

Federal Programs Monitoring and Support

Spring Regional Meetings
FY 2022 Consolidated

May 24-27, 2021



Agenda

Welcome &
Staff
Introductions

CCIP Revisions
& Updates

Title I-PRC 050

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Questions and
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CCIP Consolidated Timeline FY 2022

- Consolidated Application opens June 1, 2021
- Consolidated Application due on or before September 30, 2021



Title I-PRC 050





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Training

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Funding Applications

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
<u>Consolidated</u>	0	Draft Started	4/23/2021
<u>CTE Local Application</u>	0	Draft Started	3/25/2021
<u>IDEA</u>	0	Not Started	3/10/2021

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



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Sections

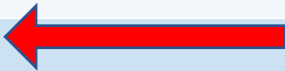
This is the TRAINING site. Please be sure to complete your work on the PRODUCTION site.

Application Status: **Draft Started**

Change Status To: Draft Completed

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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
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Budget



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Go To

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

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$3,370,637.00	
Carryover Amount:	\$1,243,320.88	
Allotment Plus Carryover:	\$4,613,957.88	
Total Budgeted:		
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

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		

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Sections

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Application Status: Draft Started

Change Status To: [Draft Completed](#)

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Description (View Sections Only View All Pages)		Validation	Print <input type="checkbox"/> Select Items
All		Messages	Print
History Log			Print
	History Log		Print
	Create Comment		
Allotments			Print
	Allotments		Print
Title IA		Messages	Print
	Budget	Messages	Print
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Grant Details

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Save And Go To

"LEA" = District, Charter School or Lab School

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.



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)



6. Method for Determining Funding for Title I and Low-Income Rank Order (SEC. 1113)

* A. Identify the data sources used for low-income and membership numbers and date(s) collected. (SEC. 1113(a)(2))

☐ Direct Certification - Community Eligibility Provision (CEP)

☐ Household Application

☐ Other (please explain in text box, below)

Selection Added for
Charters/Labs

☐ Charter/Lab School (Skip to Question 7)

* B. Describe how the LEA determines which schools will be served. (SEC. 1113(a)(3))

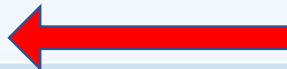
ABC **B** *I* U Arial, Tahom... 2



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)



☐ 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.



8a. Homeless Children and Youths Services (SEC. 1112(b)(6))

* How are Title I homeless set-aside funds used to provide support for identified homeless students? Check any/all boxes (must check at least one box) that Title I funds are used to support students identified as homeless (this does not include McKinney Vento funds).

☐ Excess transportation

☐ School supplies

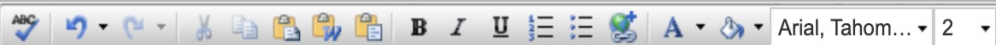
☐ School uniforms

☐ Experiential field trips

☐ Tutoring

☐ Other

* Describe the rationale/method for determining the set aside amount.



No Changes

8b. Foster Care (SEC. 1111(g)(1)(E)(iv))

* Please list the point of contact for the LEA for foster care.

* Please list the point of contact from DSS for foster care.



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.

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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

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B. LEA Preschool Programs (check all that apply)

☐ None - This option is available ONLY to charter schools. Move to section 10.

☐ Title I Preschool

☐ Preschool set asides (line 10 on the Set Asides page)

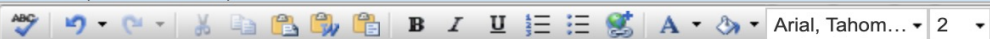
☐ School Allocation funds per schoolwide decision process

☐ Exceptional Children

☐ Head Start

☐ NC Pre-K

☐ Other (describe below)



No Changes

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 Changes

☐ No - Move to section 10

☒ Yes - Complete the following:



Resource Added


10. Coordination Requirements (SEC. 1119(a)-(b))

* A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document. The MOU requirements can be found in Section 1119 (a)-(b) (<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/title-i-resources>)

☐ Check here if you are a Charter or Lab School without an elementary (K-5) grade span; you are not required to have an MOU.

☒ Check if LEA/Charter/Lab School has a Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start.

Required

Documents		
Type	Document Template	Document/Link
Current MOU/MOA with Head Start (Template not provided) [Upload 1 document(s)]	N/A	[Update] [Delete]  PreK MOU

Enter the effective dates for the MOU/MOA:

* Start Date:

 [Clear](#)

* End Date:

 [Clear](#)

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.

No Changes

☐ Other:

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).

ABC [undo] [redo] [cut] [copy] [paste] [insert link] [insert image] [bold] [italic] [underline] [list] [link] [font color] [background color] Arial, Tahoma... 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...	\$		\$
Add Row			

*Low-Income Students

Description of Comparable Services (Describe each school separately):

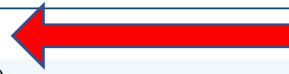
Provide a brief description of the comparable services to be offered, to include additional Title I allowable positions and the corresponding salary. Section 1113(b)(1)(D)(ii) allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school 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

ABC               Times S...

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)

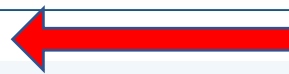


If operating TAS programs, describe the process for selecting students served (1112(b)(9)):

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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)



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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):

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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:

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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:

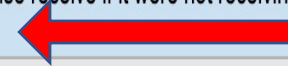
Rich text editor toolbar with icons for undo, redo, bold, italic, underline, link, unlink, bulleted list, numbered list, indent, outdent, text color, background color, and font size. The font size dropdown is set to 'Times'.

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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Sections

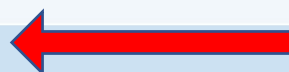
This is the **TRAINING** site. Please be sure to complete your work on the **PRODUCTION** site.

