	$270,143.45	$0.00	$0.00	$0.00	$4,350,315.66
Total	$12,816,668.14	$0.00	$1,522,826.14	$146,284.85	$201.08	$0.00	$946,571.45	$0.00	$0.00	$0.00	$15,432,551.66

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Budget

- Consolidated - Rev 0 - Title IA

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Turn and Discuss!

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
010	050	0	No	No	1.76 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$3,370,637.00	$6,741,274.00
Carryover Amount:	$1,243,320.88	$1,243,320.88
Allotment Plus Carryover:	$4,613,957.88	$7,984,594.88
Total Budgeted:		$7,984,594.88
Total Remaining:	($3,370,637.00)	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	04/23/2021 16:40 PM	Admin, NCCCIP

Budget History

Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
4/23/2021 12:40 PM	Received		Admin, NCCCIP			

All

000 - School Level Expenditures

Indicates the amount budgeted at the PSU level.

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5320	411	000	00	$2,500.00	$0.00	$2,500.00		
	Salary	3	5330	135	000	00	$66,000.00	$0.00	$66,000.00		
	Other	3	5330	180	000	00	$350.00	$0.00	$350.00		
	Other	3	5330	181	000	00	$7,590.00	$0.00	$7,590.00		
	Other	3	5330	211	000	00	$5,656.42	$0.00	$5,656.42		
	Other	3	5330	221	000	00	$16,030.18	$0.00	$16,030.18		
	Other	3	5330	231	000	00	$6,326.04	$0.00	$6,326.04		
	Salary	3	5340	121	000	00	$792,600.00	$0.00	$792,600.00		
	Salary	3	5340	142	000	00	$373,475.44	$0.00	$373,475.44		
	Other	3	5340	162	000	00	$19,250.00	$0.00	$19,250.00		
	Other	3	5340	180	000	00	$11,900.00	$0.00	$11,900.00		
	Other	3	5340	181	000	00	$84,396.36	$0.00	$84,396.36		
	Other	3	5340	184	000	00	$980.20	$0.00	$980.20		
	Other	3	5340	211	000	00	$98,119.07	$0.00	$98,119.07		
	Other	3	5340	221	000	00	$273,894.72	$0.00	$273,894.72		
	Other	3	5340	231	000	00	$215,085.36	$0.00	$215,085.36		
	Other	3	5340	312	000	00	$5,000.00	$0.00	$5,000.00		
	Other	3	5340	333	000	00	$13,600.00	$0.00	$13,600.00		
	Other	3	5340	411	000	00	$25,303.27	$0.00	$25,303.27		
	Other	3	6550	331	000	00	$2,500.00	$0.00	$2,500.00		
	Other	3	8100	392	000	00	$136,609.64	$0.00	$136,609.64		
						Total:	**$2,157,166.70**	**$0.00**	**$2,157,166.70**		

Session Timeout
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312 - Drexel Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	121	000	00	$36,000.00	$0.00	$36,000.00		
	Salary	3	5330	135	000	00	$26,400.00	$0.00	$26,400.00		
	Other	3	5330	181	000	00	$2,905.00	$0.00	$2,905.00		
	Other	3	5330	211	000	00	$4,995.83	$0.00	$4,995.83		
	Other	3	5330	221	000	00	$14,158.12	$0.00	$14,158.12		
	Other	3	5330	231	000	00	$9,489.01	$0.00	$9,489.01		
	Other	3	5330	232	000	00	$378.77	$0.00	$378.77		
	Other	3	5330	332	000	00	$150.00	$0.00	$150.00		
	Other	3	5330	411	000	00	$267,280.68	$0.00	$267,280.68		
	Other	3	5880	411	000	00	$3,922.06	$0.00	$3,922.06		
						Total:	**$365,679.47**	**$0.00**	**$365,679.47**		

316 - Forest Hill Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Char
	Salary	3	5330	121	000	00	$36,000.00	$0.00	$36,000.00	
	Salary	3	5330	135	000	00	$18,800.00	$0.00	$18,800.00	
	Other	3	5330	181	000	00	$2,562.00	$0.00	$2,562.00	
	Other	3	5330	192	000	00	$400.00	$0.00	$400.00	
	Other	3	5330	211	000	00	$4,418.79	$0.00	$4,418.79	
	Other	3	5330	221	000	00	$12,522.80	$0.00	$12,522.80	
	Other	3	5330	231	000	00	$8,856.40	$0.00	$8,856.40	
	Other	3	5330	232	000	00	$335.02	$0.00	$335.02	
	Other	3	5330	332	000	00	$150.00	$0.00	$150.00	
	Other	3	5330	411	000	00	$207,271.19	$0.00	$207,271.19	
	Other	3	5880	411	000	00	$2,896.98	$0.00	$2,896.98	
						Total:	**$294,213.18**	**$0.00**	**$294,213.18**	

320 - George Hildebrand Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	121	000	00	$36,000.00	$0.00	$36,000.00		
	Salary	3	5330	135	000	00	$24,400.00	$0.00	$24,400.00		
	Other	3	5330	181	000	00	$1,934.00	$0.00	$1,934.00		
	Other	3	5330	192	000	00	$200.00	$0.00	$200.00		

School Level total Budget amounts must align with Allocations Page to maintain rank order
(unless Pre-K is budgeted at school site level)

Account Detail	
Account Type:	Salary
PRC:	050
Budget/Amendment Number:	0
Budget Item Amount:	$36,000.00

Fund Code	Purpose Code	Object Code	Site Code	Local Code	Field 503 Code	COA Title	DPI Comment
3	5330	121	312	000	00	Remedial & Suppl K-12 - Salary - Teacher	0 of 2000 characters

Salary Line Details

Salary Sequence	Salary Type	Standard # of Months		Number of Positions	Percent Employed	Months Employed	Monthly Rate	Salary Amount	Position Justification	DPI Salary Line Item Comment
1	Month	10	Previous	1.00	100.00	10.00	$3,600.00	$36,000.00	Add budget for Title I Reading Specialist.	0 of 2000 characters
			Amended							
			Revised	1.00	100.00	10.00	$3,600.00	$36,000.00		

Consolidated Related Documents & Related Documents by Program Title

Consolidated Related Documents

All PSUs Complete and Upload the (4) Required Documents

FPMS-Consolidated Related Documents

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-Consolidated - Rev 2 - FPMS-Consolidated Related Documents

Go To

PSU Uploads

Required Documents		
Type	**Document Template**	**Document/Link**
Debarment Certification (PDF) [Upload 1 document(s)]	2021-22 Debarment Certification	ACS Debarment Assurance 21-22
NC Prayer Certification and Single Set of Assurances [Upload 1 document(s)]	NC Prayer Certification and Single Set of Assurances 7.22.21	ACS Prayer Certification Assurance 21-22
Comprehensive Needs Assessment [Upload 1 document(s)]	Comprehensive Needs Assessment	ACS Comprehensive Needs Assessment 21-22
Goals and Strategies [Upload 1 document(s)]	Goals and Strategies	ACS Goals and Strategies 21-22

Also, in this section for DISTRICTS - templates and uploads for Private Schools:

Affirmation of Notification, Invitation & Consultation for Equitable Services

Strategic Planning

- ✓ Comprehensive means COMPREHENSIVE
- ✓ The CNA supports data-driven content in the application and data-informed decision-making with use of funds and goals
- ✓ Build "budget plans" from the CNA and stakeholder input to address student achievement, equity, closing achievement gaps, etc.
- ✓ Stakeholder and CNA data should also be connected to developing highly impactful strategies and measurable goals in the ***Goals and Strategies template***

Comprehensive Needs Assessment

Goals & Strategies Template

1. What are some processes that your PSU uses to craft your annual CNA and build your annual budget plans?

2. Can you share a few best practices with your table mates?

Turn and Discuss!

Comprehensive Needs Assessment

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

COMPREHENSIVE NEEDS ASSESSMENT

ORGANIZATION NAME:	
ORGANIZATION CODE:	
SCHOOL YEAR:	

DIRECTIONS: *Ensuring that an organization's plan for the use of Consolidated Funds best serves the needs of children who are failing, or at risk of failing, to meet the State academic standards is required by the Public Schools of North Carolina as a part of the Comprehensive Continuous Improvement Plan. Each ORGANIZATION must select one of the following options for completing the Needs Assessment:*

☐ ORGANIZATION uses NCStar District Plan and attests that the Comprehensive Needs Assessment found in NC Star has the following information:

- Current student performance data (current official data or most recent unofficial data)
- Data analysis
- Analysis of federally funded strategies used by the organization during the last programmatic year
- Current needs based on analysis of current year's data

Guest Access Username:

As you work on the application, begin with the ***Comprehensive Needs Assessment (CNA)***

If a PSU uses the NC Star District Plan, ensure that all four bullets are included.

Any PSU that receives more than $30,000 in Title IV, A funding must complete Part E on the CNA template.

Goals and Strategies

GOAL:	
Federal funding sources used to support goal:	
☐ Title I-A (PRC 050)	☐ Title III (PRC 111)
☐ Title I-C (PRC 051)	☐ Title IV (PRC 108)
☐ Title II (PRC 103)	☐ RLIS/SRSA
☐ Title III (PRC 104)	
Use bullet points to list strategies that will be used to meet this goal:	
•	
•	
•	
•	
GOAL:	
Federal funding sources used to support goal:	
☐ Title I-A (PRC 050)	☐ Title III (PRC 111)
☐ Title I-C (PRC 051)	☐ Title IV (PRC 108)
☐ Title II (PRC 103)	☐ RLIS/SRSA
☐ Title III (PRC 104)	
Use bullet points to list strategies that will be used to meet this goal:	
•	
•	
•	
•	
GOAL:	
Federal funding sources used to support goal:	
☐ Title I-A (PRC 050)	☐ Title III (PRC 111)
☐ Title I-C (PRC 051)	☐ Title IV (PRC 108)
☐ Title II (PRC 103)	☐ RLIS/SRSA
☐ Title III (PRC 104)	
Use bullet points to list strategies that will be used to meet this goal:	
•	

Use stakeholder input and the CNA to develop measurable annual goals.

Select applicable federal funding sources to support the goal.

Develop high-impact strategies that will be used to meet annual goals. Ensure strategies are **aligned to budget priorities.**

Prayer Certification

The Board meeting must occur before the Superintendent signs the document.

NORTH CAROLINA PRAYER CERTIFICATION AND SINGLE SET OF ASSURANCES
The Elementary and Secondary Education Act of 1965
The Every Student Succeeds Act of 2015 (P.L. 114–95)

SEC. 8524. [20 U.S.C. 7904] SCHOOL PRAYER.

CERTIFICATION. -- As a condition of receiving funds under this Act, we hereby certify in writing to the State educational agency that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools.

SEC. 8306. [20 U.S.C. 7846] OTHER GENERAL ASSURANCES.

ASSURANCES.—Any applicant, other than a State educational agency that submits a plan or application under this Act, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including— (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will— (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

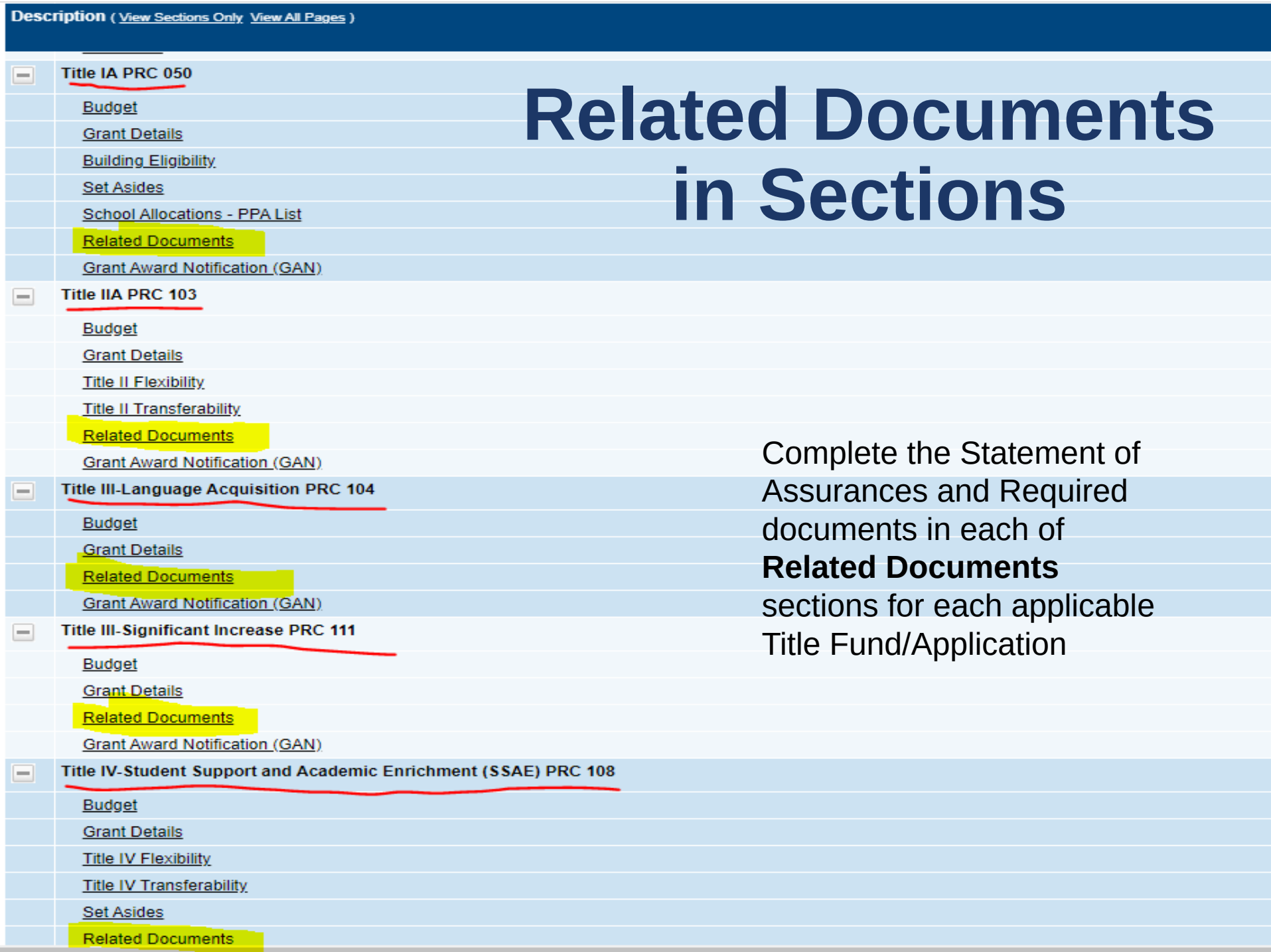
(8) the applicant will comply with the provisions of Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

Agency Name: _____

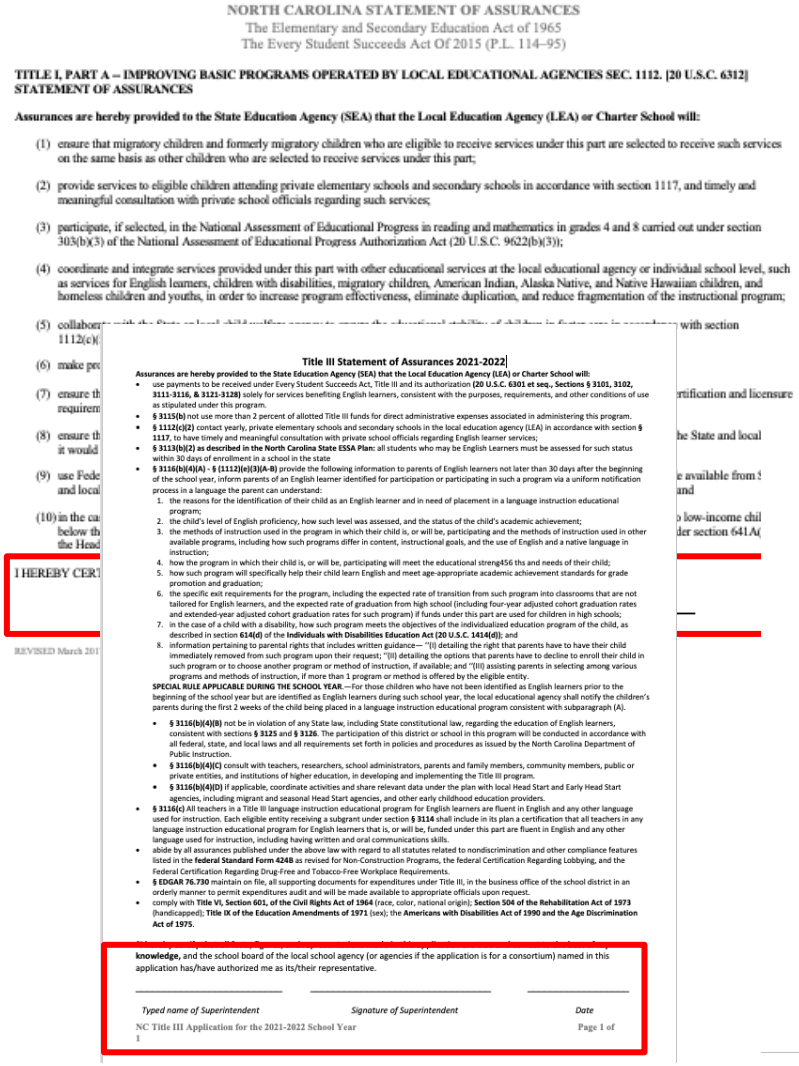
I HEREBY CERTIFY that to the best of my knowledge, the agency complies with aforementioned assurances; the agency named above has authorized me as its representative to file this application; and such action is recorded in the minutes of the agency's meeting held on _____. **(Month/Day/Year)**

Printed Name of Superintendent	Signature of Superintendent	Date

Revised August 2017


Description (View Sections Only View All Pages)
Title IA PRC 050
Budget
Grant Details
Building Eligibility
Set Asides
School Allocations - PPA List
Related Documents
Grant Award Notification (GAN)
Title IIA PRC 103
Budget
Grant Details
Title II Flexibility
Title II Transferability
Related Documents
Grant Award Notification (GAN)
Title III-Language Acquisition PRC 104
Budget
Grant Details
Related Documents
Grant Award Notification (GAN)
Title III-Significant Increase PRC 111
Budget
Grant Details
Related Documents
Grant Award Notification (GAN)
Title IV-Student Support and Academic Enrichment (SSAE) PRC 108
Budget
Grant Details
Title IV Flexibility
Title IV Transferability
Set Asides
Related Documents
Related Documents in Sections
Complete the Statement of Assurances and Required documents in each of **Related Documents** sections for each applicable Title Fund/Application

Statements of Assurances



NORTH CAROLINA STATEMENT OF ASSURANCES
The Elementary and Secondary Education Act of 1965
The Every Student Succeeds Act Of 2015 (P.L. 114–95)

TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES SEC. 1112. [20 U.S.C. 6312] STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Charter School will:

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

(5) collabor… with the State or local child welfare agency to ensure the educational stability of children in foster care in accordance with section 1112(c)(

(6) make pro…

(7) ensure th… requirem… …rtification and licensure

(8) ensure th… it would … …he State and local

(9) use Fede… and locai… …e available from S… …and

(10) in the ca… below th… the Head… …o low-income chil… …der section 641A(

I HEREBY CERT…

REVISED March 201…

Title III Statement of Assurances 2021-2022

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Charter School will:

- use payments to be received under Every Student Succeeds Act, Title III and its authorization **(20 U.S.C. 6301 et seq., Sections § 3101, 3102, 3111-3116, & 3121-3128)** solely for services benefiting English learners, consistent with the purposes, requirements, and other conditions of use as stipulated under this program.
- **§ 3115(b)** not use more than 2 percent of allotted Title III funds for direct administrative expenses associated in administering this program.
- **§ 1112(c)(2)** contact yearly, private elementary schools and secondary schools in the local education agency (LEA) in accordance with section **§ 1117**, to have timely and meaningful consultation with private school officials regarding English learner services;
- **§ 3113(b)(2) as described in the North Carolina State ESSA Plan:** all students who may be English Learners must be assessed for such status within 30 days of enrollment in a school in the state
- **§ 3116(b)(4)(A) - § (1112(e)(3)(A-B)** provide the following information to parents of English learners not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program via a uniform notification process in a language the parent can understand:
  1. the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
  2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
  4. how the program in which their child is, or will be, participating will meet the educational streng456ths and needs of their child;
  5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
  7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section **614(d)** of the **Individuals with Disabilities Education Act (20 U.S.C. 1414(d))**; and
  8. information pertaining to parental rights that includes written guidance– "(I) detailing the right that parents have to have their child immediately removed from such program upon their request; "(II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and "(III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

- **§ 3116(b)(4)(B)** not be in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections **§ 3125** and **§ 3126**. The participation of this district or school in this program will be conducted in accordance with all federal, state, and local laws and all requirements set forth in policies and procedures as issued by the North Carolina Department of Public Instruction.
- **§ 3116(b)(4)(C)** consult with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III program.
- **§ 3116(b)(4)(D)** if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
- **§ 3116(c)** All teachers in a Title III language instruction educational program for English learners are fluent in English and any other language used for instruction. Each eligible entity receiving a subgrant under section **§ 3114** shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
- abide by all assurances published under the above law with regard to all statutes related to nondiscrimination and other compliance features listed in the **federal Standard Form 424B** as revised for Non-Construction Programs, the federal Certification Regarding Lobbying, and the Federal Certification Regarding Drug-Free and Tobacco-Free Workplace Requirements.
- **§ EDGAR 76.730** maintain on file, all supporting documents for expenditures under Title III, in the business office of the school district in an orderly manner to permit expenditures audit and will be made available to appropriate officials upon request.
- comply with **Title VI, Section 601, of the Civil Rights Act of 1964** (race, color, national origin); **Section 504 of the Rehabilitation Act of 1973** (handicapped); **Title IX of the Education Amendments of 1971** (sex); the **Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.**

knowledge, and the school board of the local school agency (or agencies if the application is for a consortium) named in this application has/have authorized me as its/their representative.

Typed name of Superintendent *Signature of Superintendent* *Date*

NC Title III Application for the 2021-2022 School Year Page 1 of 1

NORTH CAROLINA STATEMENT OF ASSURANCES
The Elementary and Secondary Education Act of 1965
The Every Student Succeeds Act Of 2015 (P.L. 114–95)

Title II, PART A—SUPPORTING EFFECTIVE INSTRUCTION SEC. 2101. [20 U.S.C. 6611] STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Charter School will:

(1) Ensure compliance with section 8501 (regarding participation by private school children and teachers);

(2) Coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs;

(3) Develop the application with meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title in accordance with Section 2103(b)(3);

(4) Ensure that the programs and activities implemented with funds under this part shall be in accordance with the purpose of this title;

(5) Ensure that the programs and activities implemented with funds under this part shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students;

(6) Submit to the State educational agency such information as the State requires;

(7) Use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities; and

(8) Use funds made available under this title to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

NORTH CAROLINA STATEMENT OF ASSURANCES
The Elementary and Secondary Education Act of 1965
The Every Student Succeeds Act Of 2015 (P.L. 114–95)

TITLE IV Part A – Student Support and Academic Enrichment SEC. 4001. [20 U.S.C. 7101] STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Charter School will:

(1) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies that-

(2) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;

(3) have the highest percentages or numbers of children counted under section 1124(c);

(4) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);

(5) are implementing targeted support and improvement plans as described in section 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under section 8532;

(6) comply with section 8501 (regarding equitable participation by private school children and teachers);

(7) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107 (Well Rounded Education);

(8) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4108 (Safe and Healthy Students);

(9) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a) (Effective Use of Technology) including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b) and

(10) annually report to the state for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of sub-paragraphs (C) through (E).

