Budget

Alamance-Burlington Schools (010) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
010	181	0	No	Yes	1.68 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$16,434,410.00	$16,434,410.00
Carryover Amount:	$32,125,798.25	$32,125,798.25
Allotment Plus Carryover:	$48,560,208.25	$48,560,208.25
Total Budgeted:		$48,560,208.25
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/05/2021 01:49 PM	Duncan, Jessica

Budget History

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/5/2021 1:49 PM	Approved (Pending)		Duncan, Jessica			
11/5/2021 1:49 PM			Duncan, Jessica	3-5110-135-000-000-00	0	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
11/5/2021 1:22 PM	Under Review		Duncan, Jessica			
11/1/2021 8:35 AM	Received		Admin, NCCCIP			
10/28/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Duncan, Jessica
		☑		3-5110-135-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
10/28/2021 9:33 AM	Denied (Pending)		Duncan, Jessica			
10/28/2021 9:33 AM			Duncan, Jessica	3-5110-135-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.

11/10/2021 9:16:58 AM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
7/26/2021 8:03 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	00	$1,760,000.00	$0.00	$1,760,000.00		The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic

							allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
ⓘ	Other	3	5110	143	000	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Other	3	5110	162	000	00	$1,000,000.00	$0.00	$1,000,000.00	
ⓘ	Other	3	5110	180	000	00	$2,700,000.00	$0.00	$2,700,000.00	
ⓘ	Other	3	5110	180	000	01	$500,000.00	$0.00	$500,000.00	

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ⓘ	Other	3	5110	180	000	02	$2,700,000.00	$0.00	$2,700,000.00	
ⓘ	Other	3	5110	180	000	03	$1,170,000.00	$0.00	$1,170,000.00	
ⓘ	Other	3	5110	181	000	00	$202,160.00	$0.00	$202,160.00	
ⓘ	Other	3	5110	211	000	00	$433,155.28	$0.00	$433,155.28	
ⓘ	Other	3	5110	211	000	01	$38,250.00	$0.00	$38,250.00	
ⓘ	Other	3	5110	211	000	02	$206,550.00	$0.00	$206,550.00	
ⓘ	Other	3	5110	211	000	03	$89,505.00	$0.00	$89,505.00	
ⓘ	Other	3	5110	221	000	00	$436,973.12	$0.00	$436,973.12	
ⓘ	Other	3	5110	231	000	00	$225,473.28	$0.00	$225,473.28	
ⓘ	Other	3	5110	343	000	00	$420,000.00	$0.00	$420,000.00	
ⓘ	Other	3	5110	411	000	00	$743,081.10	$0.00	$743,081.10	
ⓘ	Salary	3	5360	126	000	00	$3,243,420.00	$0.00	$3,243,420.00	
ⓘ	Salary	3	5360	142	000	00	$161,784.00	$0.00	$161,784.00	
ⓘ	Salary	3	5360	151	000	00	$19,782.00	$0.00	$19,782.00	
ⓘ	Other	3	5360	180	000	00	$900,000.00	$0.00	$900,000.00	
ⓘ	Other	3	5360	211	000	00	$330,861.52	$0.00	$330,861.52	
ⓘ	Other	3	5400	180	000	00	$1,200,000.00	$0.00	$1,200,000.00	
ⓘ	Other	3	5400	211	000	00	$91,800.00	$0.00	$91,800.00	
ⓘ	Other	3	5840	181	000	00	$180,000.00	$0.00	$180,000.00	
ⓘ	Other	3	5840	211	000	00	$13,770.00	$0.00	$13,770.00	
ⓘ	Other	3	5840	221	000	00	$40,086.00	$0.00	$40,086.00	
ⓘ	Other	3	5860	418	000	00	$300,000.00	$0.00	$300,000.00	
ⓘ	Other	3	6540	180	000	00	$300,000.00	$0.00	$300,000.00	
ⓘ	Other	3	6540	211	000	00	$22,950.00	$0.00	$22,950.00	
ⓘ	Other	3	6550	180	000	00	$510,000.00	$0.00	$510,000.00	

ℹ️	Other	3	6550	211	000	00	$39,015.00	$0.00	$39,015.00
ℹ️	Other	3	6570	523	000	00	$26,950,300.00	$0.00	$26,950,300.00
ℹ️	Other	3	7200	180	000	00	$720,000.00	$0.00	$720,000.00
ℹ️	Other	3	7200	211	000	00	$55,080.00	$0.00	$55,080.00
ℹ️	Other	3	8100	392	000	00	$356,211.95	$0.00	$356,211.95
						Total:	**$48,560,208.25**	**$0.00**	**$48,560,208.25**