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.

ChiefAdmin, Train1_010

Training

Session Timeout

00:59:43





- 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

Sections

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Application Status: **Draft Started**

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View Change Log

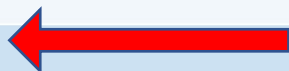
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History Log			Print
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Allotments			Print
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Budget		Messages	Print
Grant Details		Messages	Print
Building Eligibility		Messages	Print
Set Asides			Print
School Allocations - PPA List			Print
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ChiefAdmin, Train1_010

Training

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NCCCIP Sign Out

ChiefAdmin, Train1_010

Training

Session Timeout

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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





- NCCCIP Home
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- Planning ▶
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- NCDPI Resources
- Help for Current Page
- Contact NCDPI
- NCCCIP Sign Out

Sections

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Application Status: **Draft Started**

Change Status To: Draft Completed

View Change Log

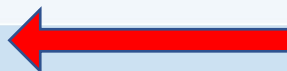
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Budget		Messages	Print
Grant Details		Messages	Print
Building Eligibility		Messages	Print
Set Asides			Print
School Allocations - PPA List			Print
Related Documents		Messages	Print

ChiefAdmin, Train1_010

Training

Session Timeout

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- NCCIP Sign Out
- ChiefAdmin, Train1_010
- Training
- Session Timeout
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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		PPA	Base Allocation			Additional Allocations			Total School Allocation
		%	#		School Alloc	Parent and Family Engagement	Total Amount	Additional funds from Carryover	Parent and Family Engagement	CSI/TSI from Set Asides	
	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	550,585.47
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



<div> <div></div> <div>Title IA</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Building Eligibility </div> <div> Set Asides </div> <div> School Allocations - PPA List </div> <div> Related Documents </div>		Changes	Messages
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<div> <div></div> <div>Title II-A</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Related Documents </div>		Changes	Messages
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<div> <div></div> <div>Title III – Language Acquisition (PRC104)</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Related Documents </div>		Changes	Messages
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<div> <div></div> <div>Title III – Significant Increase (PRC111)</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Related Documents </div>			Messages
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<div> <div></div> <div>Migrant Education Program</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Related Documents </div>			Messages
			Messages



"LEA" = District, Charter School or Lab School

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



☒ The LEA is using 100% of Title II funds for Flexibility or Transferability or both. Therefore no further questions need to be completed on this page.



☐ The LEA is using 100% of Title II funds for Flexibility or Transferability or both. Therefore no further questions need to be completed on this page.

No Changes

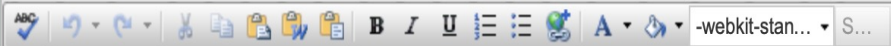
1. Activities (SEC. 2102(b)(2)(A))

* Provide a description of the activities to be carried out by the LEA under this section and how these activities will be aligned with challenging North Carolina academic standards. List activities being funded to include personnel and activities, (e.g., Mentors, BT training, etc.)



2. Professional Growth and Improvement (SEC. 2102(b)(2)(B))

* Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.



No Changes



No Changes

No Changes

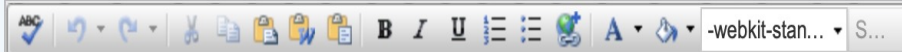
* Provide a description of how the LEA will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

A screenshot of a web browser window. The address bar shows a URL starting with "http://". Below the address bar is a toolbar containing various icons for navigation, editing, and viewing. The main content area is mostly blank, with a small "Insert Link" button visible near the top center.

4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC. 2102(b)(2)(D))

No Changes

* Provide a description of how the LEA will use data and ongoing consultation to continually update and improve activities supported under Title II Part A.



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

☒ Check here if the LEA is not charging direct administrative costs to the Title II grant.



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

Rich text editor toolbar and content area. The toolbar includes icons for undo, redo, bold, italic, underline, bulleted list, numbered list, link, unlink, text color, background color, and font size. The content area is a large, empty white box for text entry.



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)	*	<input type="text"/>
A2: Participating Private Schools K-12 Enrollment	*	<input type="text"/>
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)	* \$	<input type="text"/>
B3: Amount Remaining = B1 - B2	\$	3,370,637.00

C. Per Pupil Rate

C1: B3 divided by A3	\$	0.00
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D. Equitable Services

Amount district must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	\$	0.00
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Includes
Charters, Lab,
and districts with
no consulting
private schools

Direct and Indirect



Flexibility

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

☐ Check here if the LEA does not intend to use funds from the Small, Rural School Achievement (SRSA) grant for Flexibility with Title II 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 III

☐ Title IVA

* Please describe how funds are utilized:

test

Check Spelling

4 of 36000 characters

Only available for
SRSA Recipients

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

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

☐ 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.

Funds will be budgeted using the flexibility code (TBD)



Transferability

Check Box if you do not wish to use Transferability

☐ Check here if the LEA does not intend to transfer Title II 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

Transferability is available to all Title II recipients

☐ Check here if the LEA plans to transfer the entire allotment.

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

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

☒ Check here if the LEA plans to transfer the entire allotment.