I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct.

Printed Name of Superintendent Signature of Superintendent Date

REVISED January 2020

Statements of Assurances

Newly added assurance clause regarding the Occupational Survey:

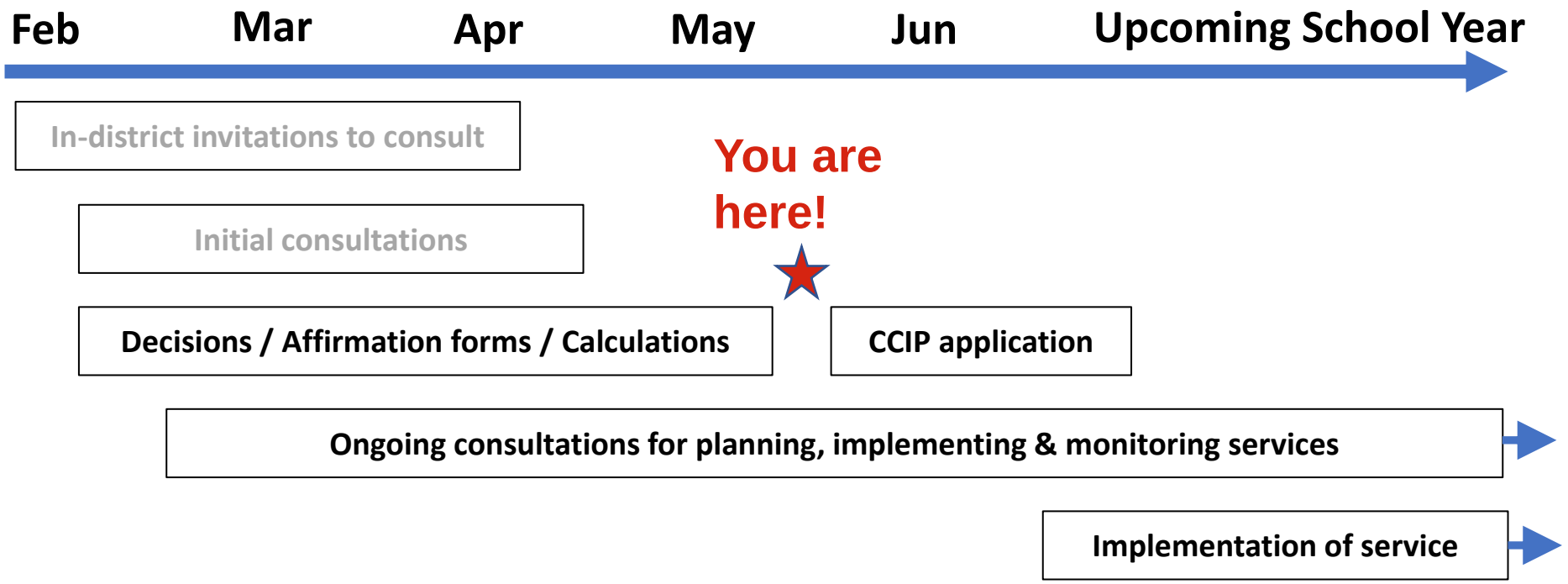
All PSUs that receive funding under CCIP, including non-MEP sub-grantees, are required to create and implement a protocol to include the Occupational Survey in all the district/PSUs' enrollment packets, and then share the results with NC MEP DPI team.

For guidance and/or questions in implementing this requirement reach out to:

Dr. Heriberto Corral, NC MEP Program Administrator at Heribero.Corral@dpi.nc.gov

Equitable Services:

Equitable Services Timeline for the Upcoming Year



See timelines/deadlines or our web page.

Equitable Services Affirmation Forms

What? Documentation: for in-district schools & out-of-district schools

When? May 21 or sooner (District has informed the private schools of this!)

Who?

Sections A, B & C: Private schools	-OR-	Section D: District (if no consultation)

Where? CCIP Related Documents (two uploads: in-district & out-of-district)

How?

Directions on the form

Online memo re: Affirmation Forms

Calculating Proportionate Share for Equitable Services

(not the same as determining who gets served)

Three Ingredients:

1) Allotment (updated when actual drops)

2) Specific Count of District Students (stick with spring numbers)

3) Specific Count of Private Sch Students (stick with spring numbers)

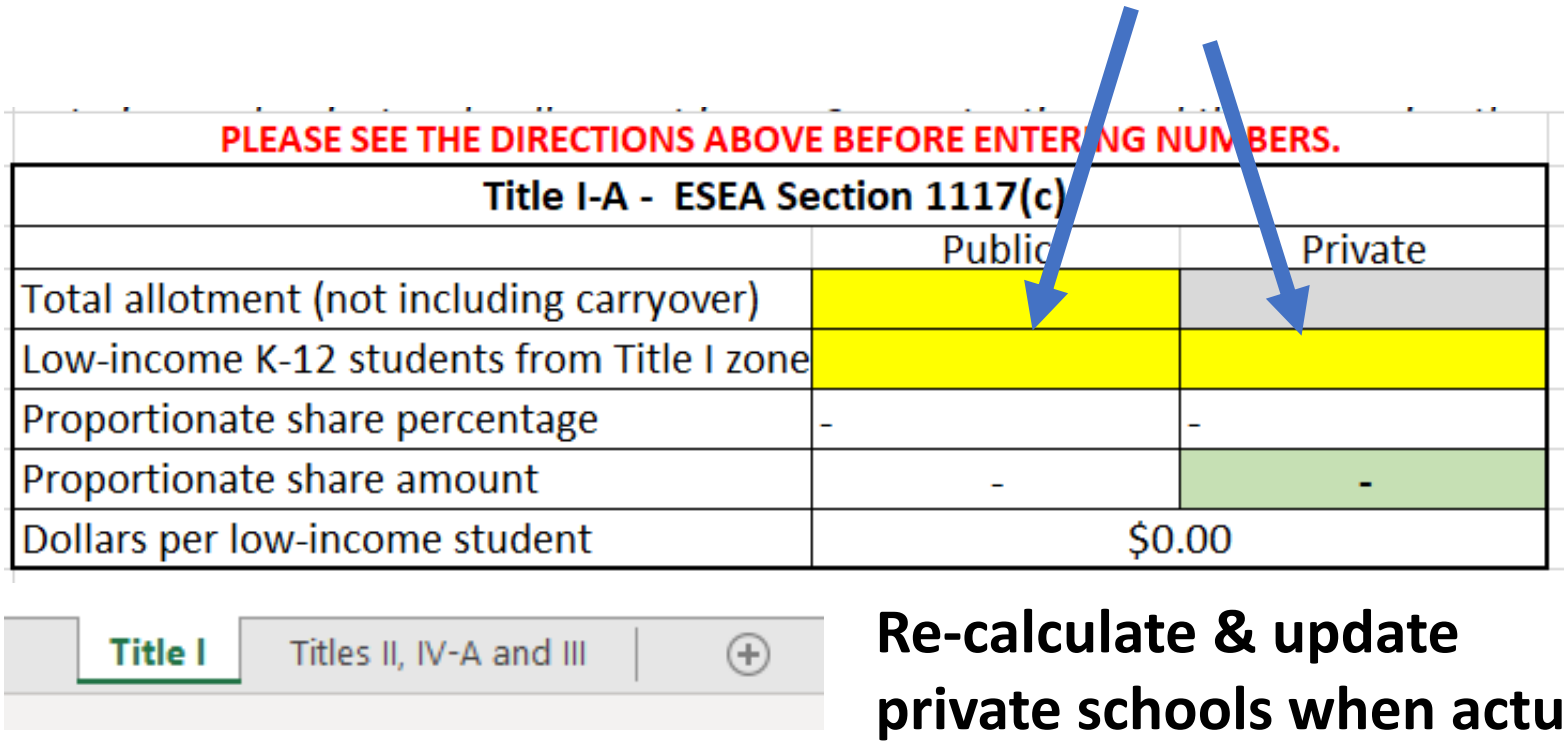
Use current year student counts to calculate next year's amount.

Only count the kids from PARTICIPATING private schools.

See the Calculator for specifics about student counts.

Calculating Proportionate Share for Equitable Services

Enter allotment and current year student counts



PLEASE SEE THE DIRECTIONS ABOVE BEFORE ENTERING NUMBERS.

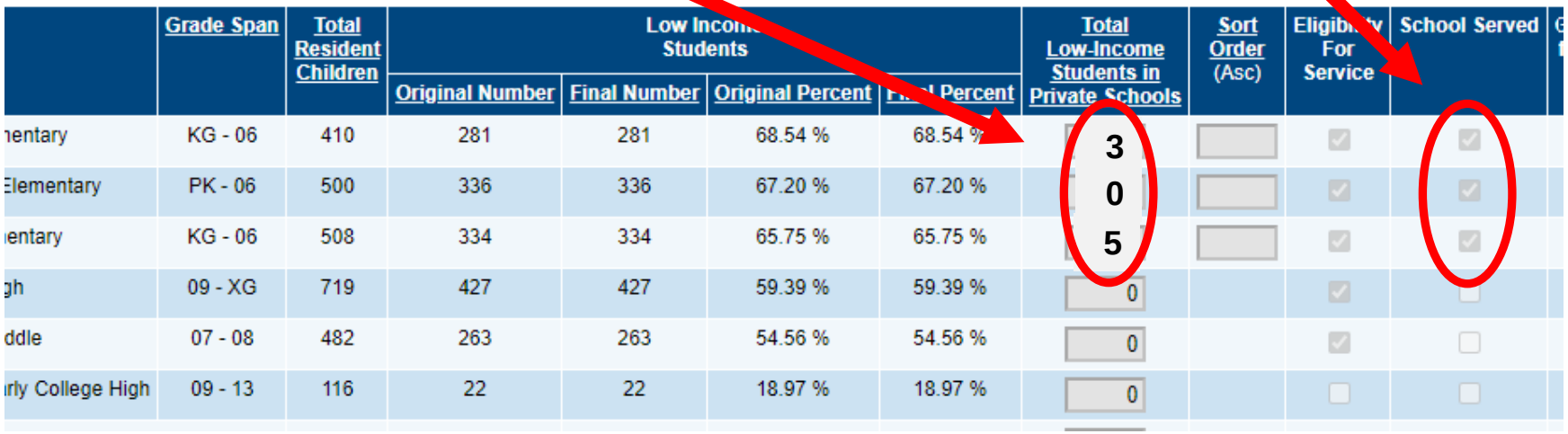
Title I-A - ESEA Section 1117(c)		
	Public	Private
Total allotment (not including carryover)		
Low-income K-12 students from Title I zone		
Proportionate share percentage	-	-
Proportionate share amount	-	-
Dollars per low-income student	$0.00	

Title I | Titles II, IV-A and III

Re-calculate & update private schools when actual allotments drop, but do not adjust the student counts from Spring.

Entering Title I-A Info for Proportionate Share In Building Eligibility Page

Eight low-income kids would have gone to Title I-A served schools.



	Grade Span	Total Resident Children	Low Income Students				Total Low-Income Students in Private Schools	Sort Order (Asc)	Eligibility For Service	School Served
			Original Number	Final Number	Original Percent	Final Percent				
ıentary	KG - 06	410	281	281	68.54 %	68.54 %	3		☑	☑
Elementary	PK - 06	500	336	336	67.20 %	67.20 %	0		☑	☑
ıentary	KG - 06	508	334	334	65.75 %	65.75 %	5		☑	☑
gh	09 - XG	719	427	427	59.39 %	59.39 %	0		☑	☐
ddle	07 - 08	482	263	263	54.56 %	54.56 %	0		☑	☐
rly College High	09 - 13	116	22	22	18.97 %	18.97 %	0		☐	☐

Only count the kids enrolled in PARTICIPATING private schools.

See results on Set-asides page.

Students Eligible for Equitable Services

(not the same as calculating proportionate share)

Not the same as "fund generators" entered in the calculator

May change during implementation, per needs

See the PRC's criteria

See memo re identifying needs and eligible students.

Caveats for Equitable Services

Set deadlines for private schools. Stick to timelines.

Stick to the purposes and allowable use for each PRC.

Public control of funds. Only the district can:

- ✓ **Order goods/services**
- ✓ **Encumber cost**
- ✓ **Hire people and enter contracts**
- ✓ **Supervise**
- ✓ **Pay invoices**
- ✓ **Inventory the property**

See memo re Public Control of Proportionate Share Funds.

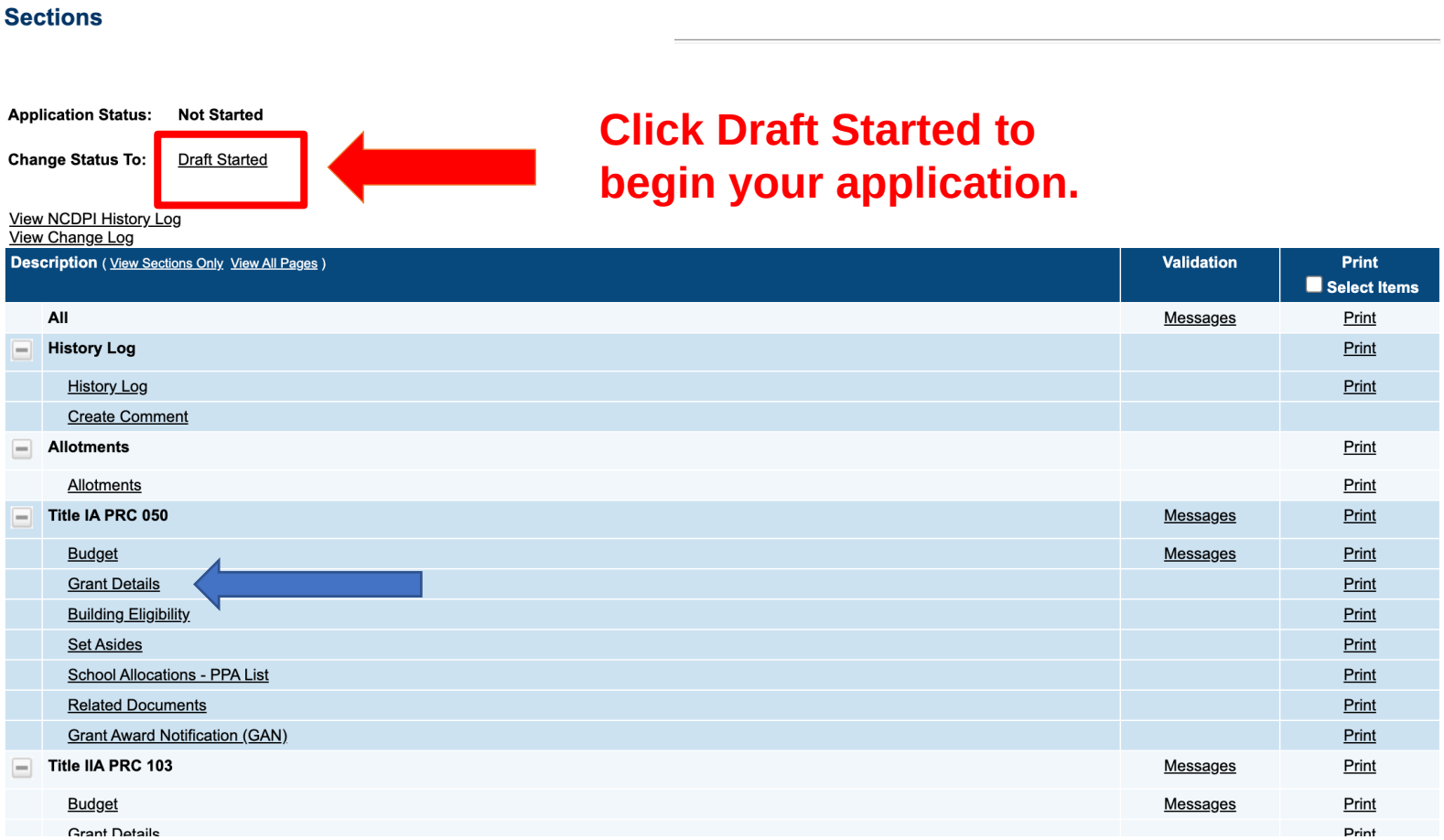
Document, document, document…

Questions, Answers, Information

- DPI Equitable Services web page
  - Series of FPMS memos
  - Other Resources from FPMS and USED
- Weekly FPMS Update (email)
- Contact Talbot any time!
  - Talbot.Troy@dpi.nc.gov
  - 984-236-2797

Grant Details
Title IA (PRC 050)

Consolidated Funding Application Sections Page



NCCCIP Home
Administer
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Planning
Funding
Project Summary
LEA Document Library
Address Book
Budget Inquiry Reports
NCDPI Resources
Help for Current Page
Contact NCDPI
NCCCIP Sign Out

ChiefAdmin, Train1_010

Training
Session Timeout
00:57:33

Alamance-Burlington Schools (010) Regular Local School District - FY 2022 - Consolidated - Rev 0 - Title IA

This is the TRAINING site. Please be sure to complete your work on the PRODUCTION site.

Save And Go To

"LEA" = District, Charter School or Lab School

Turn and Discuss!

1. Local Educational Agency ("LEA" = District, Charter School or Lab School) Plans (SEC. 1112)

The LEA's Consolidated Plan has been developed with timely and meaningful consultation with (SEC. 1112(a)(1)):

- [ ] * Teachers
- [ ] * Principals
- [ ] * Other school leaders
- [ ] * Paraprofessionals
- [ ] * Specialized Instructional Support Personnel
- [ ] * Administrators (including administrators of programs described in other parts of this title)
- [ ] * Parents of children in schools served under this part, and
- [ ] If applicable, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)
- [ ] Leadership of Tribal organizations, if LEA receives $40,000 or more for Indian Education
- [ ] Other stakeholders:

* Enter the date(s) for stakeholder meeting(s) (MM/DD/YYYY):

Check Spelling

0 of 36000 characters

A place for “Other Stakeholders has been added. If checkbox is selected, a narrative box will open for a list of other stakeholders to be listed.

Enter dates of “All” stakeholder meetings that have been held.

2. Parent and Family Engagement (SEC. 1116 (a)(2))

* The LEA has a current LEA Parent and Family Engagement Policy posted on their website. Enter the active URL (direct link) made available to the public for the LEA's written Parent and Family Engagement Policy. Provide instructions on how to access the Parent and Family Engagement policy from LEA webpage.

Arial, Tahom... 2

Link must be an “active” and “direct” link.

3. Parent and Family Engagement - Use of Funds (SEC. 1112 (b)(7))

* Funds reserved for parent and family engagement shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one (1) of the following (SEC. 1116(a)(3)(D)):

- [ ] **Check this box if you are receiving less than $500,000 in total Title I allotment and no Parent and Family Engagement Title I funds are set-aside.**
- [ ] Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i))
- [ ] Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii))
- [ ] Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (SEC. 1116(a)(3)(D)(iii))
- [ ] Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (SEC. 1116(a)(3)(D)(iv))
- [ ] Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. (SEC. 1116(a)(3)(D)(v))

4. Carryover (Estimated as of June 30th)

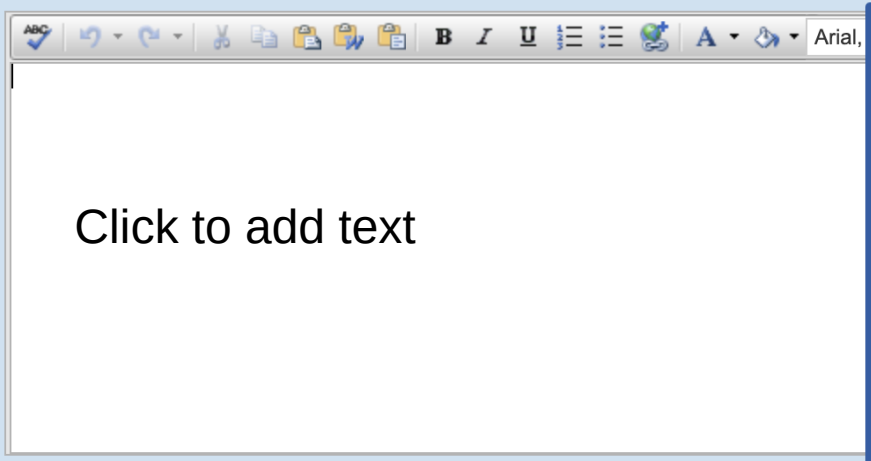
$ [ ] A. Total Carryover from previous year's budget

$ [ ] B. Parent and Family Engagement Carryover - Funds remaining from the required 1% set-aside from previous year's budget. (This does not include any additional PFE funds the district chose to budget.)

$ [ ] C. Carryover for school allocation - Amount must be the same value as Line 16 on the Set Asides Page, 'Current Fiscal Year' column.

$ [ ] D. Carryover for Private School Proportionate Share – Amount must be the same value as Line 2 on the Set Asides Page, 'Carryover' column.