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



Title III-PRC 104



<div> <div></div> <div>Title IA</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Building Eligibility </div> <div> Set Asides </div> <div> School Allocations - PPA List </div> <div> Related Documents </div>		Changes	Messages
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<div> <div></div> <div>Title III – Significant Increase (PRC111)</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Related Documents </div>			Messages
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<div> <div></div> <div>Migrant Education Program</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Related Documents </div>			Messages
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No Changes

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

* 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 in meeting 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



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)



☒ Yes

A. Number of Students

A1: Number of Identified EL Students in the District	*	<input type="text"/>
A2: Number of Identified EL Students at the Participating Private School(s)	*	<input type="text"/>
A3: Total Enrollment = A1 + A2		0

B. PRC 104 Allotment

B1: District Current Year Allotment	*	\$ <input type="text"/>
B2: All (Direct and Indirect) Administrative Costs (for public and private school programs)	*	\$ <input type="text"/>
B3: Amount Remaining = B1 - B2		\$ 0.00





C. Per Pupil Rate

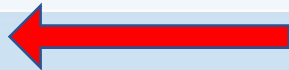
C1: B3 divided by A3	\$	0.00
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D. Equitable Services

Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	\$	0.00
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Required Documents		
Type	Document Template	Document/Link
Statement of Assurances [Upload 1 document(s)]	 <input type="text"/> Title III (PRC104/111) Assurances	Upload New
Language Instruction Educational Plan (LIEP) [Upload at least 1 document(s)]	 <input type="text"/> LIEP	Upload New
Title III PD Chart [Upload at least 1 document(s)]	 <input type="text"/> Title III PD Chart	Upload New
Title III Budgeted Items Chart [Upload at least 1 document(s)]	 <input type="text"/> Title III Budgeted Items Chart	Upload New
Optional Documents		
Type	Document Template	Document/Link
Job Descriptions for Title III Funded Positions (Template not provided)	N/A	Upload New



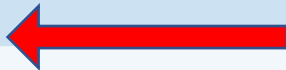
LIEP Pre-Approved



Title III-PRC 111



<div> <div></div> <div>Title IA</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Building Eligibility </div> <div> Set Asides </div> <div> School Allocations - PPA List </div> <div> Related Documents </div>		Changes	Messages
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"LEA" = District, Charter School or Lab School

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

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

No Changes

- ☐ 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."

ABC [undo] [redo] [cut] [copy] [paste] [insert] [link] [unlink] [bulleted list] [numbered list] [link icon] [font color] [background color] [font family: Arial, Tahoma...] [font size: 2]



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?

☒ 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

All Direct & Indirect

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



Title IV-PRC 108



<div> <div></div> <div>Title IA</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Building Eligibility </div> <div> Set Asides </div> <div> School Allocations - PPA List </div> <div> Related Documents </div>		Changes	Messages
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<div> <div></div> <div>Migrant Education Program</div> </div> <div> Budget </div> <div> Grant Details </div> <div> Related Documents </div>			Messages
			Messages



☒ The LEA is using 100% of Title IV funds for Flexibility or Transferability or both. Therefore no further questions need to be completed on this page.

Check only if using all funds to support either Flexibility or Transferability

☐ The LEA is using 100% of Title IV funds for Flexibility or Transferability or both. Therefore no further questions need to be completed on this page.

1. Consultation (SEC. 4106 (c)(1))


The LEA has consulted with the following in the development of the Title IV - Part A application:

- ☐ * Parents
- ☐ * Teachers
- ☐ * Principals
- ☐ * Other school leaders
- ☐ * Specialized instructional support personnel
- ☐ * Students
- ☐ * Community-based organizations
- ☐ * Local government representatives (i.e., law enforcement agency, juvenile court, child welfare agency, public housing agency)
- ☐ Leadership of Indian tribes or tribal organizations located in region served by LEA (where applicable)
- ☐ Others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart

No Changes



2. Comprehensive Needs Assessment (SEC. 4106(d))

 ☒ Check box if receiving less than \$30,000 in planning allotment (does not include carryover).

* Date(s) Comprehensive Needs Assessment was conducted (required only if receiving \$30,000 or more):



No Changes



3. Partnership(s) (SEC. 4106 (e)(1)(A))

* Describe any partnership(s) with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.



test

No Changes



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)

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* 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))

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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)

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, link, unlink, font color, background color, font name, and font size.

Empty text area for describing how funds will be used for activities related to supporting safe and healthy students under Section 4108.

* 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))

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, link, unlink, font color, background color, font name, and font size.

Empty text area for describing the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106.



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



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)	*	<input type="text"/>
A2: Participating Private Schools K-12 Enrollment	*	<input type="text"/>
A3: Total Enrollment = A1 + A2		<input type="text" value="0"/>

No Changes

B. Title IV, Part A Allocation

B1: Total District Current Year Allotment	* \$	<input type="text" value="8,018.50"/>
B2: All (Direct and Indirect) Administrative Costs (for public and private school programs)	* \$	<input type="text"/>
B3: Amount Remaining = B1 - B2	\$	<input type="text" value="8,018.50"/>

C. Per Pupil Rate

C1: B3 divided by A3	\$	<input type="text" value="0.00"/>
----------------------	----	-----------------------------------

D. Equitable Services

Amount district must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	\$	<input type="text" value="0.00"/>
---	----	-----------------------------------



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:

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.

See Notes from Title II



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

☐ 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.

See Notes from Title II



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.



Required Documents

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

No Changes



RLIS-PRC 109



\$ Amount of RLIS Carryover

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

☐ Title IA

☐ Title IIA

☐ Title III

☐ Title IVA

☐ Title IVB

No Changes



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



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.

No Changes – Date Change Only

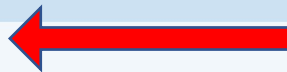
Data Required	Subject Area	2018-2019	2020-2021 Unofficial	Increase/Decrease
Percentage of Student Proficient (Level 3, 4 or 5)	Reading	<input type="text"/> %	<input type="text"/> %	<input type="text"/> .00 %
	Math	<input type="text"/> %	<input type="text"/> %	<input type="text"/> .00 %
	Science	<input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



Migrant Education Program (MEP)- PRC 051



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





NCCCIP Home

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Planning

Funding

Project Summary

LEA Document Library

Address Book

Budget Inquiry Report

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).