$ [ ] E. Remaining Carryover not included in B, C or D. (List use of funds below to include same values entered in Set Asides, 'Carryover' column)



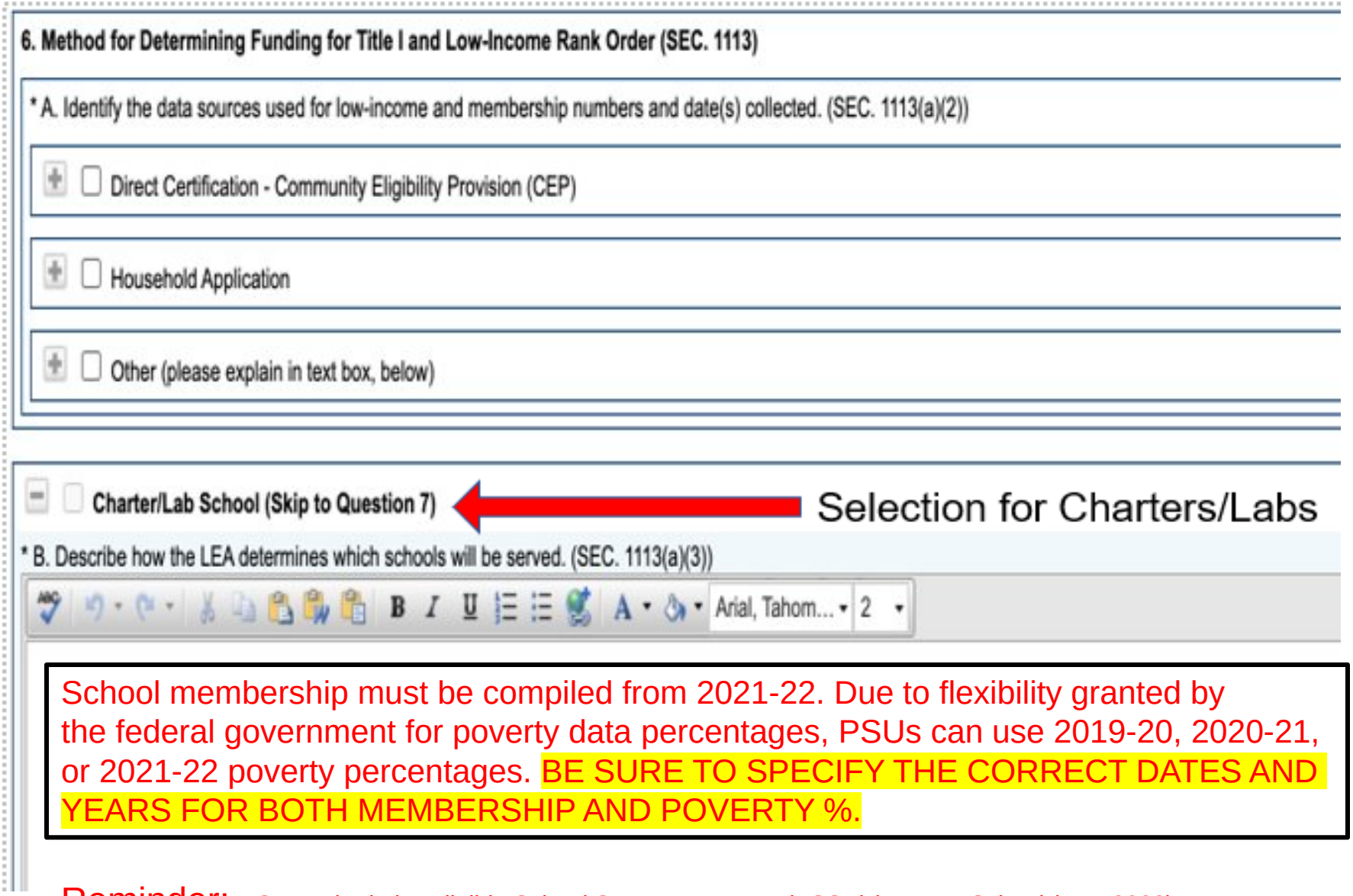
- **Business Rule:** Direct Link for 4B to Set Asides Line 7 Carryover Column. Can be edited in either Grant Details 4B or Set Asides Line 7 Carryover column but must be validated when submitting.
- **Business Rule:** 4D must match Set Asides Line 2 Carryover column.
- **Business Rule:** (Grant Details 4B + 4E) must = (Set Asides Line 14 Carryover column) + (School Allocations Column H total)

5. LEA/School Report Cards Attestation (SEC. 1111(h)(2)) Please check all applicable boxes.

☐ The LEA indirectly distributes the Annual LEA Report Cards in compliance with Title I requirements. (Districts only)

☐ * Schools directly and indirectly distribute the Annual School Report Cards in compliance with Title I requirements. (Districts, Charters and Lab Schools)

☐ * The LEA ensures that the Annual LEA and School Report Cards are distributed as designated in a language and format that is understandable to parents and families. (Districts, Charters and Lab Schools)



School membership must be compiled from 2021-22. Due to flexibility granted by the federal government for poverty data percentages, PSUs can use 2019-20, 2020-21, or 2021-22 poverty percentages. BE SURE TO SPECIFY THE CORRECT DATES AND YEARS FOR BOTH MEMBERSHIP AND POVERTY %.

Reminder: PSUs submit the Eligible School Summary Report (ESSR) in PowerSchool (May 2022).
Data populates in CCIP for Building Eligibility/School Allocations – PPA List which can help with the description for 6.B.

7. Participation of Children Enrolled in Private Schools (SEC. 1117)

A. Select the box below that best describes your LEA:

- ☐ Charter/Lab School *(Move to Question 8)*

Selection for Charters/Labs

- ☐ A district with no private schools located within its attendance area. *(If checked, no consultation forms are required.)*
- ☐ A district with one or more private schools located within its attendance area. *(One consultation form for each private school must be uploaded to the Consolidated Related Documents page.)*

B. Select one response for each of the statements below:

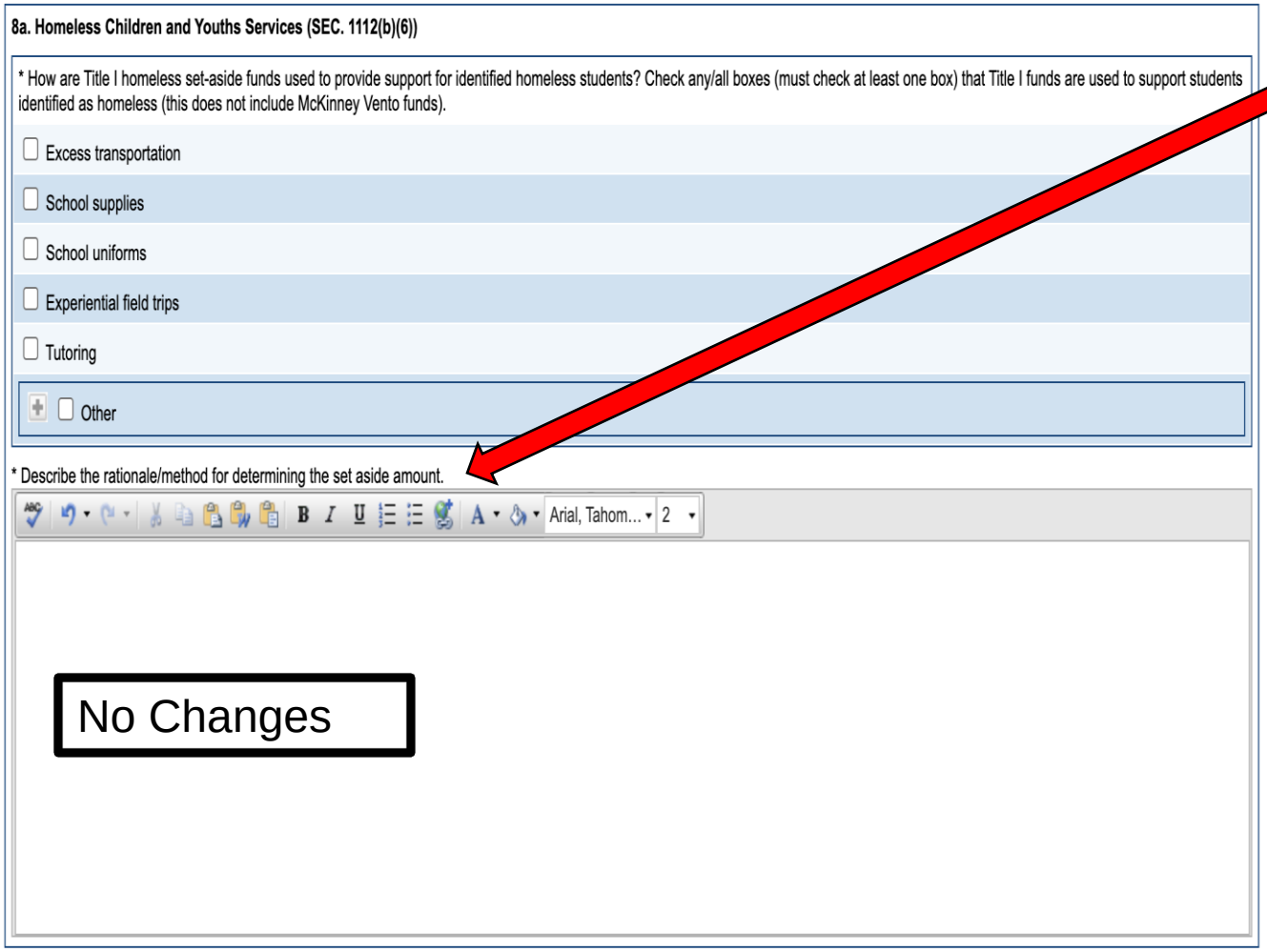
1) One or more low-income students who live in a **Title I-A** served enrollment zone or a comparably served enrollment zone in this district attend a private school that has accepted **Title I-A** equitable services and is in a different district:

- ☐ Yes
- ☐ No or N/A

2) One or more private schools located in this district have accepted **Title I-A** equitable services and enroll low-income student(s) living in a **Title I-A** served enrollment zone or a comparably served enrollment zone of a different district:

- ☐ Yes
- ☐ No or N/A

☐ If YES is checked for either statement 1) or 2), above, the district is attesting that collaboration with other districts involved has and will continue to occur to ensure appropriate Title I-A equitable services are provided to eligible students.



Use 1 of the 4 ways to determine homeless set-aside:

1. Base the amount on an annual needs assessment data for homeless students and of the homeless education program

2. Multiply the number of homeless students by the Title I per-pupil allocation

3. For districts with subgrant funding, reserve an amount equal to or greater than the funding requested

4. Reserve a percentage based on the district's poverty level or Title IA allocations

The PSU Homeless and Foster Care point of contact cannot be the same as the DSS Contact person.

9. Early Childhood Education Programs (SEC. 1112(b)(8))

A. Support, Coordination and Integration of Services in Early Childhood Education Programs

Describe how the LEA will support, coordinate and integrate Title I services with early childhood education programs, including plans for the transition of children to elementary school.

PSU describes their early childhood programs and services.

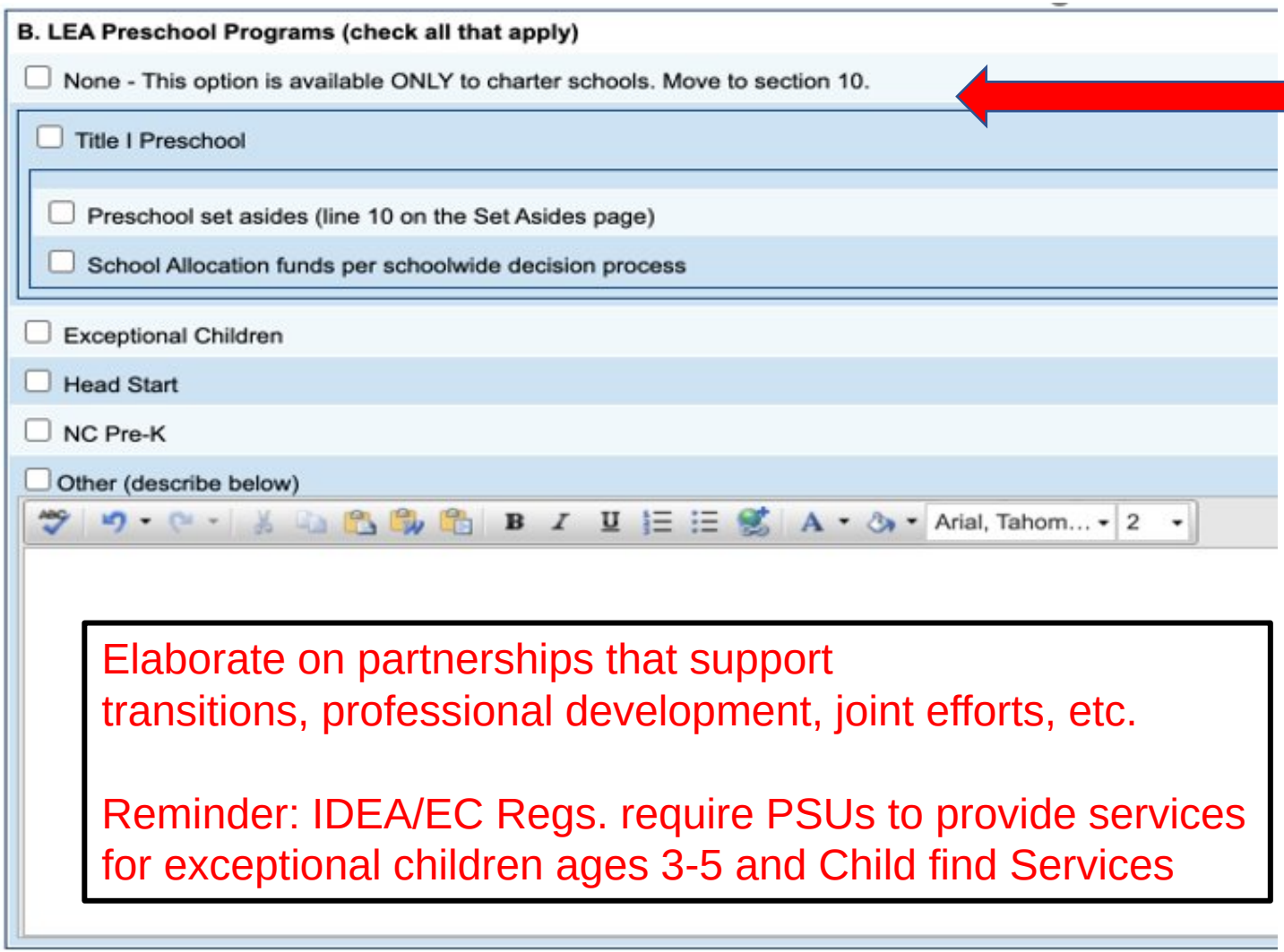
Indicate any/all partners that assisted with the development of transitions plans:

- [ ] NC Pre-K
- [ ] Exceptional Children
- [ ] Head Start
- [ ] Private Childcare
- [ ] Other (Describe below)

No Changes

Early Childhood Education, Question #9 has four parts:

9.A, 9.B, 9.C, 9.D



Selection for Charters/Labs that do not have preschools

Elaborate on partnerships that support transitions, professional development, joint efforts, etc.

Reminder: IDEA/EC Regs. require PSUs to provide services for exceptional children ages 3-5 and Child find Services

C. Title I Full-Eligibility Preschool Classrooms

This is a preschool classroom that meets all the following conditions:

- 100% of the children in the classroom are documented as eligible for Title I preschool.
- Some of the children may also qualify for NC Pre-K.
- The classroom may be funded 100% with Title I dollars, although other sources of funding may be utilized.

Does the LEA have one or more Title I Full-Eligibility preschool classrooms?

☐ No - Move to Part D

☐ Yes - Complete the following:

D. Title I Blended-Eligibility Preschool Classrooms

This is a preschool classroom that meets all the following conditions:

- Some, but not all, children are documented as eligible for Title I preschool.
- Some, but not all, of the funding comes from Title I.
- The proportion of Title I funding is determined by the percentage of Title I-eligible children enrolled in the classroom.
- Cost allocation is required.

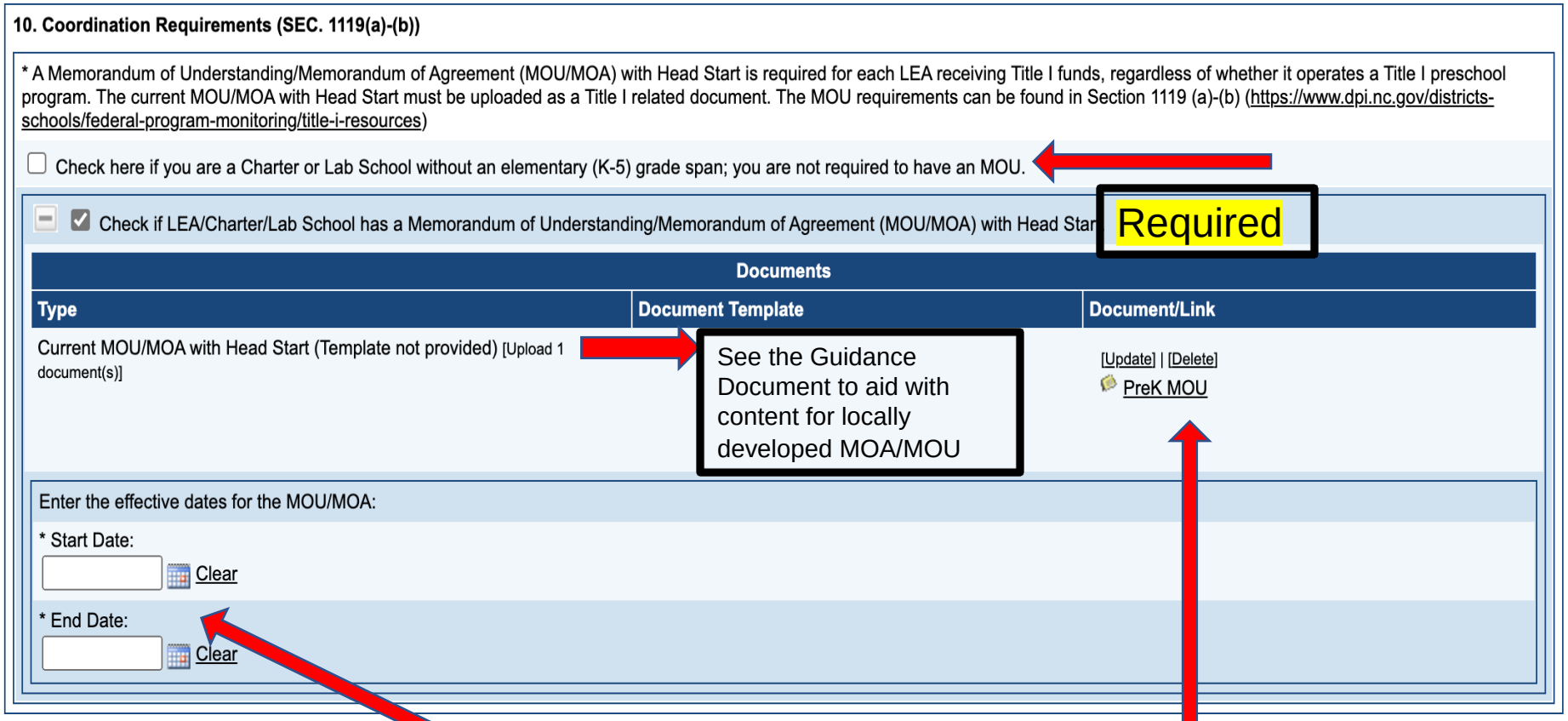
Does the LEA have one or more Title I Blended-Eligibility preschool classrooms?

☐ No - Move to section 10

☐ Yes - Complete the following:

If yes to 9C. or 9D., complete the additional information

No Changes



Ensure the dates in the drop-down boxes and within the uploaded PSU MOU cover the ENTIRE YEAR.

If multi-year MOU - ensure annual review meetings and required updates.

11. Strategies to Facilitate Effective Transitions (SEC. 1112(b)(10)(A)-(B))

☐ Check here if your LEA does not have grade spans beyond 7th grade (Skip to Section 12)

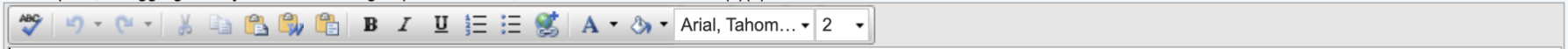
*** Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (check all that apply):**

- ☐ The high school(s) host prospective students at visitation events designed to help them prepare for and succeed at that level.
- ☐ The high schools conduct back-to-school events near the start of the school year that specifically address the issues related to the recent transition into high school from middle grades.
- ☐ Students are provided with alternatives such as early college high school, advanced placement coursework, and/or college-preparatory courses.
- ☐ Students are provided with opportunities for dual enrollment with an institution of higher education.
- ☐ Elective courses are offered online at no charge to students.
- ☐ Representatives from high schools visit elementary and/or middle schools for specially planned events to help prospective students and their families prepare for the transition to high school and for success at that level.
- ☐ Representatives from one or more institutions of higher education visit secondary schools for specially planned events to help prospective students and their families prepare for the transition and success at that level.
- ☐ Career development counseling is provided to students to promote successful transitions to higher education.
- ☐ The district helps students pursue assistance in paying tuition for higher education.
- ☐ The district coordinates with business and community partners to facilitate access to job internships with local employers to help students build their skills and develop possible opportunities for gaining college credits relevant to a career path.
- ☐ Other:

No Changes

12. Reduce Overuse of Discipline Practices (SEC. 1112(b)(11))

* Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).



13. Comparable Services (SEC. 1113(b)(1)(D))

☐ **Check here if you are a Charter or Lab School (Skip to Question 14)**

☑ **LEA did not skip schools within rank order (Skip to Question 14)**

In accordance with federal law, an LEA may skip and not serve an eligible attendance area or school if

• the school meets comparability requirements; and

• the school is receiving supplemental funds from other State or local sources that are spent for programs that meet the requirements of Title I and those funds are at least the same as would have come from Title I.

Comparable services are provided for (1) schools that are skipped within a selected grade-span; and (2) schools that are skipped in the district as a whole. Complete the following table for eligible attendance areas/schools, in a selected grade-span or in the district as a whole, that will be skipped and will not receive Title I funds. Attach additional pages as needed.

Note: Approval for skipping schools is contingent upon the LEA's provision on substantial evidence that supports that supplemental state and local funds are provided. Approval is granted on a school-by-school basis.

LEA Per Pupil Cost:

List the skipped schools. For each one, calculate the amount of Title I funds the school would receive if it had been included in Title I, given its position in rank order. The amount is determined by multiplying the PPA the school would have received by the number of low-income students.

Name of school(s) skipped:	PPA Based on Inclusion:		Number of LIS*:		Amount of funds for school:
Select...	$	X		=	$
Add Row					

*Low-Income Students

Description of Comparable Services (Describe each school separately):

Provide a brief description of the comparable services to be offered, to include additional Title I allowable positions and the corresponding salary. Section 1113(b)(1)(D)(ii) allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115. A supplemental State or local program meets the requirements of Section 1115 if the program:

• Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;

• Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and

• Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program

14. Targeted Assistance Schools (please make sure this aligns with ESSR) (SEC. 1115)

☐ **All served schools operate a SW program only (Skip to Question 15)**

If operating TAS programs, describe the process for selecting students served (1112(b)(9)):

Times S...

15. If Title I funds are identified as Unbudgeted Reserve as a Set Aside, please provide justification.

☐ **No funds placed in unbudgeted reserve (Skip to Question 16)**

Times S...

16a. District-wide Instructional Initiative Set-Aside

☐ **Check here if you are not setting aside funds for District-wide Initiative**

If setting aside funds (Line 12 - District-Wide Instructional Initiative on Set Asides, 'Current Fiscal Year' column page), describe initiative(s):

Times S...

16b. Professional Development for Teachers Set-Aside

☐ **Check here if you are not setting aside funds for Professional Development for teachers**

If setting aside funds (Line 6 - Professional Development for Teachers on Set Asides page), describe how funds will be used:

Times S...

16c. CSI/TSI Set-Aside

☐ **Check here if you are not setting aside funds for CSI/TSI schools *(these are funds above and beyond PRC105 and PRC115)***

If setting aside funds (Line 5 School Improvement Interventions and Line 5.1 Financial Incentive for CSI/TSI schools on Set Asides page), describe how funds will be used:

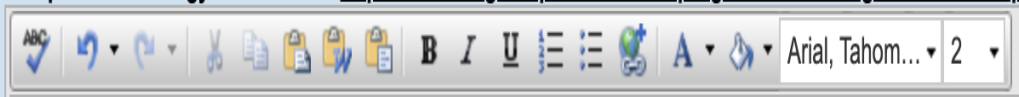
Times S...

17. Supplement, Not Supplant (SEC. 1118(b)(1)-(4))

☐ * The LEA attests that district reservation of state and local funds is used in a Title I neutral manner.

* A Local Educational Agency (LEA) shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. Describe the methodology used to allocate State and local funds to each school receiving assistance under this part, thus ensuring that such school receives all the State and local funds it would otherwise receive if it were not receiving assistance under this part.