Program Components (SEC. 1304(b)(1)(D))

As a subgrantee, districts must assist the state in reaching State Measurable Program Outcomes (MPOs) outlined in the State Service Delivery Plan (SDP). Please indicate the activities that the district will perform in order to assist the State in meeting MPOs in each of the eight (8) required program components. If you will perform other activities, please describe them in the space marked, "other."

I. Identification and Recruitment (ID&R) (SEC. 1303(f), SEC. 1304(c)(8))

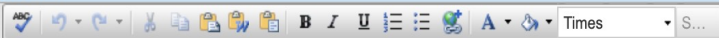
- ☐ * Complete Annual ID&R Plan and uploaded it to the "Related Documents" section of CCIP
- ☐ * Complete Enrollment Verifications and uploaded to the "Related Documents" section of CCIP

A. ID&R Quality Assurance

Objective 1

The State will ensure the quality and consistency of recruitment through the uniform training of all recruiters, reviewers, and other MEP staff involved with Identification and Recruitment. 80% of all MEP staff who work with ID&R will be certified as "novice" recruiters on an annual basis.

- ☐ * ID&R staff attend all SEA ID&R Trainings
- ☐ * ID&R Staff participate in 80% of digital PD provided by the SEA
- ☐ Other



No Changes

Objective 3

Accurate eligibility determinations are of paramount importance to the North Carolina MEP. Accuracy of eligibility determinations will be evaluated through annual re-interviews as well as through consolidated monitoring and Program Quality Reviews (PQRs). During summer reviews, there will be an error rate of 2% or less on Certificates of Eligibility (COEs) to allow for only eligible students to be identified.

- ☐ * All ID&R Staff have been trained by SEA staff
- ☐ * COEs are uploaded to the Secure Server within 2-3 business days of the reviewer signature
- ☐ * The designated COE Reviewer(s) utilize the COE Review Form when reviewing COEs in order to minimize Required Data Element Errors



B. Timely Identification and Recruitment

Objective 2

The State will identify all eligible migratory children in the State during each program year. All (100%) LEAs who receive subgrants will implement a local ID&R plan and will be able to provide evidence of adherence to the local plan through meeting minutes, agendas, and other evidence. Additionally, regional recruiters and the State will work to collect occupational surveys from 50% of non-MEP sub-grantees.

Objective 4

During the regular school year (first day of school to last day of school in your district), eligible children in subgrantee districts will be identified within 30 days of their arrival in at least 70% of cases.

Objective 5

LEAs will utilize MSIX to send move notifications, both in and out of state, in order to ensure the expedited ID&R of eligible children. 80% of all subgrantees will have evidence of sending and responding to move notifications on a monthly basis within the MSIX system.

- ☐ * Employ a full or part-time recruiter who dedicates 80% of his/her time to active identification and recruitment
- ☐ * Include Occupational Survey in all enrollment packets
- ☐ * Network with agencies, organizations, and agricultural employers to locate prospective migratory students
- ☐ * Establish a written procedure for processing and sending move notifications in MSIX
- ☐ Hold monthly ID&R meetings
- ☐ Create a map which includes labor camps, migrant housing, grower/farms, and service agencies and is updated at least bi-annually



II. Supplementary Instructional Services (SEC. 1304(b)(2), SEC. 1306(a)(C))

A. Pre-K (SEC. 1304(b)(1), SEC. 1304(c)(4))

Objective 1

By the end of 2021-22, 80% of children that participated in school readiness activities will show an increase in school readiness as measured by a developmental skills assessment

Objective 2

By the end of 2021-22 75% of all migrant support staff will have attended a training on family literacy and/or school readiness.

- ☐ * Identify and maintain a list of local Pre-School programs that use state-approved curricula, to increase enrollment of migratory children in those programs.
- ☐ Facilitate training of support staff in school readiness and/or family literacy.
- ☐ Include Pre-K children in local family literacy efforts.
- ☐ Provide a minimum of 18 hours of evidence-based services in the homes (or in other settings when available) of Pre-K age students not enrolled in a formal Pre-K program.
- ☐ Provide parents/guardians of Pre-K age children with strategies and materials to promote school readiness.
- ☐ Include Pre-K children in summer schools or camps sponsored by the district or by contracting with Pre-K providers.
- ☐ Administer developmental skills assessment to all pre-k students participating in MEP-sponsored school readiness activities.

☐ Other:

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No Changes

B. Elementary (SEC. 1304(b)(1))

Objective 1

By the end of 2021-22, 60% of migratory students in grades K-5 who were present in the summer will receive MEP instructional services.

* Objective 2

By the end of 2021-22, 80% of migratory students in grades K-5 who received a summer instructional service will show gains on pre/post assessments.

- ☐ Provide instructional services to students in grades K-5 during the summer
- ☐ Collect pre/post assessment data for students who receive instructional services during the summer

☐ Other: _____

No Changes

* Objective 3

By the end of 2021-22, 80% of PFS migratory students in grades K-5 will receive instructional services in both reading and math.

- ☐ Provide supplemental instructional support in reading and math, with priority going to PFS students
- ☐ Provide or facilitate home-based or afterschool tutoring to PFS students and to other eligible students who are not proficient on their EOGs
- ☐ Provide supplemental, extended learning opportunities based on need to make up for loss of instructional time, with priority going to PFS students

☐ Other:

C. Middle (SEC. 1304(b)(1))

Objective 1

By the end of 2021-22, 60% of migratory students in grades 6-8 who were present in the summer will receive MEP instructional services.

*** Objective 2**

By the end of 2021-22, 80% of migratory students in grades 6-8 who received summer instructional services will show gains on pre/post assessments.

- ☐ Provide instructional services to students in grades 6-8 during the summer
- ☐ Collect pre/post assessment data for students who receive instructional services during the summer
- ☐ Other:

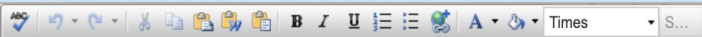


No Changes

*** Objective 3**

By the end of 2021-22, 80% of PFS migratory students in grades 6-8 will receive MEP instructional services in reading and math.

- ☐ Provide supplemental instructional support in reading and math, with priority going to PFS students
- ☐ Provide reading/ELA instructional support by a certified or retired teacher to all PFS students who were not proficient on the reading EOG
- ☐ Provide increased access to the number of computers, calculators, tablets, and/or internet either at home or in the community, with priority going to PFS students
- ☐ Provide short-term computer literacy courses to migratory students to improve understanding of the academic uses for technology (Google Classroom, Blackboard, computer research, etc.)
- ☐ Provide or facilitate home-based or afterschool tutoring to PFS students and to other eligible students who are not proficient on their EOGs
- ☐ Provide supplemental, extended learning opportunities based on need to make up for loss of instructional time, with priority going to PFS students
- ☐ Other:



D. High School (SEC. 1304(b)(1))

*** Objective 1**

By the end of 2021-22, 80% of PFS migratory students in grades 9-12 will receive MEP instructional services in reading and math.

- ☐ Provide tutoring in high school courses required for graduation by certified and/or retired teachers or trained paraprofessionals, with priority going to PFS students.
- ☐ Monitor each PFS student's credits and work with school counselors to ensure students are on track to graduate.
- ☐ Implement after-school, weekend, summer, or intersession mentoring, motivational, and/or leadership programs to engage migratory high school students, especially PFS students.

☐ Other:

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No Changes

Objective 2

By the end of 2021-22, the percentage of migratory students who received instructional services and completed English II by the end of the 10th grade will increase by 2% with baseline set from 2020-21 data.

*** Objective 3**

By the end of 2021-22, the percentage of migratory students who received instructional services and completed Math I by the end of 10th grade will increase by 2% with baseline set from 2020-21 data.

- ☐ Provide instructional support in English II & Math I through certified and/or retired teachers
- ☐ Provide opportunities for credit recovery and accrual through online learning, summer school, distance learning, and other programs
- ☐ Facilitate participation in College and Career Fairs and assist students and parents in the college application and financial aid process

☐ Other:

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E. OSY (SEC. 1304(b)(1), SEC. 1304(c)(4))

Objective 1

By the end of 2021-22, 75% of OSY that participated in project-directed instructional services will demonstrate a 20% gain between pre and post on content-based assessments.

- ☐ * Complete and utilize OSY Profile for all OSY to better plan services
- ☐ Utilize Instructional Services for Out-of-School and Secondary Youth (iSOSY) pre/posttest materials when conducting ESL lessons for OSY
- ☐ Coordinate with growers to provide Good Agricultural Practices (GAPs) training to H-2A OSY
- ☐ Deliver academic life skills lessons with pre/posttests from the iSOSY website for OSY with little formal schooling
- ☐ Utilize iSOSY Goal Setting Workshop with small groups of OSY to set goals, explore career paths, and assess interests; maintain data from these workshops
- ☐ Coordinate with health or agricultural agencies to provide health and work safety education to OSY
- ☐ Provide Pre-GED classes to OSY who need more academic support before entering HEP or other high school equivalency programs
- ☐ Facilitate opportunities for OSY students to gain a high school diploma or High School Equivalency Diploma (HSED) through programs such as HEP, Community College ABE classes, and other online or distance learning programs
- ☐ Other:

GOSOSY changed to ISOSY-Instructional
Services for Out-of-School and Secondary
Youth




III. Interstate/Intrastate/Community Coordination (SEC. 1304(b)(1) (A, B,C), SEC. 1304(c)(1)(B), SEC. 1306(a)(E,F,G))

The State and its subgrantees will create effective networks within their local district, State, and nationwide in order to improve service options for all students.

- ☐ * Coordinate with other local, state, and federal programs such as McKinney-Vento, Title III, USDA, and US Department of Labor.

* Please list the agencies (district, local, State) that the local MEP currently coordinates with:

A screenshot of a Microsoft Word document. The top ribbon shows the 'Home' tab with various icons for font, paragraph, and styles. The font face is set to 'Times' and the size is '12'. A black-bordered box in the center of the page contains the text 'No Changes'.

- ☐ * Send Move Notifications through MSIX to communicate with other MEPs or states about families/students coming to their district/state

- ☐ * Create and maintain an updated resource list of local resources that work with migratory families such as community colleges, health clinics, social services, DV shelters, food pantries, etc.

- ☐ Coordinate participation of statewide and local agencies to present or provide information to migratory families during parent nights and/or Parent Advisory Council (PAC) meetings

☐ Other:[illegible]

IV. Student Data and Records Transfer (SEC. 1304(b)(3), SEC. 1308))

Student data and records are transferred in a timely and efficient manner to ensure expeditious enrollment of migratory students; all MEP staff have access to and utilize the MSIX system.

- ☐ * All MEP staff and 5-10 non-MEP staff including registrars and guidance counselors have an active MSIX account
- ☐ * MEP staff have access to PowerSchool and utilize it to track student data and view migrant information
- ☐ * Complete a family/student needs assessment or parent survey for each student recruited
- ☐ * Establish a process to ensure monthly service logs are submitted in a timely manner to Regional Data Specialist for input in PowerSchool
- ☐ * Evaluate the success of both supplemental instructional programs and summer programs by creating a format to track migratory students' data that include EOG/EOC/Benchmarks/Pre & Post assessments
- ☐ Utilize MSIX to assist in early intervention for students who have an IEP, are identified as ELs, or who are not on track to graduate.
- ☐ Send Data Requests through MSIX
- ☐ Other

ABC [Icons] Times S...