Sample Methodology Information: https://files.nc.gov/dpi/documents/program-monitoring/resources/ccip/funds.pdf



Methodology description **must** follow sample guidance providing information on state and local fund allocations as well as teacher allocations by grade level spans.

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Project Summary
LEA Document Library
Address Book
Budget Inquiry Reports
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NCCCIP Sign Out

ChiefAdmin, Train1_010

Training
Session Timeout
00:59:43

Sections

This is the TRAINING site. Please be sure to complete your work on the PRODUCTION site.

Application Status: Draft Started

Change Status To: Draft Completed

View Change Log

Description (View Sections Only View All Pages)	Validation	Print Select Items
All	Messages	Print
History Log		Print
History Log		Print
Create Comment		
Allotments		Print
Allotments		Print
Title IA	Messages	Print
Budget	Messages	Print
Grant Details	Messages	Print
Building Eligibility	Messages	Print
Set Asides		Print
School Allocations - PPA List		Print
Related Documents	Messages	Print

Building Eligibility populates in from information entered from ESSR-PowerSchool report.

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Sections

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Description (View Sections Only View All Pages)	Validation	Print Select Items
All	Messages	Print
History Log		Print
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Related Documents	Messages	Print

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Training
Session Timeout
00:59:30

Set Asides

This is the TRAINING site. Please be sure to complete your work on the PRODUCTION site.

Save And Go To

Totals

	Carryover	Current Fiscal Year
1. Total Title I Planning Allotment		$ 3,370,637.00
2. Private School Proportionate Share Amount	$ 0.00	$ 0.00
3. Title I Allotment for LEA use	$	$ 3,370,637.00

Set Asides

	Carryover	Current Fiscal Year
4. Administrative (not to exceed 12% of planning allotment)	$	$
5. School Improvement Interventions (CSI/TSI schools)	$	$
5.1 Financial Incentives and Rewards for recruitment and retention for CSI/TSI schools (optional 5% maximum)	$	$
6. Professional Development for Teachers in Title I Schools	$	$
7. Parent and Family Engagement (1% minimum for allotments above $500,000)	$ 100,000.00	$ 33,800.00
8. Homeless Children and Youth Services (Section 1113(c)(3)(A) - comparable to Title I PPA)	$	$ 40,000.00
9. Foster Care Transportation	$	$
10. Early Childhood Programs	$	$
11. Neglected, Delinquent or At-Risk Services	$	$
12. District-Wide Instructional Initiative	$	$
13. Unbudgeted Reserve (not to exceed 10% of planning allotment)		$
14. Total Set Aside	$ 100,000.00	$ 73,800.00

Per Pupil Amount (PPA)

	Amount
15. Title I Allotment Remaining = Line 3 - Line 14	$ 3,296,837.00
16. Carryover/Additional Funds to be available for PPA (optional) - must equal line 4C from grant details	$ 0.00
17. Total Amount Available for School Allocations = Line 15 + Line 16	$ 3,296,837.00
18. Total LEA Number of Low-Income Students	13,720
100% Rule	1.00
19. Minimum PPA	$ 240.29

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Sections

This is the TRAINING site. Please be sure to complete your work on the PRODUCTION site.

Application Status: **Draft Started**

Change Status To: Draft Completed

View Change Log

Description (View Sections Only View All Pages)	**Validation**	**Print** Select Items
All	Messages	Print
History Log		Print
History Log		Print
Create Comment		
Allotments		Print
Allotments		Print
Title IA	Messages	Print
Budget	Messages	Print
Grant Details	Messages	Print
Building Eligibility	Messages	Print
Set Asides		Print
School Allocations - PPA List		Print
Related Documents	Messages	Print

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NCDPI Resources
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Contact NCDPI
NCCCIP Sign Out

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Training
Session Timeout
00:56:53

School Allocations - PPA List - 100% Rule

This is the TRAINING site. Please be sure to complete your work on the PRODUCTION site.

Save And Go To

School/Attendance Area Allocation

Minimum Per Pupil Amount (PPA) $ -2.92

Organization Code	School/ Attendance Area	Low Income %	Low Income #	PPA	Base Allocation School Alloc	Base Allocation Parent and Family Engagement	Base Allocation Total Amount	Additional Allocations Additional funds from Carryover	Additional Allocations Parent and Family Engagement	Additional Allocations CSI/TSI from Set Asides	Total School Allocation
	A	B	C	D	E (C x D)	F	G (E + F)	H	I	J	K (G + H + I + J)
010354	Harvey R Newlin Elementary	100.00	657	755.02	496,048.14	6,287.49	502,335.63	46,200.00	2,049.84	0.00	
010364	North Graham Elementary	100.00	375	755.02	283,132.50	3,588.75	286,721.25	0.00	1,170.00	0.00	287,891.25
010326	Eastlawn Elementary	97.49	622	755.02	469,622.44	5,952.54	475,574.98	0.00	1,940.64	0.00	477,515.62
010351	Grove Park Elementary	96.89	467	755.02	352,594.34	4,469.19	357,063.53	0.00	1,457.04	0.00	358,520.57
010358	Hillcrest Elementary	92.75	576	755.02	434,891.52	5,512.32	440,403.84	0.00	1,797.12	0.00	442,200.96
010357	Haw River Elementary	88.60	482	755.02	363,919.64	4,612.74	368,532.38	0.00	1,503.84	0.00	370,036.22
010310	Broadview Middle	88.39	670	755.02	505,863.40	6,411.90	512,275.30	0.00	2,090.40	0.00	514,365.70
010374	R Homer Andrews Elementary	86.41	496	755.02	374,489.92	4,746.72	379,236.64	0.00	1,547.52	0.00	380,784.16
010350	Graham Middle	84.99	600	755.02	453,012.00	5,742.00	458,754.00	0.00	1,872.00	0.00	460,626.00
010372	Pleasant Grove Elementary	83.09	280	755.02	211,405.60	2,679.60	214,085.20	0.00	873.60	0.00	214,958.80
010380	South Graham Elementary	77.18	460	755.02	347,309.20	4,402.20	351,711.40	0.00	1,435.20	0.00	353,146.60
010394	Turrentine Middle	65.67	660	755.02	498,313.20	6,316.20	504,629.40	0.00	2,059.20	0.00	506,688.60
010392	Sylvan Elementary	62.01	173	755.02	130,618.46	1,655.61	132,274.07	0.00	539.76	0.00	132,813.83
010346	B. Everett Jordan Elementary	55.95	207	755.02	156,289.14	1,980.99	158,270.13	0.00	645.84	0.00	158,915.97
010347	Audrey W. Garrett Elementary	52.76	325	755.02	245,381.50	3,110.25	248,491.75	0.00	1,014.00	0.00	249,505.75
	Total Low Income		7050	**Total Allocations**	5,322,891.00	67,468.50	5,390,359.50	46,200.00	21,996.00	0.00	5,458,555.50
				Remaining	(5,362,891.00)						

Title II- PRC 103

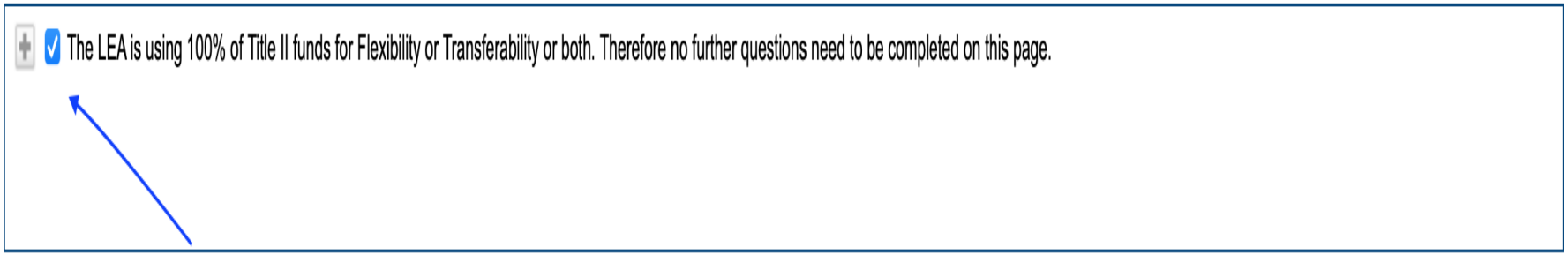
Supporting Effective Instruction

Title IA	Changes	Messages
Budget	Changes	Messages
Grant Details		
Building Eligibility		Messages
Set Asides		
School Allocations - PPA List		
Related Documents		Messages
Title II-A	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		Messages
Title III – Language Acquisition (PRC104)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		
Title III – Significant Increase (PRC111)		Messages
Budget		Messages
Grant Details		
Related Documents		
Title IVA – Student Support and Academic Enrichment (SSAE)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Set Asides		
Related Documents		
Migrant Education Program		Messages
Budget		Messages
Grant Details		
Related Documents		

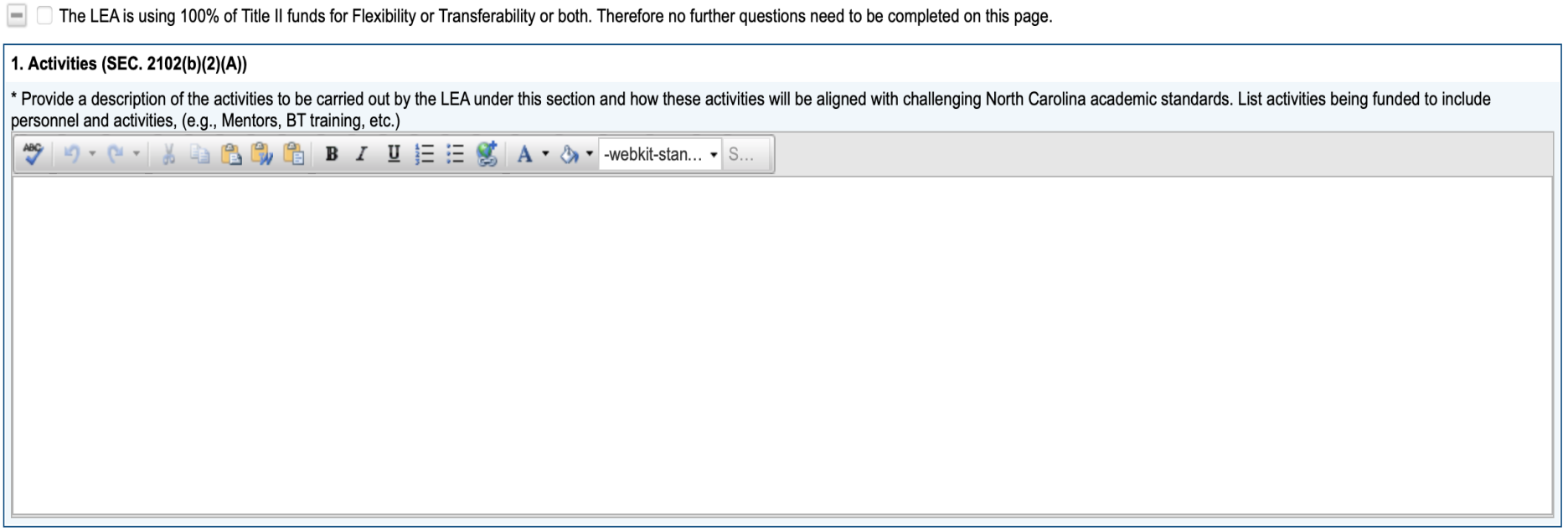
Carryover, Flexibility, Transferability

"LEA" = District, Charter School or Lab School

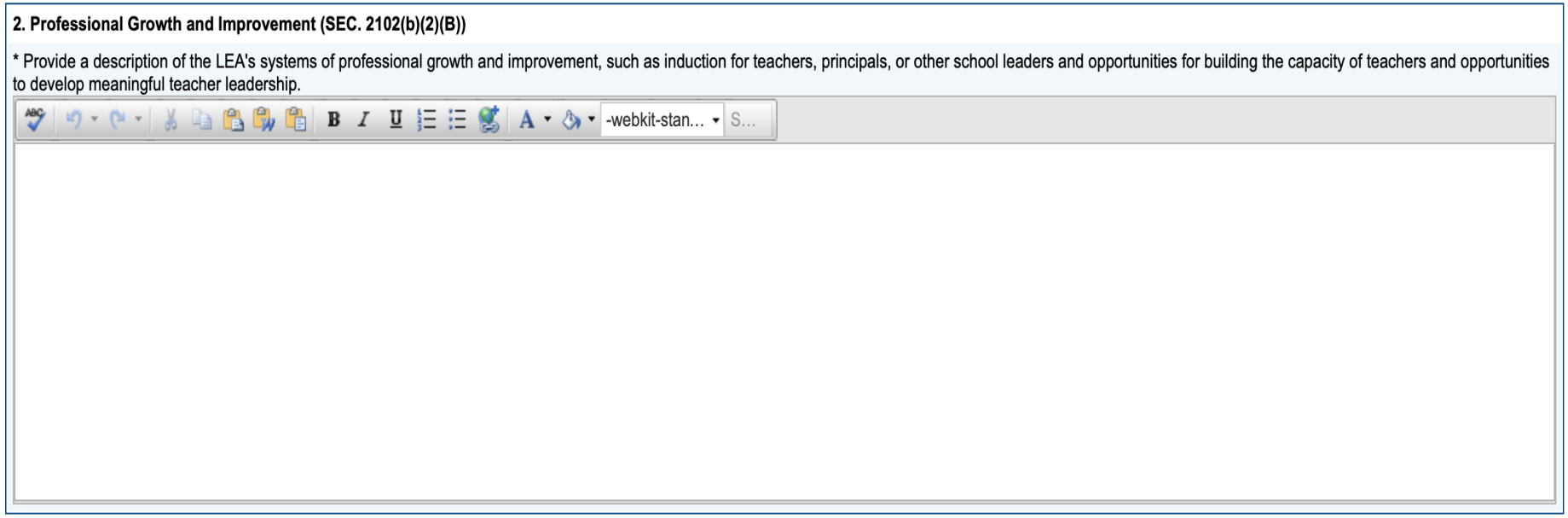
$ 0.00 * Carryover (Estimated as of June 30th)



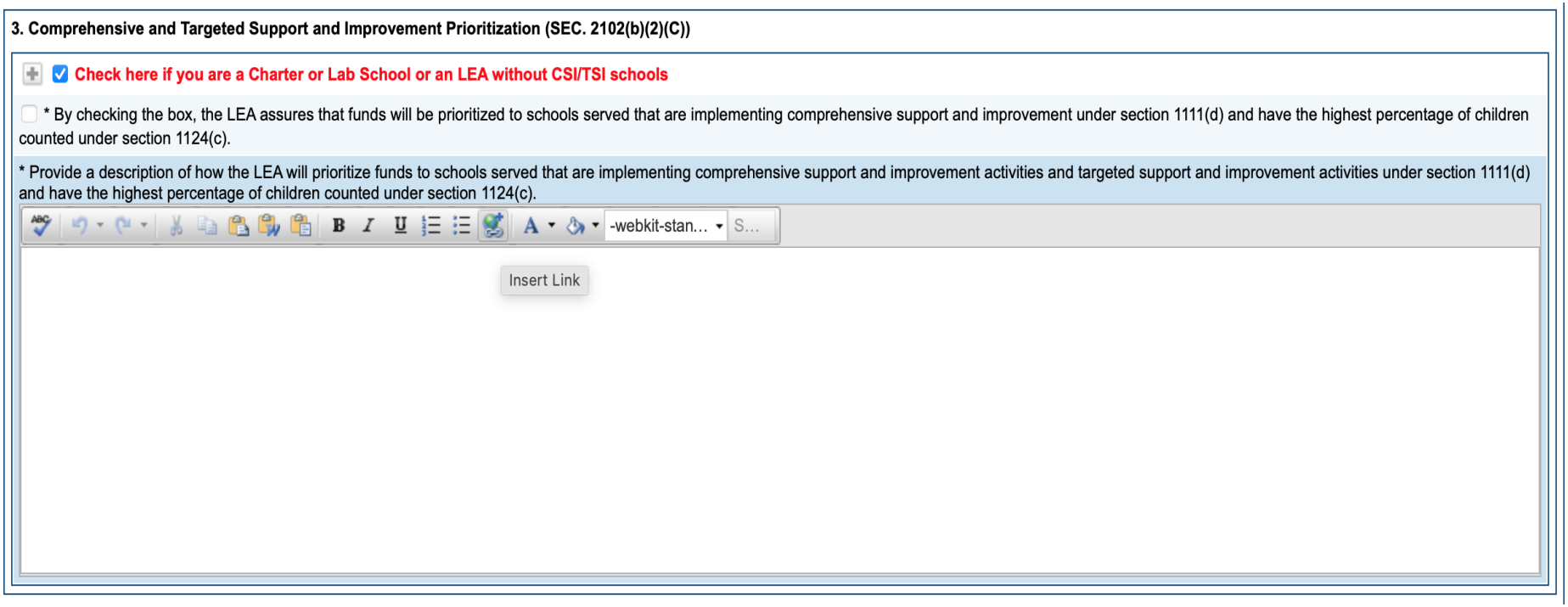
Title II A-Intended Activities



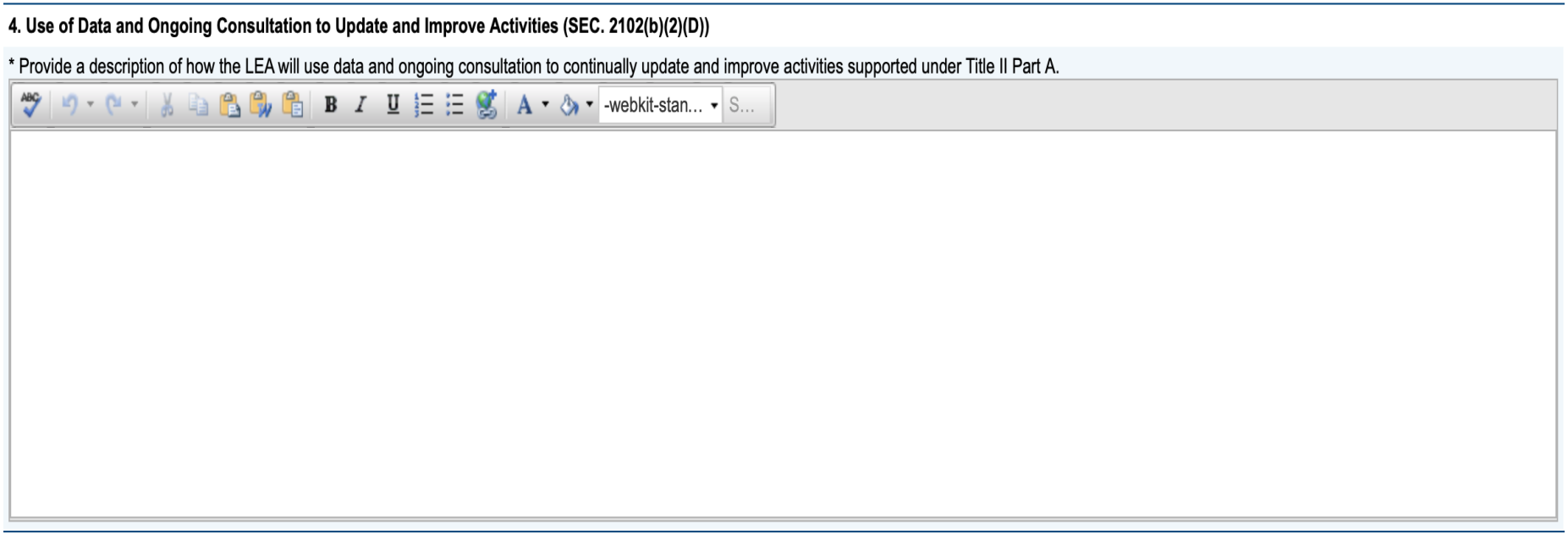
Title II A-PD & Improvement



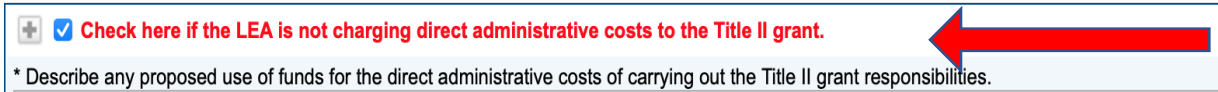
CSI & TSI Prioritization



Title II A Data and Consultation



5. Direct Administrative Costs (SEC. 4105 (c))



* Describe any proposed use of funds for the direct administrative costs of carrying out the Title II grant responsibilities.

6. Equitable Services Expenditures

Determine the amount required for Title II, Part A equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title II, Part A allocation.

* Do you have Private school(s) participating?