No Changes

V. Professional Development (SEC. 1304(c)(7)(B))

MEP staff participate in State offered MEP trainings. LEAs offer PD to non-MEP staff to assist them in understanding the requirements of the MEP program and the unique needs of migratory children.

- ☐ * Attend regional meetings, MEP Summit, Identification & Recruitment (ID&R) Training, webinars and other professional development opportunities offered by NCMEP, DPI, districts and other organizations
- ☐ * Provide PD for local school/district staff on migrant requirements & regulations, as well as on the differences and similarities between MEP, ELs, and Immigrant students
- ☐ Provide PD on cultural awareness to district staff
- ☐ Participate in PD that will increase MEP staff capacity to work with migratory students such as SIOP or any other evidence-based approach/methodology proven effective in working with highly mobile and/or low-income populations
- ☐ Schedule Technical Assistance with NC MEP Administrators
- ☐ Other:

ABC [Icons] Times S...



VI. Supportive Services (SEC. 1304(b)(1) (A,B,C), SEC.1304(c)(6), SEC. 1304(c)(7))

Supportive services are designed to increase academic achievement or meet academic goals; e.g. health, advocacy, nutrition, and other supportive services described in the NCMEP Supplemental Service Codes.

- ☐ * Develop collaborative efforts with service providers, local organizations, and agencies to provide supplemental supportive services and strengthen referral networks
- ☐ Strengthen collaborations with private service providers, local Community Health Centers, and Migrant Health Centers to provide screenings, immunizations, and basic preventative care
- ☐ Contract with health service agencies to provide services to migratory students
- ☐ Create a "welcome booklet" for new migratory families that helps to orient them to local and state resources as well as local school system requirements
- ☐ Facilitate and/or provide transportation to clinics, mobile sites, and health care providers
- ☐ Facilitate and/or provide transportation to and from extracurricular activities for middle and high school students
- ☐ Coordinate with Child Nutrition Departments to ensure that MEP children are enrolled in Summer Food Service Programs
- ☐ Coordinate with community organizations to collect donations of bilingual children's books, school supplies, clothes, and food to distribute to migratory families

☐ Other:

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No Changes

VII. Parent and Family Engagement (SEC. 1116, SEC. 1118, SEC. 1304(c)(3), SEC. 1304(c)(7)(A))

Parent and family engagement efforts are designed to enhance parent decision-making about student academic success and inform the local MEP plan and services.

- ☐ * Collect migratory parent feedback to evaluate program implementation and to plan for new program initiatives
- ☐ * Establish a written protocol to involve migratory parents at both the district and school
- ☐ MEP PAC is established and meets at least twice per year (this is required for a program that has been established for more than one year)
- ☐ Provide or facilitate workshops for migratory parents that increase their capacity to assist their children with academics
- ☐ Provide or facilitate workshops for migratory parents that increase parental awareness of assessment purposes, dates, and techniques for preparing their students for State assessments
- ☐ Conduct parent-educator (MEP staff, teacher, etc.) meetings in the home for all PFS students to discuss student goals and progress

☐ Other:

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VIII. Needs Assessment and Evaluation (SEC. 1304(b)(1)(D), SEC. 1304(c)(5), SEC. 1306(a)(D))

The local MEP conducts a needs assessment to determine the additional need unique to their program. The local MEP designs evaluation methods to determine if the local MEP has achieved its goals and outcomes.

- ☐ * Establish a process to include the MEP in the districtwide CNA
- ☐ * Provide opportunities for MEP staff, including tutors, to offer inputs to the local MEP CNA
- ☐ * Conduct surveys of parents, school staff, and MEP staff as part of the local MEP CNA
- ☐ * Utilize the MEP student profile as part of the MEP CNA
- ☐ * Complete and upload the MEP student profile to CCIP Required Documents
- ☐ * Review formative and summative assessment data, report cards, and other student records (e.g., discipline, absences) to evaluate effects of MEP on attendance, engagement, and student achievement
- ☐ * Complete annual Program Evaluation and submit it to CCIP "Optional" Documents
- ☐ * Provide ongoing opportunities for MEP staff to communicate identified needs within the program
- ☐ Utilize an activity log to document contacts, services, and outcomes for MEP students
- ☐ Design "customer satisfaction" surveys or focus groups for students, parents, and school staff

No Changes





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Required Documents		
Type	Document Template	Document/Link
Student Profile per LEA (Template not provided) [Upload 1 document(s)]	N/A	Upload New
NC MEP Staff Job Descriptions (Template not provided) [Upload at least 1 document(s)]	N/A	Upload New
MEP Statement of Assurances [Upload 1 document(s)]	 NC MEP Statement of Assurances	Upload New
Annual ID&R Action Plan [Upload 1 document(s)]	 Annual ID&R Action Plan	Upload New

Optional Documents		
Type	Document Template	Document/Link
Program Evaluation [Upload up to 1 document(s)]	 NC MEP Program Evaluation	Upload New
Re-Enrollment Verification Summer [Upload up to 1 document(s)]	 Summer Re-Enrollment Verification	Upload New
Re-Enrollment Verification School Year [Upload up to 1 document(s)]	 Regular School Year Re-Enrollment Verification	Upload New



Consolidated Related Documents



Required Documents		
Type	Document Template	Document/Link
Debarment Certification (PDF) [Upload 1 document(s)]	 Debarment Certification	Upload New
NC Prayer Certification and Single Set of Assurances [Upload 1 document(s)]	 NC Prayer Certification and Single Set of Assurances	Upload New
Comprehensive Needs Assessment [Upload 1 document(s)]	 Comprehensive Needs Assessment	Upload New
Goals and Strategies [Upload 1 document(s)]	 Goals and Strategies	Upload New
Optional Documents		
Type	Document Template	Document/Link
Affirmation of Consultation and Agreement with Private School Officials	 Affirmation of Consultation and Agreement with Private School Officials	Upload New

No Changes



School Improvement (CSI/IPG)



CSI Updates

What's staying the same in 2021-22?

- 102 currently identified schools (pending no closures)
- Must use NCStar for School Improvement Planning
- Fall and Spring CSI Support Visits from FPMS Program Administrators (minimum)
- School Improvement Plan Reviews by FPMS



CSI Updates

What's staying the same in 2021-22?

- Current list to remain “status quo” through 2021-22 school year
- All currently identified CSI schools will receive a PRC 105 allotment during 2021-22 school year
- PROPOSED: Base allotment increase from \$50,000 to \$75,000
- Goal to release application in September (at the latest)



CSI Updates

Carryover Concerns

- Many schools had some of 2018-19 allotment and greater than 75% of the 2019-20 allotment carried over during spring support visits
- Periods of Availability ending for 2018-2019 and 2019-20 on **September 30, 2021**
- Submit carryover budgets ASAP after your financial system opens for the 2021-22 school year



TSI Updates

- Current list to remain “status quo” through 2021-22 school year
- Periods of Availability ending September 30, 2021 for funds allocated in 2018-2019
- No new PRC 115 funds to TSI schools during 2021-22



IPG Updates-Cohort II

- Cohort II Competition ended April 13, 2021
 - Letters of Intent for 47 of 80 eligible schools
 - 22 applicants from 17 PSUs
- Award notifications following July 8, 2021 State Board of Education Meeting



IPG Updates-Cohort I

- Planning and Year 1 allotments period of availability ending September 30, 2021
- Due July 30, 2021
 - Executive Summary
 - Renewal Application
 - Year 2 Budget Worksheet
- Submit carryover budgets ASAP after your financial system opens for the 2021-22 school year
- Year 2 allotments as soon as possible after August 1, 2021



SIG Updates

- Closing out Year 5-Sustainability Year
- Periods of Availability ending on **September 30, 2021** for all PRC 117 funds
- Submit carryover budgets ASAP after your financial system opens for the 2021-22 school year
- Due July 30, 2021
 - Executive Summary
 - Carryover Budget Worksheet
 - Sustainability Worksheet
 - Final Data Log



Next Steps-Consolidated Applications

- Consolidated Application opens June 1, 2021
- Consolidated Application due on or before September 30, 2021
- (NEW) Grant Award Notification Letters (GANs) will be issued in the CCIP system this coming year.
- 2021-2025 FPMS Consolidated Monitoring Schedule