☐ No (also includes Charter/Lab schools as this question does not apply)

☐ Yes

A. Number of Students

A1: LEA K-12 Enrollment (number should match ESSR)	*
A2: Participating Private Schools K-12 Enrollment	*
A3: Total Enrollment = A1 + A2	0

B. Title II, Part A Allotment

B1: Total District Current Year Allotment	* $ 3,370,637.00
B2: All (Direct and Indirect) Administrative Costs (for public and private school programs)	* $
B3: Amount Remaining = B1 - B2	$ 3,370,637.00

C. Per Pupil Rate

C1: B3 divided by A3	$ 0.00

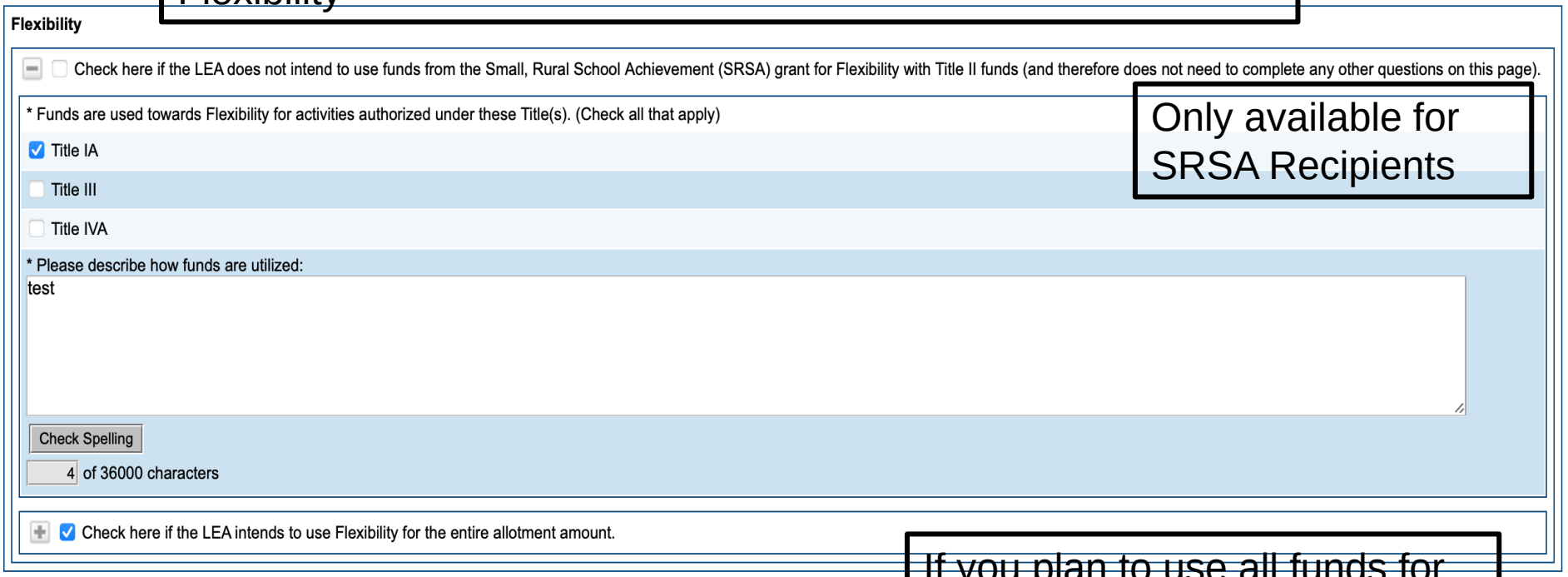
D. Equitable Services

Amount district must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	$ 0.00

Includes Charters, Lab, and districts with no consulting private schools

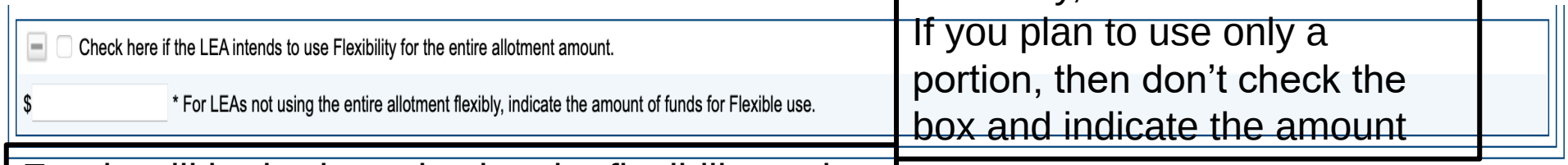
Direct and Indirect

Check Box if you do not receive SRSA or don't wish to use Flexibility



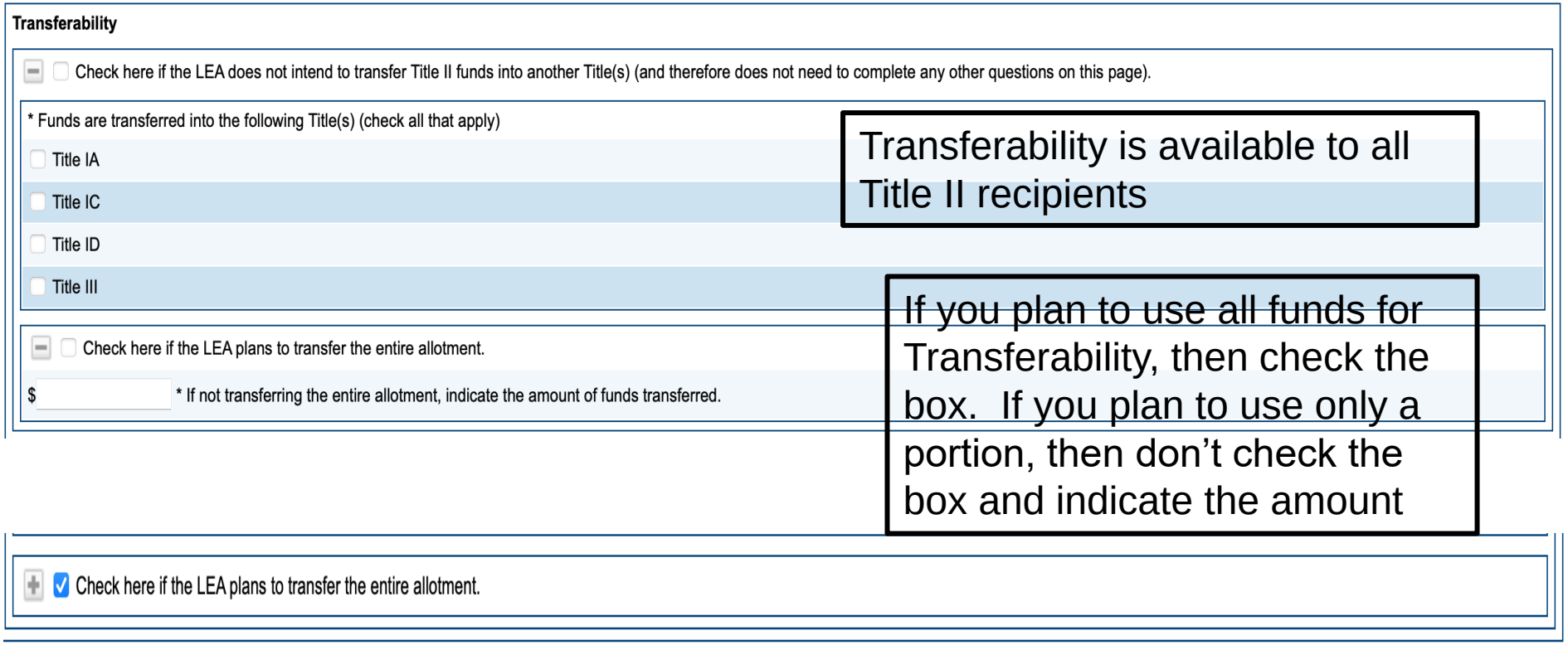
Only available for SRSA Recipients

If you plan to use all funds for Flexibility, then check the box. If you plan to use only a portion, then don't check the box and indicate the amount



Funds will be budgeted using the flexibility code (091)

Check Box if you do not wish to use Transferability



Transferability is available to all Title II recipients

If you plan to use all funds for Transferability, then check the box. If you plan to use only a portion, then don't check the box and indicate the amount

Funds transferred take on the properties of the Title they are transferred into

Title III- PRC 104

Title IA	Changes	Messages
Budget	Changes	Messages
Grant Details		
Building Eligibility		Messages
Set Asides		
School Allocations - PPA List		
Related Documents		Messages
Title II-A	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		Messages
Title III – Language Acquisition (PRC104)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		
Title III – Significant Increase (PRC111)		Messages
Budget		Messages
Grant Details		
Related Documents		
Title IVA – Student Support and Academic Enrichment (SSAE)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Set Asides		
Related Documents		
Migrant Education Program		Messages
Budget		Messages
Grant Details		
Related Documents		

1. Allowable Purposes for Title III Funds (SEC. 3115(a)(1-4))

No Changes

* Indicate below the activities the LEA will implement to improve the education of English learners and immigrant children and youth by assisting the children to learn English and meet the challenging State academic standards. Check each box that applies; check at least one item.

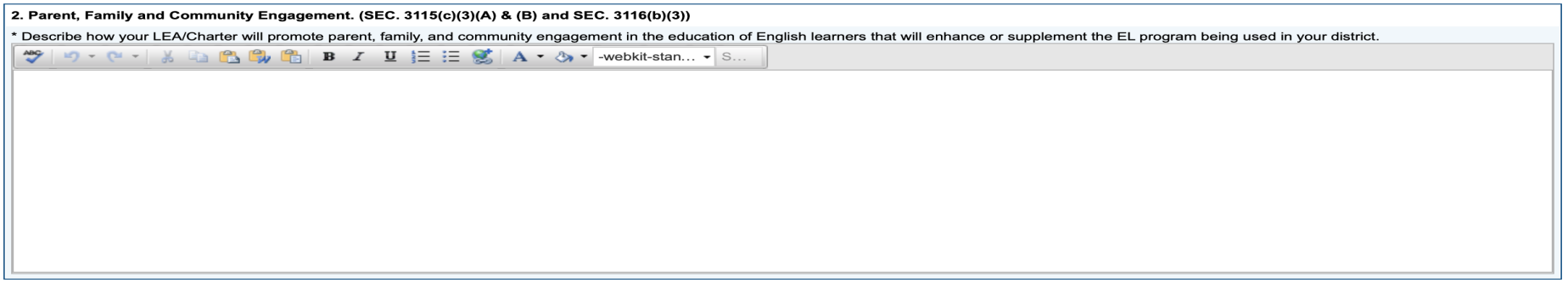
- [ ] Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- [ ] Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth.
- [ ] Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- [ ] Implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

Note: Approaches and methodologies must be effective for teaching English Learners, immigrant children and youth inmeeting challenging State academic standards.

2. Parent, Family and Community Engagement. (SEC. 3115(c)(3)(A) & (B) and SEC. 3116(b)(3))

* Describe how your LEA/Charter will promote parent, family, and community engagement in the education of English learners that will enhance or supplement the EL program being used in your district.

No Changes



Title I

1112(C) PARENTAL PARTICIPATION.—

(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

(I) be involved in the education of their children; and

(II) be active participants in assisting their children to—

(aa) attain English proficiency;

(bb) achieve at high levels within a well- rounded education; and

(cc) meet the challenging State academic standards expected of all students.

(ii) REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

Title III

3115(c)(3) Required Subgrantee Activities

(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which—

(A) shall include parent, family, and community engagement activities; and

(B) may include strategies that serve to coordinate and align related programs.

3. Equitable Share for Private Schools

Determine the amount required for Title III (PRC 104), equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title III (PRC 104), allocation.

* Do you have Private school(s) participating?

- [ ] No (also includes Charter/Lab schools as this question does not apply)
- [x] Yes

A. Number of Students

A1: Number of Identified EL Students in the District	*
A2: Number of Identified EL Students at the Participating Private School(s)	*
A3: Total Enrollment = A1 + A2	0

B. PRC 104 Allotment

B1: District Current Year Allotment	* $
B2: All (Direct and Indirect) Administrative Costs (for public and private school programs)	* $
B3: Amount Remaining = B1 - B2	$ 0.00

C. Per Pupil Rate

C1: B3 divided by A3	$ 0.00

D. Equitable Services

Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	$ 0.00

Related Documents

Required Documents		
Type	**Document Template**	**Document/Link**
Statement of Assurances [Upload 1 document(s)]	Title III (PRC104/111) Assurances	Upload New
Language Instruction Educational Plan (LIEP) [Upload at least 1 document(s)]	LIEP	Upload New
Title III PD Chart [Upload at least 1 document(s)]	Title III PD Chart	Upload New
Title III Budgeted Items Chart [Upload at least 1 document(s)]	Title III Budgeted Items Chart	Upload New

LIEP Pre-Approved

Optional Documents		
Type	**Document Template**	**Document/Link**
Job Descriptions for Title III Funded Positions (Template not provided)	N/A	Upload New

LIEP Title III Language Instruction Educational Program (LIEP) Service Plan

Title III PRC 104 Subgrantees complete the service plan chart as part of the Title III Application.

In a continued effort to strengthen Title III technical assistance this year for PRC 104, PSUs will have the LIEP reviewed and approved prior to uploading the LIEP into the consolidated application within CCIP.

LIEP instructions:

1. Read the **guidance document**

2. Review the **sample chart**

3. Complete the LIEP service plan chart using the **template**

If needed, use this **Rubric** to help you complete the LIEP.

4. Fill out the requested information and submit a .pdf or .doc file using the LIEP Submission Form.

LIEP webinar

LIEP webinar slide deck

ELD Website

Technical Assistance Office Hours - Wednesdays from 2:00-3:00pm

DUE DATE: The LIEP Service Plan Chart must be submitted on or before **May 31, 2022.** The LIEP Service Plan Chart will have to be submitted and approved prior to including it in the consolidated application within CCIP.

Title III- PRC 111

Title IA	Changes	Messages
Budget	Changes	Messages
Grant Details		
Building Eligibility		Messages
Set Asides		
School Allocations - PPA List		
Related Documents		Messages
Title II-A	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		Messages
Title III – Language Acquisition (PRC104)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		
Title III – Significant Increase (PRC111)		Messages
Budget		Messages
Grant Details		
Related Documents		
Title IVA – Student Support and Academic Enrichment (SSAE)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Set Asides		
Related Documents		
Migrant Education Program		Messages
Budget		Messages
Grant Details		
Related Documents		

"LEA" = District, Charter School or Lab School

1. Activities for LEAs Experiencing Substantial Increases in Immigrant Children and Youth (SEC. 3115 (e)(1))

No Changes

Indicate the activities the LEA will implement to provide enhanced instructional opportunities for immigrant children and youth.

- [ ] Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children
- [ ] Recruitment of, and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth
- [ ] Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- [ ] Identification, development and acquisition of curricular materials, educational software, and technologies to be used in the programs carried out with awarded funds
- [ ] Basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services
- [ ] Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in United States
- [ ] Activities coordinated with communities-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

2. Supplement, Not Supplant (SEC. 3115(g))

Explain how Title III funds will be "used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for immigrant children and youth and in no case to supplant such Federal, State, and local public funds."

3. Equitable Share for Private Schools

(Districts only) Determine the amount required for Title III (PRC 111) equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title III (PRC 111) allocation.

Do you have Private school(s) participating?

- [x] Yes
- [ ] No

Charters/Labs-Mark No

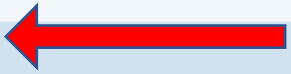
A. Number of Students	
A1: Number of Identified Immigrant Students in the District	218
A2: Number of Identified Immigrant Students at the Participating Private School(s)	1
A3: Total Enrollment = A1 + A2	219
B. PRC 111 Allotment	
B1: District Current Year Allotment	7,654.00
B2: Administrative Costs (for public and private school programs)	0.00
B3: Amount Remaining = B1 – B2	7,654.00
C. Per Pupil Rate	
C1: B3 divided by A3	34.95
D. Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	34.95

All Direct & Indirect

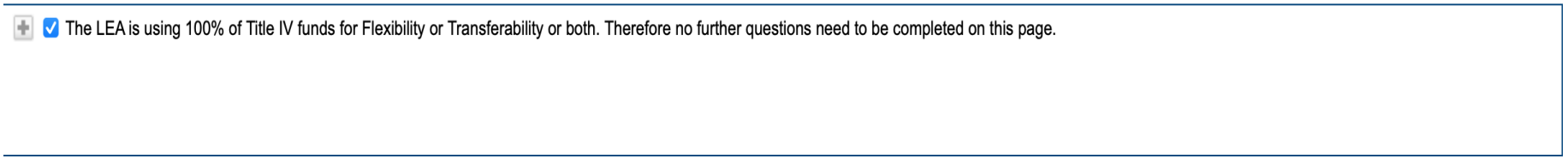
Title IV A- PRC 108

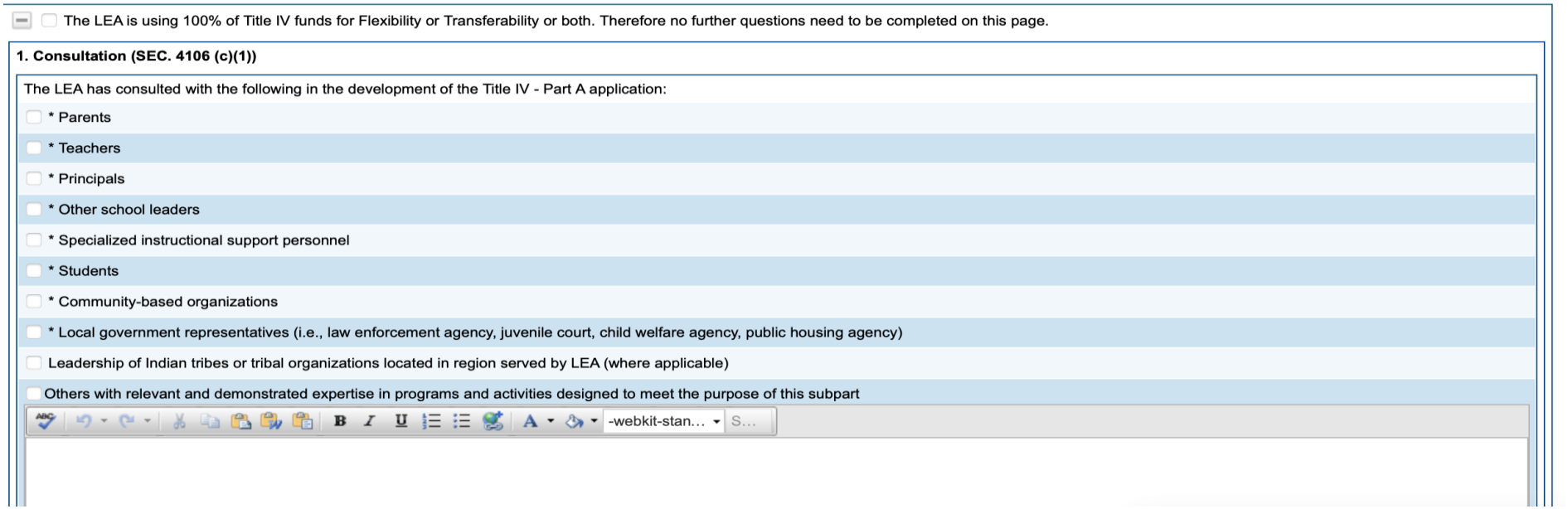
Student Support and Academic Enrichment

Title IA	Changes	Messages
Budget	Changes	Messages
Grant Details		
Building Eligibility		Messages
Set Asides		
School Allocations - PPA List		
Related Documents		Messages
Title II-A	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		Messages
Title III – Language Acquisition (PRC104)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		
Title III – Significant Increase (PRC111)		Messages
Budget		Messages
Grant Details		
Related Documents		
Title IVA – Student Support and Academic Enrichment (SSAE)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Set Asides		
Related Documents		
Migrant Education Program		Messages
Budget		Messages
Grant Details		
Related Documents		

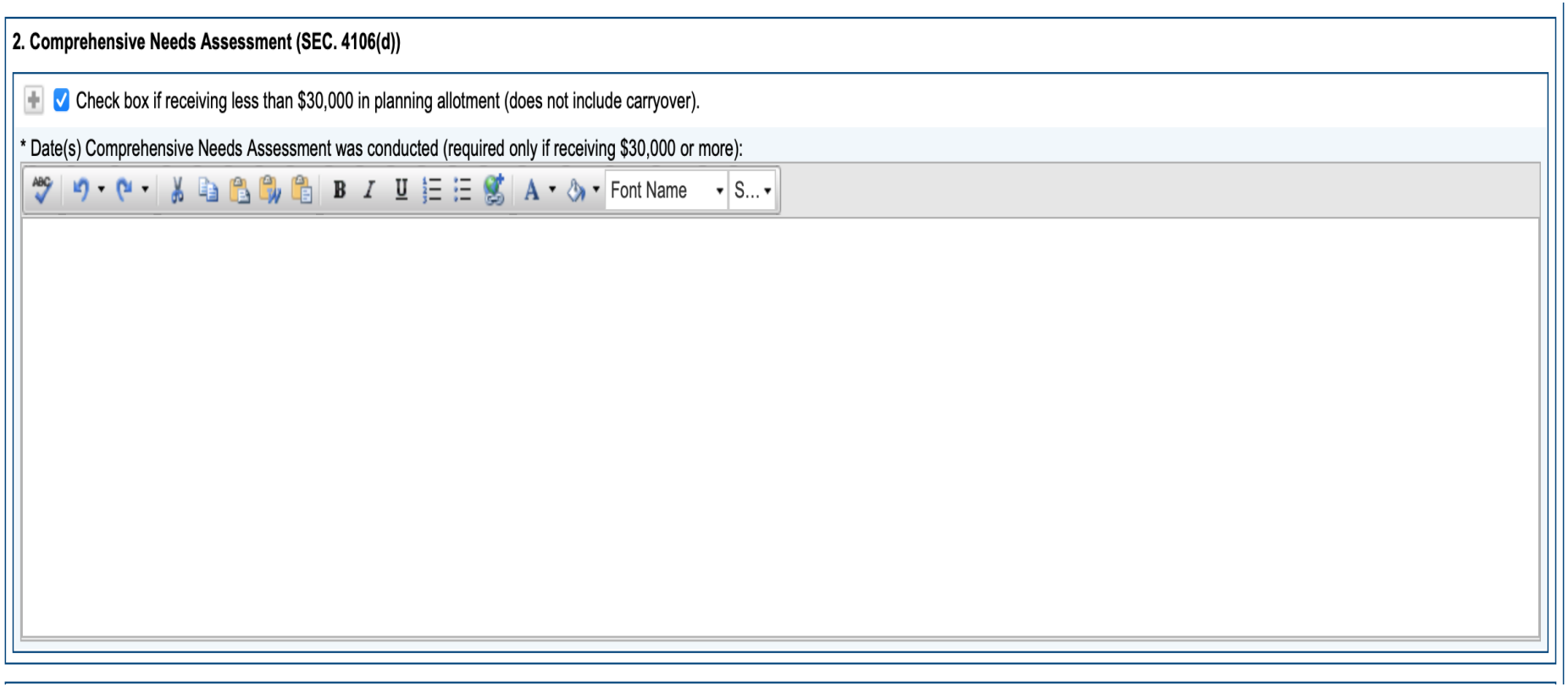


Title IV A Consultation

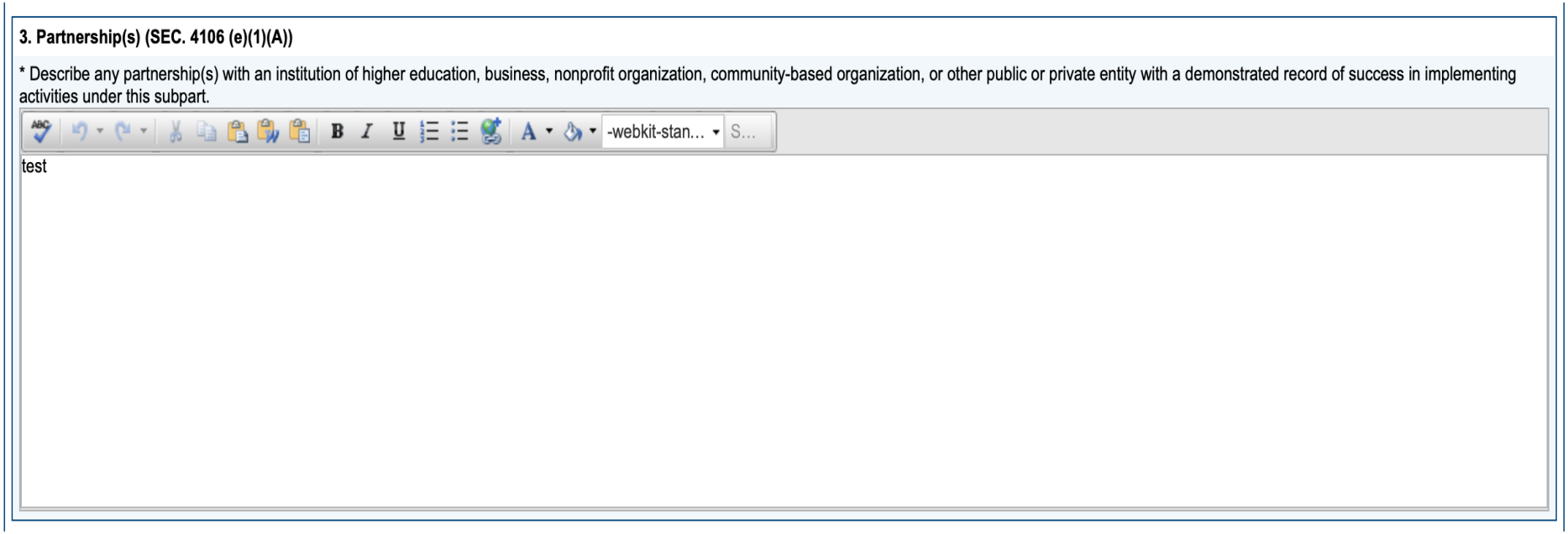




Comprehensive Needs Assessment



Title IV A Partnerships



20/20 and Portion Rule

- If the LEA receives $30,000.00 or more in their **Current Allotment,** then the 20/20 Portion Rule will apply
- At least 20% in Well-Rounded
- At least 20% in Safe and Healthy Students
- A portion in Effective Use of Technology
- No more than 15% of the portion can be used for technology infrastructure

- Less than $30,000.00 in current allotment- please disregard the 20/20 Portion Rule

Well-Rounded Education

4. Well-Rounded Education (SEC. 4106 (e)(1)(B-D))

☑ **LEA receives less than $30,000 and does not choose to place funds in this section**

* A. If applicable, describe how funds will be used for activities related to supporting well-rounded education under Section 4107. (SEC. 4106 (e)(1)(B)) (to include any positions funded using Title IV funds for this activity)

Font Name S...