2021-2025 FEDERAL PROGRAMS CONSOLIDATED MONITORING SCHEDULE			
2021-2022 Year 1	2022-2023 Year 2	2023-2024 Year 3	2024-2025 Year 4
Alpha Academy	A.C.E. Academy	Alamance	Alexander
Anson	Achievement Charter Academy	American Renaissance School	Alleghany
Appalachian Academy at Middle Fork	Alamance Community School	Anderson Creek Academy	ArtSpace Charter School
Aristotle Preparatory Academy: A Challenge Foundation Academ	Bladen	Apprentice Academy High School of NC	Ascend Leadership Academy: Lee County
Ashe	Cardinal Charter Acad at Wendell Falls	Arapahoe Charter School	Bertie
Asheboro City	Carolina Charter Academy	Beaufort	Bethany Community School
Asheville City	Carolina International School	Bonnie Cone Classical Academy	Bethel Hill Charter
Avery	Casa Esperanza	Buncombe	Bradford Preparatory School
Bear Grass Charter School	Catawba	Cabarrus	Carteret
Brevard Academy: A Challenge Foundation Academy	Chowan	Caldwell	Chapel Hill -Carrboro
Bridges Academy	Cleveland	Camden	Charlotte Secondary School
Brunswick	Clover Garden	Cardinal Charter Academy	Charter Day School
Burke	Commonwealth High School	Carter Community Charter	Chatham
Cabarrus Charter Academy	Craven	Carter G Woodson School	Clay
Cape Fear Center for Inquiry	Crosscreek Charter School	Catamount School	Community School of Davidson
Caswell	Currituck	Columbus Charter School	Cornerstone Charter Academy: A Challenge Foundation Academy
Central Park School for Children	Davidson	Davidson Charter Academy: CFA	Cumberland
Central Wake High School	Davie	Dillard Academy Charter School	Dare
Charlotte Lab School	Discovery Charter	Douglass Academy	East Wake Academy
Charlotte-Mecklenburg	East Voyager Academy of Charlotte	Durham	ECU Community School
Chatham Charter	Elaine Riddick Charter School	Edgecombe	Elkin City
Cherokee	Essie Mae Kiser Foxx Charter School	Evergreen Community Charter	Envision Science Academy
CIS Academy	Graham	FernLeaf Community Charter School	Excelsior Classical Academy CFA
Clinton City	Guilford	Franklin	Falls Lake Academy
Coastal Preparatory	Halifax	Girls Leadership of Wilmington	Francine Delany New School for Children
Columbus	Henderson Collegiate	Granville	Franklin Academy
Community Public Charter	Hertford	Gray Stone Day School	Gates
Concord Lake STEAM Academy	Jones	Haliwa-Saponi Tribal School	Greene
Corvian Community School	Juvenile Education Services	Harnett	Greensboro Academy
D. C. Virgo Preparatory Academy	KIPP Charlotte	Henderson	Hoke
DPS Education Services	KIPP Durham College Preparatory	Hickory City	IC Imagine
Duplin	KIPP Halifax College Preparatory	Hobgood Charter School	Ignite Innovation Academy - Pitt
Eastside STREAM Academy	Lincoln Charter School	Hyde	Jackson
Emereau: Bladen	Marjorie Williams Academy	Invest Collegiate Transform	Kannapolis City
Endeavor Charter	MINA Charter School of Lee County	Iredell-Statesville	Lake Norman Charter
Eno River Academy	Monroe Charter Academy	Johnston Charter Academy	Lakeside Charter Academy
Forsyth Academy	Montgomery	Lake Lure Classical Academy	Lee
Gaston	Moore	Langtree Charter Academy	Lincoln
Gate City Charter Academy	Mount Airy City	Lexington City	Mcdowell
Global Scholars Academy	Movement Charter School	Martin	Metrolina Regional Scholars Academy
Guilford Preparatory Academy	Movement School Eastland	Maureen Joy Charter School	Millennium Charter Academy
Haywood	Nash-Rocky Mount	Mountain Island Day School	Mitchell
Healthy Start Academy	NC Leadership Charter Academy	New Hanover	Moore Montessori Community School
Innovative School District	NC Virtual Academy	North East Carolina Preparatory	Mooreville City
Iredell Charter Academy	Niner University Elementary School	Oxford Preparatory School	Mountain Discovery Charter School
Island Montessori Charter School	Pamlico	Peak Charter Academy	Mountain Island Charter School Inc
Johnston	Paul R Brown Leadership Academy	Person	NC Health and Human Services
Kestrel Heights School	Perquimans	Phoenix Academy Inc	NERSBA
KIPP Gaston College Preparatory	Pinnacle Classical Academy	Piedmont Community Charter School	Neuse Charter School
Lenoir	Pitt	Pine Springs Preparatory Academy: CFA (1st acceptance 20-21)	Newton-Conover City
Longleaf School of the Arts	Revolution Academy	Pioneer Springs Community School	Next Generation Academy
Macon	Ridgeview Charter School	Pocosin Innovative Charter	Onslow
Madison	Roanoke Rapids	Queen City STEM School	Pine Lake Preparatory, Inc.
Mallard Creek STEM Academy	Robeson	Randolph	Polk
Matthews Charter Academy	Rowan-Salisbury	Richmond	Quest Academy
Moss Street Partnership School	Rutherford	River Mill Academy	Research Triangle High School
North Carolina Cyber Academy	Sallie B Howard School for the Arts and Education	Rockingham	Rolesville Charter Academy
Northampton	Sampson	Sandhills Theatre Arts Renaissance School	Roxboro Community School, Inc.
Northeast Academy for Aerospace & Advanced Technologies	Shining Rock Classical Academy: CFA	Scotland	South Brunswick Charter School
Orange	Stanly	Socrates Academy	Southeastern Academy
Pasquotank	Steele Creek Preparatory Academy	Southwest Charlotte Stem Academy	Stokes
PAVE Southeast Raleigh Charter School	Sugar Creek Charter	Sterling Montessori Academy	Summerfield Charter Academy
Pender	Summit Charter School	Swain	Surry
Piedmont Classical High School	The Capitol Encore Academy	The Exploris School	The Academy of Moore County
PreEminent Charter School	The College Preparatory and Leadership Academy of High Point	The Hawbridge School	The Arts Based School
Quality Education Academy	The Expedition School	Thomas Jefferson Classical Academy: A Challenge Foundation A	The Children's Village Academy
Queen's Grant Community School	The Experiential School of Greensboro	Three Rivers Academy	The Franklin School of Innovation
Raleigh Charter High School	The Learning Center	Tillery Charter Academy	The Magellan Charter School
Raleigh Oak Charter School	The New Dimensions School	Transylvania	Tiller School
Reaching All Minds Academy	Thomas Academy	Triangle Math and Science Academy	Tyrrell
Research Triangle Charter Academy	Thomasville City	UpROAR Leadership Academy	Union
Rocky Mount Preparatory	Torchlight Academy	Uwharrie Charter Academy	Union Academy Charter School
Southern Wake Academy	Two Rivers Community School	Wake Forest Charter Academy	Unity Classical Charter School
Stewart Creek High School	Union Preparatory Academy at Indian Trail	Washington	Weldon City
Success Charter School	United Community School	Watauga	West Lake Preparatory Academy
The Institute for the Development of Young Leaders	Vance	Wilkes	Whiteville City
The Mountain Community Sch	Voyager Academy	Wilson	Wilmington Preparatory Academy
Triad Math and Science Academy	Washington Montessori Public Charter School	Winterville Charter Academy	Yadkin
Union Day School	Wayne	Yancey	
Vance Charter School	Wayne Preparatory Academy	Z.E.C.A. School of Arts and Technology	
VERITAS Community School: A Challenge Foundation Academy	Willow Oak Montessori		
Wake	Wilmington School of the Arts		
Warren	Wilson Preparatory Academy		
Water's Edge Village School	Winston-Salem/Forsyth		
Youngsville Academy	Woods Charter		

Next Steps-ESSER (CARES/CRRSA/ARPA)

- ESSER I PRC 163/164 Carryover Budgets due July 31, 2021
- ESSER II PRC 171/172 Carryover Budgets due July 31, 2021
 - or Submit Initial Budget and Application in FY22
- ESSER II PRC 178 CBA Applications and Budgets due by June 1st FY21
- ESSER II PRC 178 Carryover Budgets due July 31, 2021
 - or Submit Initial Budget and Application in FY22
- ESSER III PRC 181 Carryover Budgets due July 31, 2021
 - or Submit Initial Budget and Application in FY22



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Questions