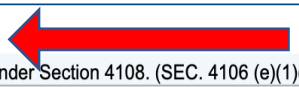
* B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes. (SEC. 4106 (e)(1)(E))

Font Name S...

Safe & Healthy Students

5. Safe and Healthy students (SEC. 4106 (e)(1)(B-D))

☑ **LEA receives less than $30,000 and does not choose to place funds in this section**



* A. If applicable, describe how funds will be used for activities related to supporting safe and healthy students under Section 4108. (SEC. 4106 (e)(1)(C)) (to include any positions funded using Title IV funds for this activity)

Font Name S...

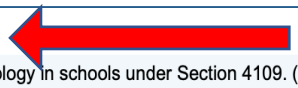
* B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes. (SEC. 4106 (e)(1)(E))

Font Name S...

Effective Use of Technology

6. Effective Use of Technology in schools (SEC. 4109 (e)(1)(B-D))

☑ **LEA receives less than $30,000 and does not choose to place funds in this section**



* A. If applicable, describe how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109. (SEC. 4106 (e)(1)(D)) (to include any positions funded using Title IV funds for this activity)

test

* B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106. (SEC. 4106 (e)(1)(E))

test

Title IV A Equitable Shares for NPS'

7. Equitable Share for Private Schools

Determine the amount required for Title IV, Part A equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title IV, Part A allocation.

* Do you have Private school(s) participating?

☐ No (also includes charter/lab schools as this question does not apply)

☐ Yes

A. Number of Students

A1: District K-12 Enrollment (number should match ESSR)	*
A2: Participating Private Schools K-12 Enrollment	*
A3: Total Enrollment = A1 + A2	0

B. Title IV, Part A Allocation

B1: Total District Current Year Allotment	* $ 8,018.50
B2: All (Direct and Indirect) Administrative Costs (for public and private school programs)	* $
B3: Amount Remaining = B1 - B2	$ 8,018.50

C. Per Pupil Rate

C1: B3 divided by A3	$ 0.00

D. Equitable Services

Amount district must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	$ 0.00

Title IV A & Flexibility

Flexibility

Check here if the LEA does not intend to use funds from the Small, Rural School Achievement (SRSA) grant for Flexibility with Title IV funds (and therefore does not need to complete any other questions on this page).

* Funds are used towards Flexibility for activities authorized under these Title(s). (Check all that apply)

- Title IA
- Title II
- Title III

* Please describe how funds are utilized:

See Notes from Title II

Check Spelling

0 of 36000 characters

Check here if the LEA intends to use Flexibility for the entire allotment amount.

$ * For LEAs not using the entire allotment flexibly, indicate the amount of funds for Flexible use.

Title IV A & Transferability

Transferability

- [ ] Check here if the LEA does not intend to transfer Title IV funds into another Title(s) (and therefore does not need to complete any other questions on this page).

* Funds are transferred into the following Title(s) (check all that apply)

- [ ] Title IA
- [ ] Title IC
- [ ] Title ID
- [ ] Title III

See Notes from Title II

- [ ] Check here if the LEA plans to transfer the entire allotment.

$ 2,000.00 * If not transferring the entire allotment, indicate the amount of funds transferred.

Set Asides Page

Title IV - Part A	
8,018.50	A. Total Title IV - Part A Planning Allotment
$	B. Carryover from Previous Year - must be allocated to same Activities section as in prior year's approved plan
$	C. Total Title IV Allotment

Set Asides	
$	D. Activities to Support Well-Rounded Educational Opportunities (SEC. 4106 (e)(2)(C)) (20% min for allotment = $30K)
$	E. Activities to Support Safe and Healthy Students (SEC. 4106 (e)(2)(D)) (20% min for allotment = $30K)
$	F. Activities to Support the Effective Use of Technology (SEC. 4106 (e)(2)(E)) (a portion of the allotment)
$	G. Of total reserved in F., above, the amount used to purchase technology infrastructure (15% maximum) (SEC. 4109 (b))
$	H. Administrative (2% maximum for direct administration from current allotment) (SEC. 4105 (c))
$	I. Indirect Costs

Indirect Cost amount must match amount in BAAS budget.

Title IV A Statement of Assurances

Required Documents		
Type	**Document Template**	**Document/Link**
Statement of Assurances [Upload 1 document(s)]	Title IVA Statement of Assurances	Upload New

RLIS- PRC 109

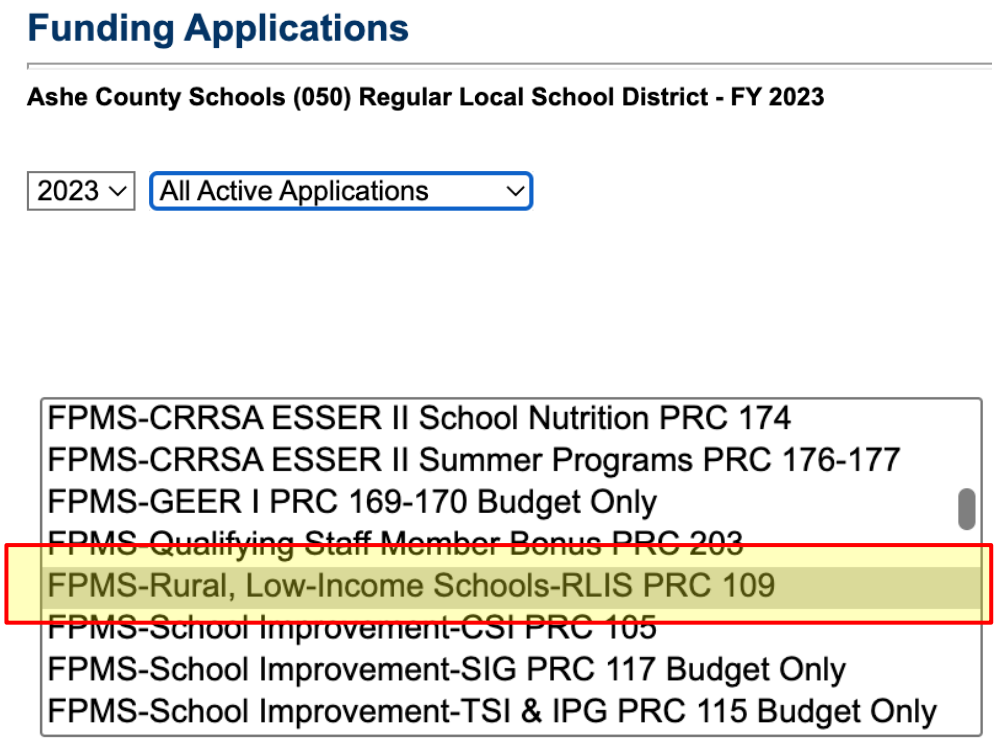
Where to find the Application?

Opens: EST. Early July 2022
Must be Approved by Nov 2022

In Prior Fiscal Years, the RLIS PRC109 Funding Application was a PART of the Consolidated Funding Application

NEW THIS YEAR:

- If your PSU receives a PRC109 Allotment the Funding Application will show in your FY2023 Funding Applications page as a separate application



No Changes

Pro tip!
Remember to look back at Grant Details 'Activities' list for each listed PRC that your PSU has previously checked

$ Amount of RLIS Carryover

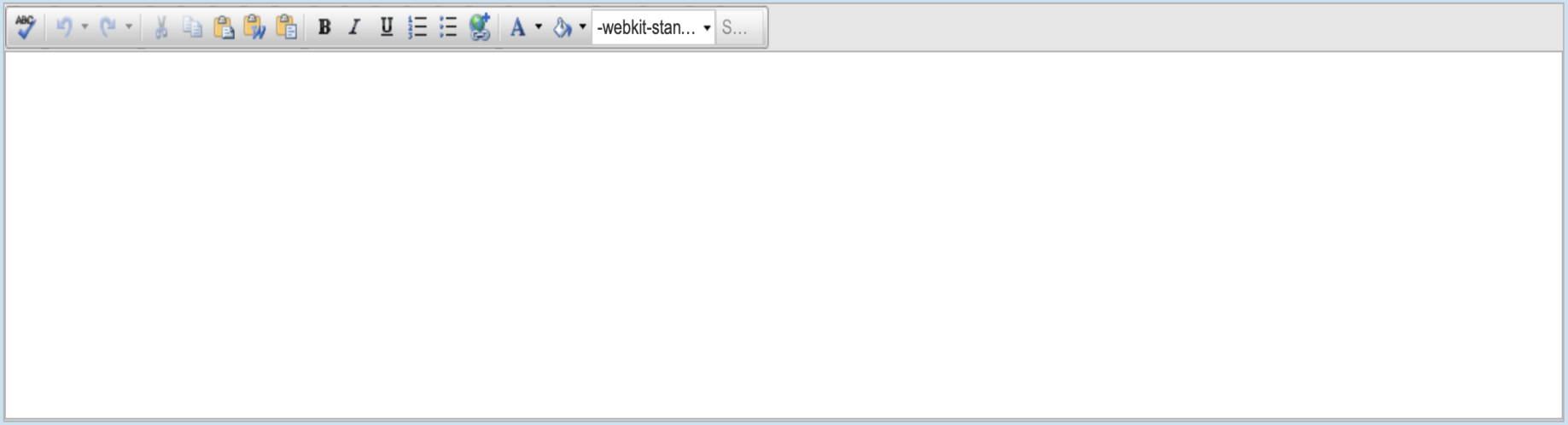
1. RLIS funds used to support activities approved under the following Titles (check all that apply):

- Title IA — Improving Basic Programs
- Title IIA — Supporting Effective Instruction
- Title III — Language Instruction/Support for ELS
- Title IVA — Student Support/Academic Enrichment
- Title IVB

2. The LEA's plan has been developed with timely and meaningful consultation with:

- [ ] Teachers
- [ ] Principals
- [ ] Other School Leaders
- [ ] Paraprofessionals
- [ ] Parents
- [ ] Other - indicate below

No Changes



3. Describe the expected program outcomes; specifically, how these funds will be utilized to help students meet the State Academic Standards.

No Changes

No Changes – Date Change Only

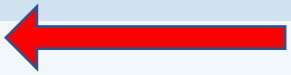
4. Use the NC LEA Report Card, or most current data, to complete the table below:

2019-2020 is not included due to data not being available.

Data Required	Subject Area	2018-2019	2020-2021 Unofficial	Increase/Decrease
Percentage of Student Proficient (Level 3, 4 or 5)	Reading	%	%	.00 %
	Math	%	%	.00 %
	Science	%	%	.00 %
Percentage of Student Proficient (Level 3, 4 or 5)	English II	%	%	.00 %
	Math I	%	%	.00 %
	Biology	%	%	.00 %

Migrant Education Program (MEP) PRC 051

Title IA	Changes	Messages
Budget	Changes	Messages
Grant Details		
Building Eligibility		Messages
Set Asides		
School Allocations - PPA List		
Related Documents		Messages
Title II-A	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		Messages
Title III – Language Acquisition (PRC104)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Related Documents		
Title III – Significant Increase (PRC111)		Messages
Budget		Messages
Grant Details		
Related Documents		
Title IVA – Student Support and Academic Enrichment (SSAE)	Changes	Messages
Budget	Changes	Messages
Grant Details		
Set Asides		
Related Documents		
Migrant Education Program		Messages
Budget		Messages
Grant Details		
Related Documents		



NCCCIP Home
Administer
Search
Inbox
Planning
Funding
Project Summary
LEA Document Library
Address Book
Budget Inquiry Reports
NCDPI Resources
Help for Current Page
Contact NCDPI
NCCCIP Sign Out

ChiefAdmin, Train1_010

Training
Session Timeout
00:59:26

Grant Details

This is the TRAINING site. Please be sure to complete your work on the PRODUCTION site.

Save And Go To

"LEA" = District, Charter School or Lab School

Type of Program

- [ ] * Regular School Year (September 1 - June 15)
- [ ] * Summer/Intersession (June 16 - August 31)

Grade Grouping Served (SEC. 1304 (b)(1), SEC. 1304(c)(4), SEC. 1306(a))

- [ ] * Pre-K
- [ ] * Elementary
- [ ] * Middle
- [ ] * High
- [ ] * Out-of-School Youth (OSY)

Priority for Service (PFS) Students (SEC. 1304(d))

- [ ] * In providing services with funds received from the State for the MEP, each subgrantee shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

Continuation of Services (COS) Students (SEC. 1304(e))

- [ ] The subgrantee currently provides services or plans to provide services to former migratory students who meet the definition of COS outlined in SEC. 1304(e).

What is staying the same in MEP Grant Details Section?

No changes to:

- Section I - Identification and Recruitment
- Section III - Interstate/Intrastate Coordination
- Section IV - Student and Records Transfer
- Section V - Professional Development
- Section VI - Parent and Family Engagement
- Section VII - Needs Assessment and Evaluation

What is changing in MEP Grant Details Section?

Significant changes to Section II – Supplementary Services

The Supplementary Services Section will align directly with NC MEP's updated Service Delivery Plan that will guide MEP sub-grantee service delivery over the next three program years.

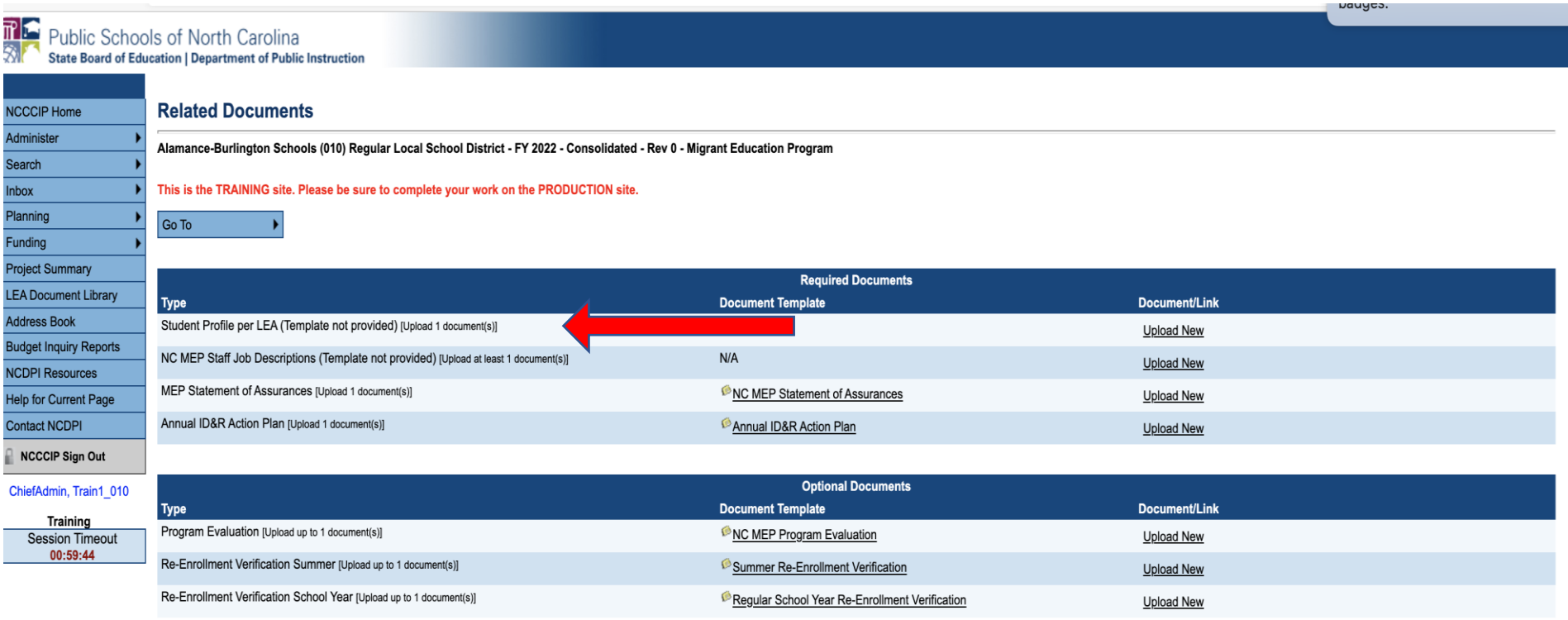
The Supplementary Services Section includes established objectives and corresponding required and optional implementation strategies for each of the following focus areas:

- A: ELA and Mathematics
- B: School Readiness
- C: Graduation and OSY Achievement
- D: Support Services

What is changing in MEP Grant Details?

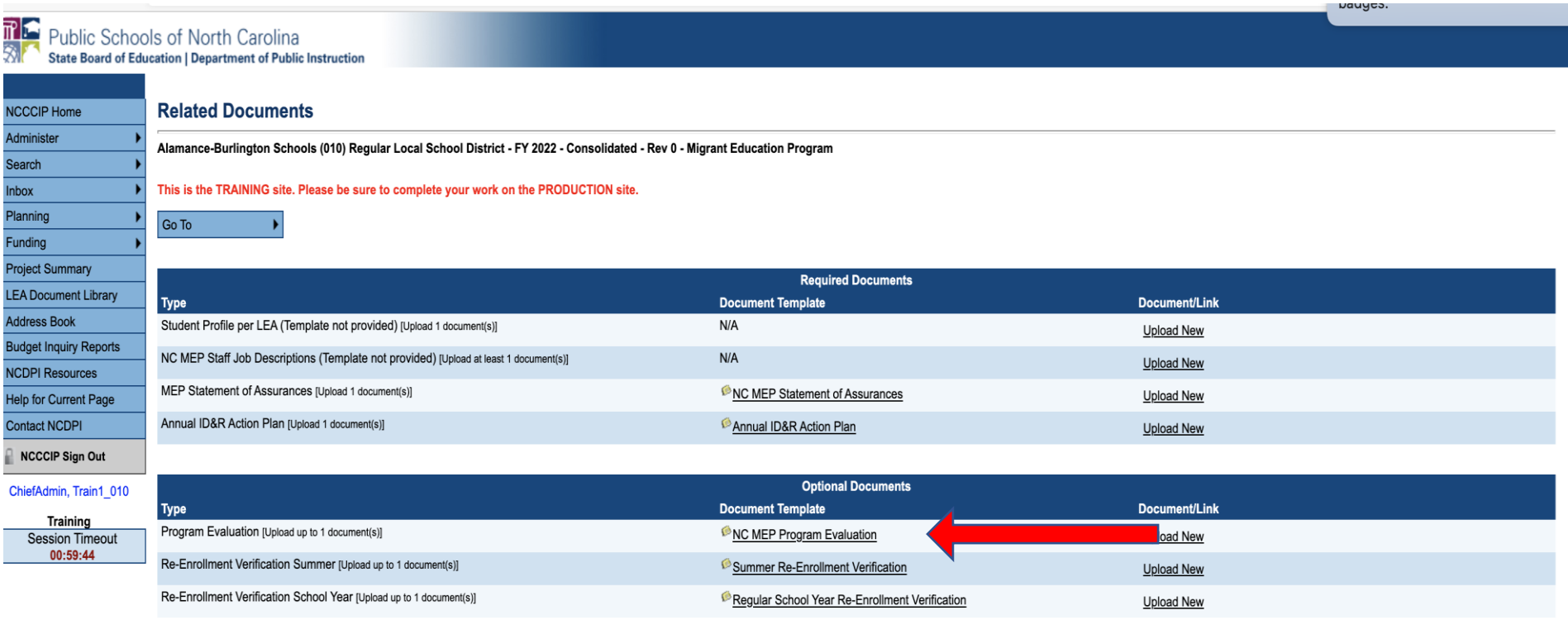
The Supportive Services Section from previous years' MEP Grant Details section is now embedded into Section II Supplementary Services.

What is changing in MEP Required Document?



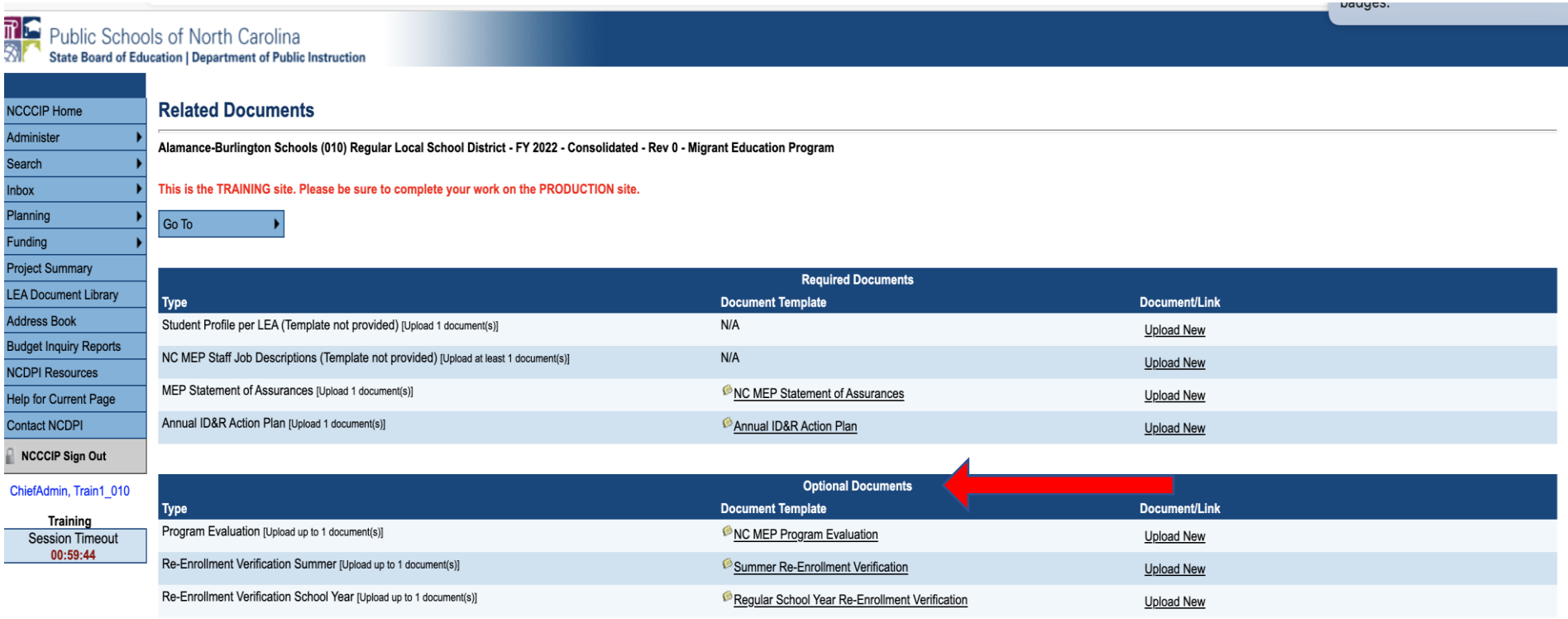
The Student Profile will no longer be a required document!

What is changing in MEP Required Document?



A new Program Evaluation Template will replace previous years' template.

Important Note About MEP Related Documents



Optional Documents are not optional but are not due when the Consolidated Application closes on August 31, 2022.

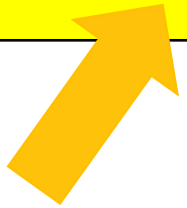
The Optional Documents should be completed after September 1, 2022 and uploaded by September 30, 2022

For questions regarding the Budget, Grant Details, and Required Documents Sections of the MEP section of the Consolidated Application, please reach out to Hunter Ogletree at Hunter.Ogletree@dpi.nc.gov

Title I, Neglected or Delinquent (N or D)

How do we support our Neglected and Delinquent students?

Title I-A	Title I-D, Subpart 1	Title I-D, Subpart 2
(PSU)	State Agencies (DPS, DJJ)	(PSU)

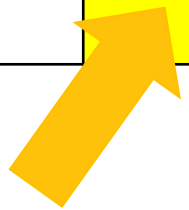


Reserve = Mandatory Set Aside #11

PSUs shall reserve such funds as are necessary to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected and delinquent children (ESSA sections 1113[c][3][A][ii] and [B][i-ii])

How do we support our Neglected and Delinquent students?

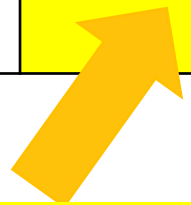
Title I-A	Title I-D, Subpart 1 State Agencies	Title I-D, Subpart 2
(PSU)	(DPS, DJJ)	(PSU)



PRC 047: Awarded directly to STATE Agencies; Department of Public Service, Department of Juvenile Justice

How do we support our Neglected and Delinquent students?

Title I-A	Title I-D, Subpart 1 State Agencies	Title I-D, Subpart 2
(PSU)	(DPS, DJJ)	(PSU)



PRC ___: Awarded to PSUs to support programs that involve collaboration with LOCALLY operated correctional facilities.

- Shell to open July 1st.
- Once your allotment populates, you will receive an email notification.

New Application Requirements

NEGLECTED & DELINQUENT INSTITUTIONS

Provide the following information for each institution for neglected and/or delinquent youth operating in the PSU with Title I funds.

Institution Name:	
Institution Address:	
Institution Phone:	
Institution Official:	
Email:	
Type of Institution (should reflect original charter):	❑ Neglected ❑ Delinquent
Regular Educational services provided by:	❑ PSU ❑ Institution-based *PSU must attach a copy of the formal agreement if regular educational services are provided by the institution.
Percent of students that will reside ***outside*** the boundaries served by the PSU upon leaving the facility:	❑ More than 30% (skip to Narrative section) ❑ 30% or less *If 30% or less, the PSU must use a portion of funds to operate a program of support for children and youth returning from a Neglected or Delinquent Institution to a school served by the PSU.
Describe the PSU's program of support for children and youth returning from a Neglected or Delinquent Institution to a school served by the PSU.	

New Application Requirements

Participant Identification

Describe the population served and specifically how student needs are assessed at intake. Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

Instructional Program

Describe the instructional program/project to be implemented. Include strategies, pupil services support, and procedures that will be used to meet the identified needs of the participants. Include a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105-220 and career and technical education programs serving at-risk children and youth.

Types of Materials and Equipment Used

Describe the instructional materials and equipment to be used in the program/project.

Transition Activities

Describe the strategies that will be implemented to assist children and youth in making successful transitions from the institution.

New Application Requirements

AT-RISK PROGRAM (optional)

We are choosing to spend funds on at-risk students.

The term "at-risk" means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism at school.

- ❑ *Yes (If yes, proceed to the At-Risk Program Narrative section)*
- ❑ *No*

New Application Requirements

At-Risk Program Narrative

Describe the at-risk program you will run, any community partnerships you may incorporate, and how you will select students for participation.

Examples of Community Partnerships:

• Coordination with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, childcare, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

• Partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

• Collaboration with parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

• Coordination with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

• Arrangement of alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public-school program

School Improvement
CSI / TSI / IPG

Comprehensive Support and Improvement (CSI)

- CSI-LP (Low Performing Schools)

– Technical support and additional funding should be focused on supporting efforts towards academic improvement and increased achievement

- Schools are the lowest performing five percent of all schools receiving Title I, Part A funds (served) in the state.

- CSI-LG (Low Graduation Rate)

– Technical support and additional funding should be focused on supporting efforts towards an increased graduation rate

- NC identifies high schools with a four-year cohort graduation rate less than 66.7% as needing comprehensive support and improvement regardless of Title I status.

Current CSI Formula Grants

- Annual allotment-PRC 105 (must be identified as a CSI School)
- $75,000 Base allocation
- Additional allocation based on a PPA (per pupil amount) using the prior year's best 1 of 2 average daily membership (ADM)
  - CSI-LP – total ADM of the school
  - CSI-LG – total ADM in grades 9-12

CSI
Special Provision
(2022-23 will be an exit year)

- Each grant is awarded for a period of time beginning July 1st and ending September 30th of the following year. The Tydings amendment extends the grant period to 27 months by allowing unexpended funds as of September 30th to carry over an additional 12 months. Funds are potentially available to PSUs for 27 months provided there are schools identified as CSI schools and a budget is submitted each year.

  - **If one or more schools exit CSI status, the PSU may reallocate unexpended carryover funds, based on need, to any other schools in the PSU that remain in CSI status.**

  - **If all schools in the PSU exit CSI status, unexpended fund balances as of September 30th will revert to the State for reallocation to PSUs in accordance with Section 1003 and Section 1126 of the Elementary and Secondary Education Act.**

Link (pgs. 17-18): ESEA Title I, Part A – School Improvement (Formula) – 1003(A) Funds (PRC 105)

Targeted Support and Improvement (TSI)

- Targeted Support and Improvement (TSI) schools as defined in the North Carolina Every Student Succeeds Act (ESSA) State Plan.

- Two categories of TSI schools.

  - TSI – Consistently Underperforming Subgroups (TSI-CU)

  - TSI – Additional Targeted Support (TSI-AT)

TSI – Consistently Underperforming Subgroups (TSI-CU)

- North Carolina defines subgroups as "consistently underperforming" if the subgroup receives a grade of "F" on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and the previous two (2) years.

- Schools with one or more subgroups meeting this definition will be identified on an annual basis

- Schools will annually exit this identification if the identified subgroup(s) receives a grade of "D" or above for the most recent and the previous year.

TSI – Additional Targeted Support (TSI-AT)

Schools meeting TSI-Additional Targeted Support (TSI-AT) criteria will be identified every three (3) years beginning in the 2018-19 school year using the following criteria:

> A school that has any subgroup where the score on the NC statewide system of annual differentiation (School Performance Grades) is at or below the highest identified CSI school's All Students group total score in the identification year…AND
>
> Beginning in the 2021-22 school year, the identification criteria will be applied to schools identified as having consistently underperforming subgroups (TSI-CU)

Exit criteria for these schools will be applied annually after the third year of identification.

Title I schools unable to exit TSI-AT by the end of the sixth year (1st identified schools = 2024–25) will be identified as CSI-Additional Targeted Support Not Exiting Such Status (CSI-AT).

CSI / TSI

- NCStar for School Improvement Planning
- CSI & TSI schools share an annual parent letter informing the parent of the goals/strategies to include how parents can assist their child at home.
- The status will be included on the School Report Card.
- Fall and Spring CSI Support Visits from FPMS

Innovative Partnership Grant (IPG)

Innovative Partnership Grant (IPG) is authorized under the State's federally approved plan for The Every Student Succeeds Act (ESSA).

This grant is provided to schools identified CSI schools in need of additional fiscal resources, technical support, and regular school visits to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

Note: If a school exits CSI status and has been awarded the IPG, the IPG funding will continue to be provided throughout the duration of the grant as long as all requirements are met.

IPG

- NCStar for School Improvement Planning
- Fall and Spring IPG Support Visits
- Fall and Spring Convenings
- Schools will be provided renewable allotments up to $500,000 per year for 3 years.

Moving Forward

- New list for CSI/TSI identified schools will be announced during the 2022-23 school year (Oct. at the earliest)
- CSI/TSI notification letters are not required to be sent out until after the new list is approved and shared (letters will be required to be sent out for any identified CSI/TSI school in the 2022-23 school year)
- CSI carryover funds must be spent by September 30, 2022 or risk reallocation/reversion. The carryover budget must be approved by FPMS. Funds must be used for the purpose of exiting CSI status.
- After the CSI identified schools are approved for funding, the CSI application will be placed in the CCIP platform (this will be a separate shell in CCIP). FPMS will provide training and additional information/requirements for schools/stakeholders applying and receiving CSI funding.
- FPMS is currently working on an IPG Cohort III – this will be a competitive grant for the 2022-23 CSI identified schools. More information will be available during the 2022-23 school year.

School Improvement Contacts:

Tenisea Madry, M.Ed

North Central, Sandhills, Northeast, Southeast Regions

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LUNCH

Elementary and Secondary School Emergency Relief ESSER

As We Get Started...

If You Have Any Questions, Let Us Answer Them! Please Access the QR Codes below to submit questions and receive your answers. The ESSER Team will answer these ASAP! Please Reference these as we proceed.

Questions

Responses

Let's Jump into ESSER!

Today's Agenda...

- ESSER PRC's
- New PRC's (188, 189, 198)
- Carryover Budgets
- Budget Only PRC's
- Continuation Applications
- Allowable Uses

ESSER PRCs

PRC	Name of grant	Purposes	Location of narrative describing the planned activities	How to revise the grant details in FY23
163 ESSER I	K-12 Emergency Relief Fund	Very broad set of allowable uses; to assist eligible public school units during the novel coronavirus pandemic	Uploaded document in CCIP FY20 Consolidated Related Documents section	Talbot.Troy@dpi.nc.gov This PRC ends on September 30, 2022
164 ESSER I	K-12 Emergency Relief Fund (Supplementary for charter schools)	Very broad set of allowable uses; to assist eligible public school units during the novel coronavirus pandemic	Uploaded document in CCIP FY20 or FY21 Consolidated Related Documents section	Freda.Lee@dpi.nc.gov This PRC ends on September 30, 2022
165 ESSER I	Digital Curricula	For subscriptions to high quality, NC standards aligned digital curriculum packages	Text was entered in Google platform and reviewed by Digital Teaching and Learning.	Jill.Darrough@dpi.nc.gov This PRC ends on September 30, 2022
166 ESSER I	Learning Management System	For the purchase of Canvas software licenses	Text was entered in Google platform and reviewed by Digital Teaching and Learning.	Jill.Darrough@dpi.nc.gov This PRC ends on September 30, 2022
168 ESSER I	Innovative Childcare and Remote Extended Support (ICARES)	Partnerships with community organizations to provide supervised care for Pre-K-8 students without at-home supervision available on remote learning days	CCIP FY21 Shell, Grant Details	Melissa.Eddy@dpi.nc.gov This PRC ends on September 30, 2022
169 GEER	Specialized Instructional Support Personnel	Employing or contracting with specialized instructional support personnel to provide physical and mental health support services for students in response to COVID-19	CCIP FY21 Shell, Grant Details	Talbot.Troy@dpi.nc.gov This PRC ends on September 30, 2022
170 GEER	Supplemental Instructional Services	To provide funding for supplemental instructional services for supporting the academic needs of at-risk students, students in poverty and students with disabilities through additional in-school instructional support	CCIP FY21 Shell, Grant Details	Talbot.Troy@dpi.nc.gov This PRC ends on September 30, 2022

171 ESSER II	K-12 Emergency Relief Fund	Very broad set of allowable uses; to assist eligible public school units during the novel coronavirus pandemic	CCIP shell is annually updated to accommodate a continuation application.	Contact DPI program administrator identified in CCIP prior to making changes directly in the application / grant details.
172 ESSER II	K-12 Emergency Relief Fund (Supplementary for charter schools)	Very broad set of allowable uses; to assist eligible public school units during the novel coronavirus pandemic	CCIP shell is annually updated to accommodate a continuation application.	Contact Robin.Roberson@dpi.nc.gov prior to making changes directly in the application / grant details.
173 ESSER II	Supplemental Contracted Instructional Support Funding	For contracted services for school health support personnel to provide additional physical and mental health support services for students in response to COVID-19	CCIP FY22 Shell, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log
174 ESSER II	School Nutrition COVID Support	Non-recurring recruitment and retention bonuses for nutrition personnel	CCIP FY22 Shell, Grant Details	Contact Erin.Lewis@dpi.nc.gov prior to making changes directly in the History Log.
176 ESSER II	Learning Loss Funding	In-person K-12 Summer Bridge Programs to address learning loss and provide enrichment activities in the summer	CCIP FY22 Summer Programs Shell, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes directly in the History Log.
177 ESSER II	Summer Career Accelerator	Summer Career Accelerator programs for students in grades 6-12 to address COVID_19-related learning loss	CCIP FY22 Summer Programs Shell, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes directly in the History Log.
178 ESSER II	Competency-Based Assessment	Licenses for the State approved competency based assessment tool, IReady or an alternative per approval of DPI Office of Learning Recovery	Uploaded document in CCIP FY21 Consolidated Related Documents section	Contact Robin.Roberson@dpi.nc.gov. (Changes are not made in the uploaded document.)

181 ESSER III	K-12 Emergency Relief Fund	Very broad set of allowable uses; to assist eligible public school units during the novel coronavirus pandemic; must include 20% to address learning loss	CCIP shell is annually updated to accommodate a continuation application.	Contact DPI program administrator identified in CCIP prior to making changes directly in the application / grant details.
182 ESSER III	K-12 Emergency Relief Fund (Supplementary for charter schools)	Very broad set of allowable uses; to assist eligible public school units during the novel coronavirus pandemic; must include 20% to address learning loss	CCIP shell is annually updated to accommodate a continuation application.	Contact DPI program administrator identified in CCIP prior to making changes directly in the application / grant details.
188 ESSER III	Summer Career Accelerator	To support public school units in addressing COVID-19 related needs during the summer, including through in-person instruction to address learning loss and provide enrichment activities for students in grades 6-12.	CCIP FY23 Shell, Grant Details	TBD
189 ESSER III	Math Enrichment Programs	To address COVID-19 related needs during the instructional year, including through after-school and before-school programs that incorporate supplemental in-person instruction to address learning loss in math in grades 4-8	CCIP FY23 Shell, Grant Details	TBD
191 ESSER III	Identification and Location of Missing Students	To contract with either (i) one or more third-party entities to provide technology to facilitate identification and location of missing students or (ii) outside personnel to assist the unit in locating missing students	CCIP FY22 Shell for Combined State Reserve PRCs Part II, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
192 ESSER III	Cyberbullying & Suicide Prevention	To contract with a third-party entity for technology to facilitate mitigation of cyberbullying, monitoring of student internet activity, monitoring classroom educational devices, and assisting with suicide prevention services	CCIP FY22 Shell for Combined State Reserve PRCs, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
193 ESSER III	Gaggle Grants	For the purchase of Gaggle monitoring subscription licenses and minimum contract costs	CCIP FY22 Shell for Combined State Reserve PRCs, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.

195 ESSER III	District & Regional Support School Improvement / Leadership	To support low performing schools in implementing flexible improvement and intervention options to address the negative impacts of the COVID-19 pandemic.	CCIP FY22 Shell, Grant Details	Contact Allie.Evans@dpi.nc.gov prior to making changes in the History Log.
197 ESSER III	Middle School Reading (for selected schools)	Additional support to middle school students who have been identified as reading below grade level	CCIP FY22 Shell for Combined State Reserve PRCs Part II, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
198 ESSER III	National Board for Professional Teaching Standards (NBPTS) Certification Fee Reimbursement Program	To reimburse teachers at qualifying public schools for the cost of the participation fee for National Board for Professional Teaching Standards (NBPTS) certification.	CCIP FY23 Shell, Grant Details (Competitive)	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
202 ESSER III	COVID-19 Student Enrollment Increase	To account for additional students enrolled in local school administrative units and charter schools during the 2020-2021 school year as a result of the COVID-19 pandemic	CCIP FY22 Shell for Combined State Reserve PRCs, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
203 ESSER III	Teacher Bonuses	One-time, lump sum bonuses of $1,000 to qualifying teachers	CCIP FY22 Shell, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.
205 ESSER III	Driver Training	To support driver education programs and aid in reducing a backlog of student applicants due to the COVID-19 pandemic	CCIP FY22 Shell for Combined State Reserve PRCs Part II, Grant Details	Contact DPI program administrator identified in CCIP prior to making changes in the History Log.

ESSER I Closing Reminders

- ESSER I funds must be spent or encumbered by September 30, 2022.
- To avoid a carryover budget, expend ALL funds by June 30, 2022.

Note: Salaries and personnel contracts cannot be encumbered for payment beyond September 30, 2022.

- If an ESSER funded position is continuing beyond the end of the grant, they may be moved to ESSER II or ESSER III with approval.

New PRCs

PRCs 188/189

- Two new PRCs open July 1, close July 31
  - **PRC 188 Summer Career Accelerator Programs:** Addresses COVID-19 related needs during summer through in-person instruction to address learning loss and provide enrichment activities for students in grades 6-12. Extension: In-school and After-school tutors and summer school.
  - **PRC 189 Math Enrichment Programs:** Addresses COVID-19 related needs during the instructional year, including through after-school and before school programs that incorporate supplemental in-person instruction to address learning loss in math in grades 4-8. Similar to CTE 176 grant (Summer Bridge Academies).
- Funds must be released by DPI by August 15th.
- Funds available through Sept 30, 2024.
- Shell coming soon

PRC 198

National Board Certification Fees

FY23 Competitive Grant

DUE DATE - May 31, 2022

Contact:

Toya Kimbrough

Toya.Kimbrough@dpi.nc.gov

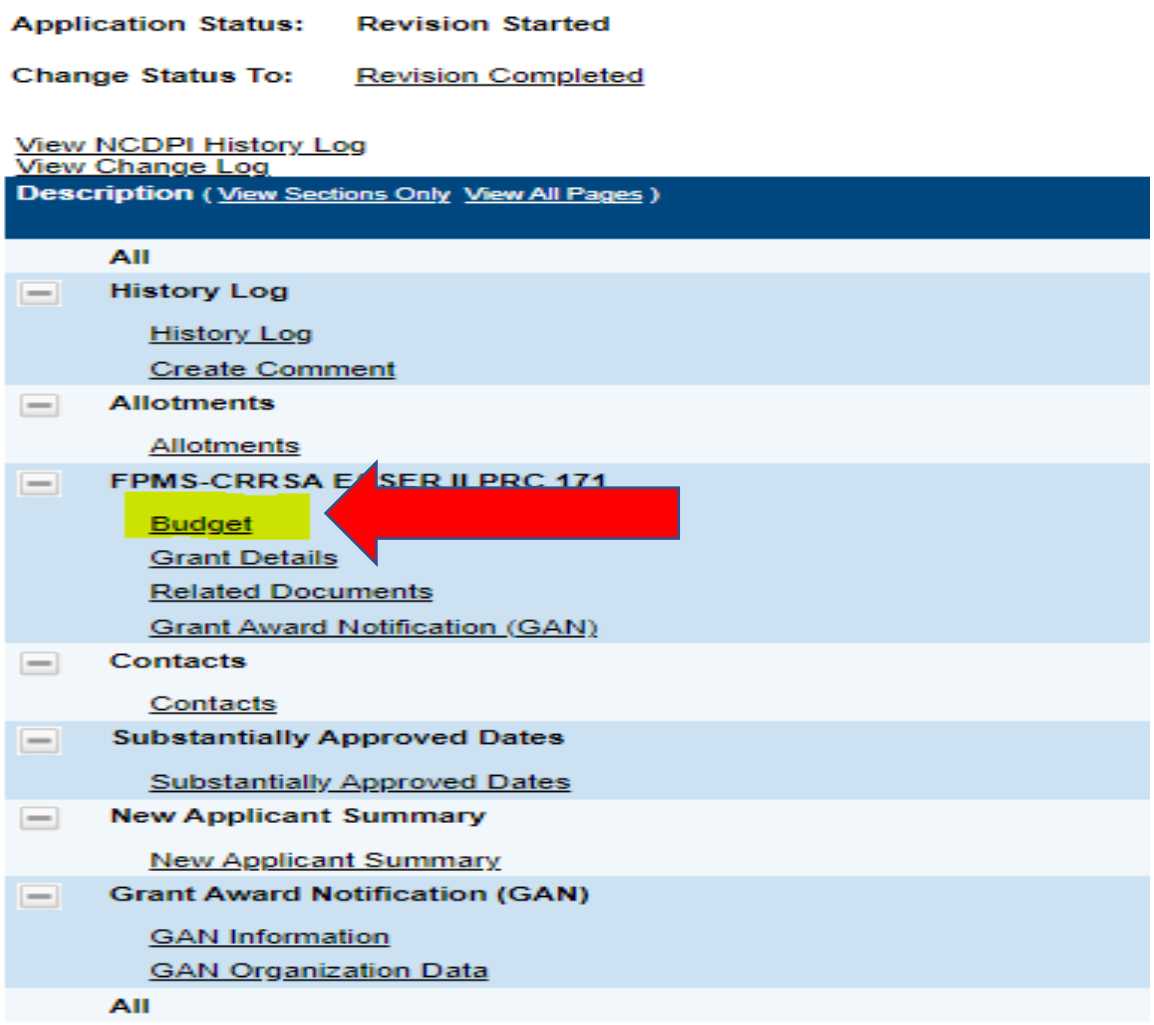
Carryover Budgets

Completing Carryover Budgets

- All ESSER PRCs with remaining funds will require a carryover budget
- Most ESSER PRCs will become budget-only
- PRCs 171, 172, 181, & 182 must have a continuation application to accompany the carryover budget

Carryover Budget Due Date - **August 15, 2022**

Completing Carryover Budget



Finding Your Carryover Amount

Budget

Beaufort County Schools (070) Regular Local School District - FY 2022 - FPMS-CARES ESSER I PRC 163 Budget Only - Rev 2 - FPMS-CARES ESSER I PRC 163 Budget Only

Go To

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
070	163	2	No	No	2.91 %

Fiscal Information		
	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$0.00	$0.00
Carryover Amount:	$1,480,781.54	$1,480,781.54
Allotment Plus Carryover:	$1,480,781.54	$1,480,781.54
Total Budgeted:		$1,480,781.54
Total Remaining:	$0.00	$0.00

Budget Only PRCs

FY 2022 – 2023

Carryover Budget	YES
Amended Application	NO

Budget Only PRCs

ESSER I

(If funds remaining)

- PRC 163
- PRC 164
- PRC 165
- PRC 166
- PRC 167
- PRC 168
- PRC 169
- PRC 170

ESSER II

- PRC 173
- PRC 174
- PRC 175
- PRC 176
- PRC 177
- PRC 178

ESSER III

- PRC 183
- PRC 184
- PRC 191
- PRC 192
- PRC 193
- PRC 195
- PRC 197
- PRC 202
- PRC 203
- PRC 205

How do you know?

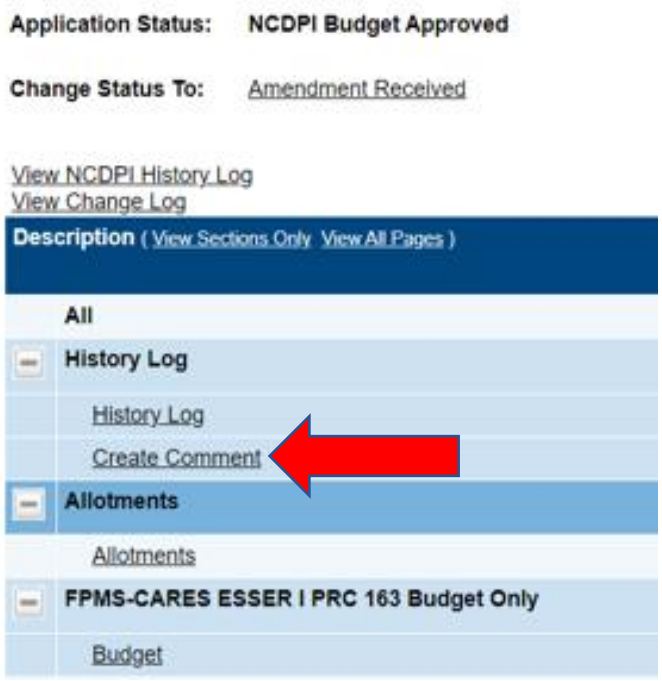
Application Status: **NCDPI Budget Approved**

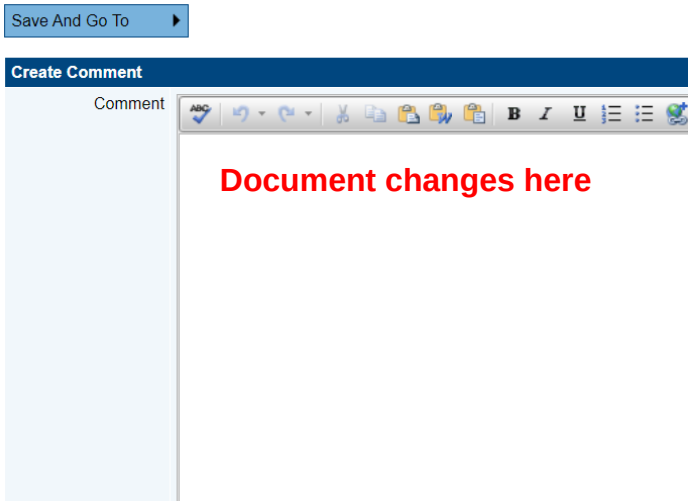
Change Status To: Amendment Received

View NCDPI History Log
View Change Log

Description (View Sections Only View All Pages)	Validation	Print Select Items
All		Print
History Log		Print
History Log		Print
Create Comment		
Allotments		Print
Allotments		Print
FPMS-CARES ESSER I PRC 163 Budget Only		Print
Budget		Print
All		Print

Documenting Changes with Comments in the History Log





Continuation Applications

PRC 171 / 172

PRC 181 / 182

Carryover Budget	YES
Amended Application	YES

Updates Needed for Continuation Applications

PRC 171

- Part A
  - Needs Assessment
- Part B
  - Data Analysis
- Part C
  - Allowable Use Table

PRC 181

- Part A
  - Needs Assessment
- Part B
  - Data Analysis
- Part C
  - Addressing Learning Loss
- Part D
  - Allowable Use Table

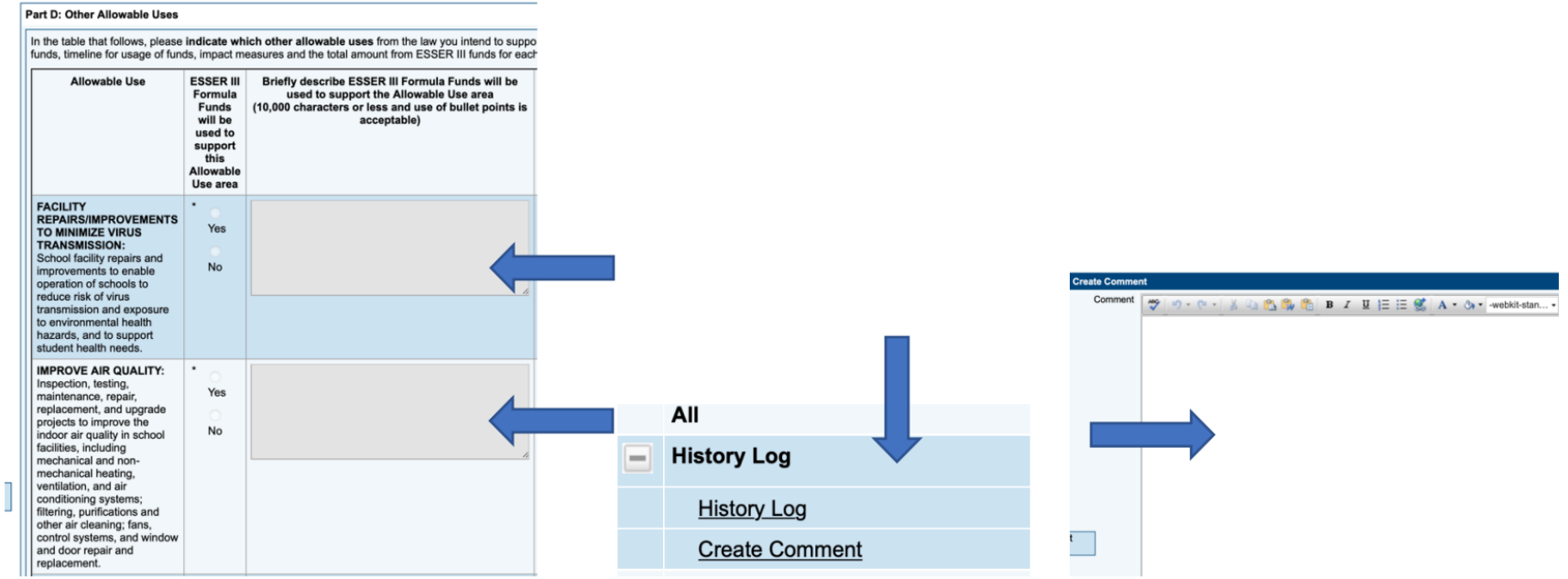
Documenting Changes

ESSER CCIP Documentation Guide

If your adjustments at the district level are still reflective in your current budget and in the grant details table, you would not have to submit an amendment, but if you are adding or moving items from one allowable use area in the table to another and an object code amount must also be adjusted, you will need to submit a revised budget and application to gain approval on both before you move forward.

Capital projects as needed MUST be added into the grant details table and identified specifically in the grant details table (and in history log if you would like as well) to document the capital project and to gain prior approval of the allowability of the use of the funds for this project.

(Grant Details Table)



Amending Grant Details

Grant details = Application = Narrative

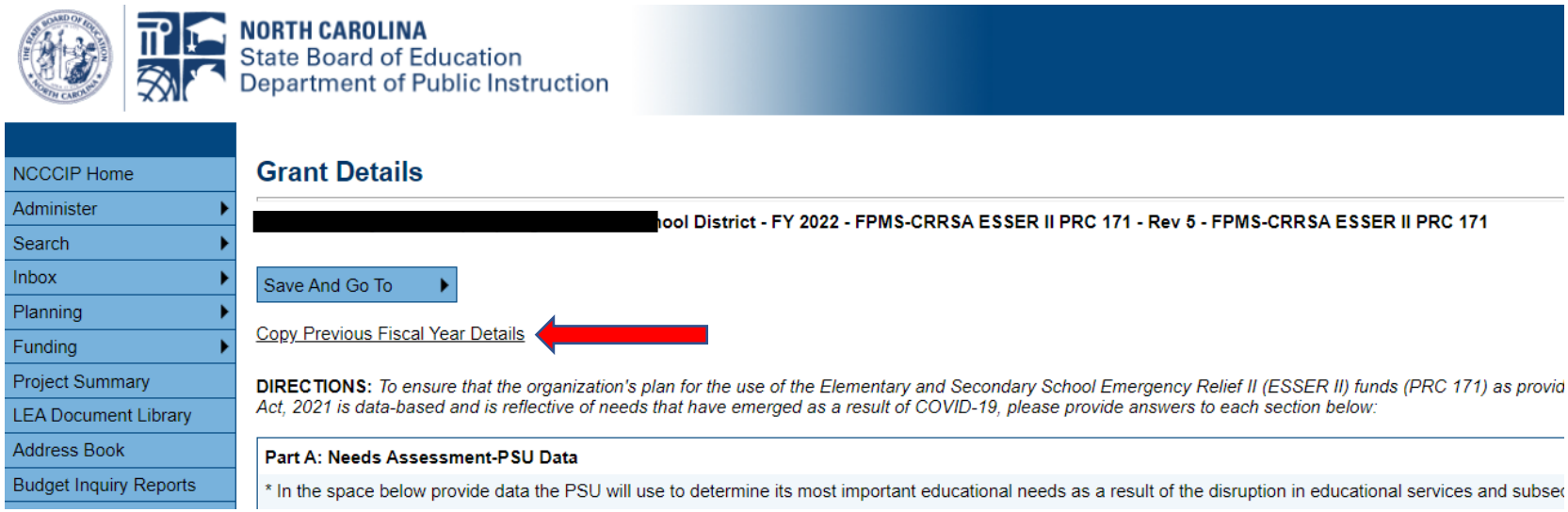
COORDINATION OF PREPAREDNESS AND RESPONSE: Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and public health departments and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to Coronavirus.	* ◉ Yes ○ No	Funds for this allowable use category will support [redacted] efforts to contract with a 3rd party vendor to collect, analyze, and report data related to the overall impacts of COVID. Workshops, advertisement, printing and distribution of material in coordination with local & state agencies for support and training will also be provided. Specific Projects Include: - To improve the ability of schools and the district to contact trace, cameras will be added to remaining buses without an existing camera. - To improve the ability to route and transport students to meet unique learning needs and support additional student transportation needs; a Transportation Support Position will be added within our transportation department. 9.16.21 - To improve the ability to socially distance additional activity buses will be purchased to better separate students traveling on activity buses to and from sporting events and other school sponsored activities. 9.22.21 - Funds will be used to support the purchase of a delivery truck to mitigate the 500% increase to supply delivery needs to schools as a result of Covid-19. (Added 10.19.21) - An additional Nurse Position added to support the increased need for contact tracing and parent communication (Added 10.19.21) - Funds will support additional duty Saturday support of meal deliveries to schools as a result of supply chain challenges. Employees would work up to 5 hrs each and only as needed. (Added 11.2.21) - Funds will be used to hire an additional nurse position, added to support the increased need for contact tracing and parent communication and general covid related needs. (Detail Added 1.13.22)

How to Find Continuation Applications in CCIP

View NCDPI History Log
View Change Log

Description (View Sections Only View All Pages)	Changes	Validation	Print Select Items
All	Changes	Messages	Print
History Log			Print
History Log			Print
Create Comment			
Allotments	Changes		Print
Allotments	Changes		Print
FPMS-CRRSA ESSER II PRC 171	Changes	Messages	Print
Budget	Changes	Messages	Print
Grant Details		Messages	Print
Related Documents		Messages	
Grant Award Notification (GAN)			Print
Contacts			Print
Contacts			Print
Substantially Approved Dates			Print
Substantially Approved Dates			Print
New Applicant Summary			Print
New Applicant Summary			Print
Grant Award Notification (GAN)			Print
GAN Information			Print
GAN Organization Data			Print

"Copy Over"



- Application must match to the amount of remaining funds.
- Only the initiatives that remain active and current should be copied over.

181 Part C: Addressing Learning Loss

Part C: Address Learning Loss

American Rescue Plan Act requires a minimum of 20% of the PSU's allocation amount to be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs.

$ [ ] * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, provide a detailed description of how the PSU will be addressing learning loss among students, including low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency.

* (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

Check Spelling

0 of 6000 characters

* (B) implementing evidence-based activities to meet the comprehensive needs of students;

Check Spelling

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Updating Allowable Use Table

Part C: Address Learning Loss

American Rescue Plan Act requires a minimum of 20% of the PSU's allocation amount to be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs.

$ 5,486,092.08 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, provide a detailed description of how the PSU will be addressing learning loss among students, including low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency.

* (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

Assessments (both formative and summative) will be utilized on a regular basis during the school year to determine where students are in their learning journey, and what plan needs to be made by teachers and support staff to differentiate and customize learning for students. After initial assessments, students will receive both grade level instruction and interventions, by trained personnel, teachers and tutors, to address learning gaps/losses that are the effects of the interruption of educational services due to Covid. Assessments already approved by the state such as iStation, I-Ready, EOG/EOC tests, NC Check-Ins, Schoolnet, Envisions math assessments, will be the main resources used to evaluate students. Other formative assessments may be utilized as approved by the PSU.

* (B) implementing evidence-based activities to meet the comprehensive needs of students;

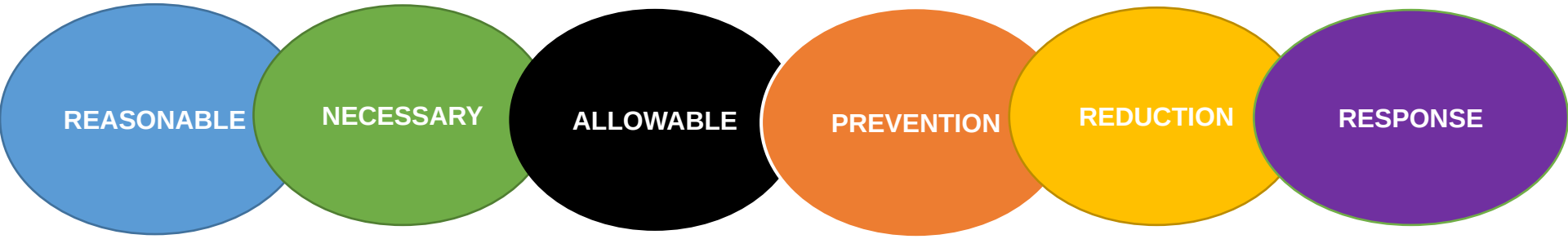
The PSU is already in a partnership with Learning Focused Schools based on the work of Dr. Max Thompson to provide professional development and support to teachers in order to increase high-quality teaching and learning in the classroom. Much of his work is centered around how to choose and use high level teaching strategies to help students achieve grade level performance and "catch students up" when they have fallen behind. This work in our district is perfect timing for addressing the learning losses/gaps that we will see over the next few years. This is a true partnership with follow up provided by the organization, in order to track progress and provide evidence for the effectiveness of their work and the benefit for students and teachers. Personalized Learning, another district initiative that is underway will be used to differentiate instruction for students so that time can be maximized for all students. This effort will begin in our Summer Learning Program.

* (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;

As much as parents have been forced to be an integral part of their child's learning experience over the past year, the next few year's may prove to be even more important for parent involvement. Parents will need to be educated on the fact that the next few years may be hard as teachers work with them to close the gaps that have occurred during the pandemic. More focused work will need to be done with students to provide required work and skills that have been missed or not given due time during instruction. They will need to be given explicit information on what to expect, how to help their child, and how to prepare for any future possibilities of extended school closure. There was not time or warning before the pandemic to adequately prepare them for helping their child. Now, we can hopefully provide training, information sessions, and support for parents to better understand what to do and how to do it. They can prepare questions based on this past year's experience that they need answered. Teachers can schedule small sessions at the beginning of the school year for parents to come in and see how particular things are done and taught in their child's classroom. Materials and learning kits could be made to support any future remote learning based on what parents saw they needed during the pandemic, Teachers can help parents with homework,

SUMMER LEARNING: Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	* (•) Yes ( ) No	Students have been in and out of school for over one full year. Learning has been largely remote instead of the traditional face to face model. Teachers have not had access to students and parents as they normally do to provide support/remedial instruction as students struggle to do more learning on their own.	2021-2022, 2022-2023	End of Summer School Assessments -- growth from the beginning of summer school to the end of summer school Number of promotions gained during summer school	$ 0.00
OTHER ESSA ELIGIBLE ACTIVITIES: Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act; the Individuals with Disabilities Education Act; the Adult Education and Family Literacy Act; the Carl D. Perkins Career and Technical Education Act of 2006; or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.	* (•) Yes ( ) No	Funding will be used to employ 18 new additional fully virtual teachers for next school year. We have over 680 families who have requested to have fully virtual instruction next year due to continued concerns with COVID or the desire for flexibility with the learning environment. In an effort to not affect the traditional school allotment, schools were	2021-2022 School Year	Test scores from traditional classrooms and all virtual classrooms Traditional classroom class sizes (reduced class sizes)	$ 8,667,849.67
				Total ESSER III Allotment	$ 21,644,248.11

Allowable Uses



- ***Addressing learning loss- 20%***
- Facility repairs/improvements to minimize virus transmission
- Addressing unique needs of special populations
- Improving preparedness and response
- Training to minimize virus transmission
- Supplies to sanitize and clean
- Long term closure activities
- Improve air quality
- Coordination of preparedness and response
- Providing principals/leaders with resources
- Educational Technology
- Mental Health Services
- Summer Learning
- Other ESSA eligible activities

ESSER Resources

Allotment Policies:

ESSER PRC COVID Allotment Policy Manual

NCDPI Links:

- ESSER Compliance
- ESSER Monitoring
- Federal Requirements for Federally Funded Construction Activity Guide
    - Construction Project Questions? Contact Shirley McFadden (Shirley.McFadden@dpi.nc.gov)

Planning Resources:

- Chiefs for Change ESSER Planning Workbook
- US Department of Education COVID-19 ESSER Handbooks
    - Volume I
    - Volume II
    - Volume III

Consolidated & ESSER Summer Regional Support Sessions

- Face-to-face and virtual regional support sessions will be available throughout the summer by region.
- Your regional program administrators will provide more information.

Summer Institute Proposal Ideas

Please Scan for Ideas Submissions

Contact Information

FPMS Leadership

- Dr. LaTricia Townsend, Director - Federal Programs
  LaTricia.Townsend@dpi.nc.gov

- Tina Letchworth, Assistant Director - Federal Programs
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- Susan Brigman, Section Chief Specialty Programs– Federal Programs
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- Alex Charles, Section Chief Consolidated West- Federal Programs
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Consolidated - West

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- Tim Dryman – Program Administrator (Southwest)
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Dr. Masa Kinsey-Shipp– Program Administrator (Piedmont-Triad)
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Consolidated - East

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- Laura Popp- Program Administrator (Sandhills)
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- Dr. Pauletta Thompson– Program Administrator (North Central)
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- Shawna Andrews– Program Administrator (Northeast)
  - Shawna.Andrews@dpi.nc.gov

- Freda Lee- CARES /ESSER Program Administrator

Freda.Lee@dpi.nc.gov

- Talbot Troy – CARES/GEER/Equitable Services

Talbot.Troy@dpi.nc.gov

- Marshall Foster – Title III Program Support

Marshall.Foster@dpi.nc.gov

- James Popp and Tenisea Madry

School Improvement Program Administrator

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Tenisea.Madry@dpi.nc.gov

- Anita Harris – Data Manager

Anita.Harris@dpi.nc.gov

- Jody Koon – Title I Pre-K Support

Jody.Koon@dpi.nc.gov

Migrant Education

- Dr. Heriberto Corral – MEP Data and Parent/Family Engagement Coordinator

  Heriberto.Corral@dpi.nc.gov

- Juan Alvarez - MEP Identification and Recruitment Coordinator

  Juan.Alvarez@dpi.nc.gov

- Hunter Ogletree - MEP Compliance Coordinator

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ESSER - West

- Julie Higdon – Program Administrator (Western)
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- Jessica Duncan – Program Administrator (Piedmont Triad)
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- Dr. Nick Anderson – Program Administrator (Northwest)
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ESSER - East

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- Allie Evans – Program Administrator (Northeast)
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Melba Strickland - Administrative Assistant
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Richard Trantham – Administrative Assistant
Richard.Trantham@dpi.nc.gov

21st CCLC Staff

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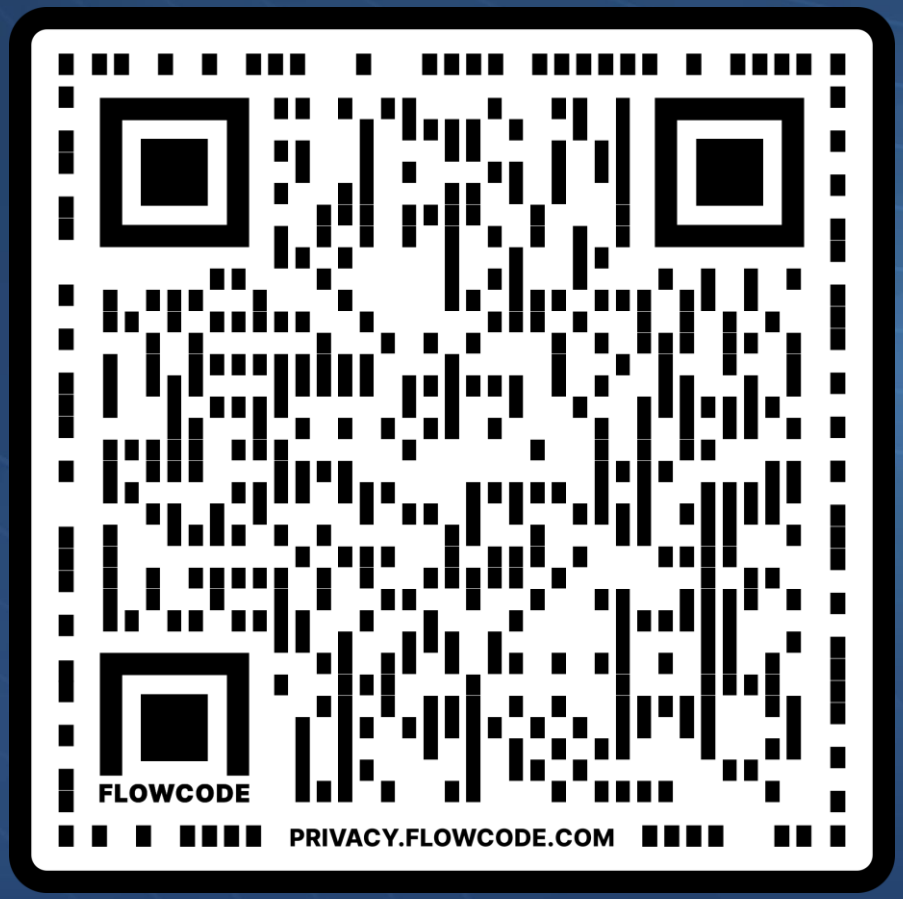
LUNCH

Program Administrator Q/A and Peer Networking

Evaluation



We wish you a wonderful end of the school year & summer!
Safe Travels Home

North Carolina Department of
PUBLIC INSTRUCTION