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Grant Details

Alamance-Burlington Schools (010) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Learning Loss & Prepare for Reopening Data Set Approximate Student % At-Risk Documentation Achieve3000 65% March Achieve Report Cohort Monitoring Tool Middle 22% Secondary Cohort Tool Snapshot High 22% NCELI Social Emotional 18% NCELI Snapshot Physical 25% Language 32% Cognitive 29% Literacy 22% Mathematics 21% Imagine Learning Literacy 22% Imagine Snapshot Math 26% Panorama 3-5: Self-Management 28% Panorama Snapshot 3-5: Social Awareness 28% 3-5: Self-Efficacy 43% 3-5: Teacher/Student Relationships 15% 3-5: Sense of Belonging 26% 3-5: Engagement 31% 6-12: Self-Management 29% 6-12: Social Awareness 38% 6-12: Self-Efficacy 57% 6-12: Teacher/Student Relationships 34% 6-12: Sense of Belonging 58% 6-12: Engagement 67% Renaissance Star Early Literacy (K-1) 53% Star Snapshot Star Reading (1-3) 53% Processes Used to Develop the Needs Assessment: Ongoing, monthly virtual PLC meetings facilitated by the district's curriculum specialists and lead school counselors are used to not only provided resources and training but to also collect feedback and input on the needs of the district. As a result, data is frequently reviewed, and teachers and district leaders are able to recommend next steps for resources and strategies. Additionally, the district's MTSS Implementation Team reviews at-risk trends and makes recommendations for district-level resources and strategies to target unique needs of the district. Prepare for

Reopening & Testing/Repairing/Upgrading Projects to Improve Air Quality School Name HVAC Sq. Ft. X $30 (HVAC) Priority Order HVAC Williams 256767 $7,703,010.00 1 S. Graham 60209 $1,806,270.00 2 Eastlawn 55000 $1,650,000.00 3 Turrentine 123900 $3,717,000.00 4 Western 98212 $2,946,360.00 5 S. Mebane 57000 $1,710,000.00 6 Broadview 133400 $4,002,000.00 7 A-O 82784 $2,483,520.00 8 Graham 87746 $2,632,380.00 9 A-W 66318 $1,989,540.00 10 Grove Park 60355 $1,810,650.00 11 Haw River 76066 $2,281,980.00 12 EM Holt 70874 $2,126,220.00 13 Sylvan 52877 $1,586,310.00 14 Graham 151000 $4,530,000.00 14 BE Jordan 62484 $1,874,520.00 15 Processes Used to Develop the Needs Assessment: The Office of Operations was consulted and has been working on many projects throughout the year. The Assistant Superintendent for Operations worked with his team, contractors, and count commissioners to identify needed upgrades and the opportunities for system improvement. Additionally, the Chief Secondary and Chief Elementary Officers worked with school principals to determine various issues around the schools that could be addressed with ESSER funds. How the PSU intends to assess and address student learning gaps resulting from the disruption in educational services. ABSS continues to hold regular assessment windows. In fact, the end of the 20-21 school year will see a variety of Curriculum Based Measure assessment windows to assess for at-risk status along with summative assessments that allow the district to see the impact of COVID-19. After receiving the results of these assessments, ABSS will triangulate that with other data that we've collected with students and invite students to our summer learning program. Additionally, ABSS intends to continue the implementation of Saturday School in which students attend in-person, small group tutoring sessions in order to accelerate their learning in order to mastery content and skills while also diminishing their likelihood of needing remedial classes at the high school level. Further, as results come in from the end-of-year assessments and we use those data in conjunction with teacher feedback in our district PLCs, our curriculum leads will make adjustments to the core content for the 21-22 school year in order to address the learning gaps from the previous year and to intentionally pre-plan to add support into the next grade level's work around those standards.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

After reviewing various data points, it it clear that on any given measure, a minimum of one quarter of our students are currently at risk. As we begin to triangulate those factors, we see that many students are at-risk across multiple measures, but some students are simply at-risk on only one measure. Throughout the year, we have faced a variety of barriers, but throughout the 20-21 school year, we've continued to provide various testing windows and resources in order to help schools identify and mitigate the circumstances around learning loss. As a result, we've been able to provide targeted interventions to those showing at-risk status on various indicators, and we intend to continue that

through the use of ESSER II and ESSER III funds. Current staff and student devices are not able to run various programs (due to their age) in order to meet the demands of teaching and learning in the district. Additionally, they will not allow the full functionality of the various software that we use to address individualized instruction. As a result, we will purchase 9000 student devices to replace our aging student devices and will provide new staff devices to teachers and we will add TAs as COVID has shed light on their need for more digital resource access.

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.

$ 10,088,153.14 * 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;

While ABSS does not plan to provide additional or different assessments with ESSER III funds, we do intend to use funds to provide additional remediation and instructional support positions for 34 sites. As a result of those positions, schools, teachers, student support teams, and families will be better equipped to quickly and accurately respond to the academic needs of each child. As a result, we will more quickly identify the types of interventions needed and more quickly support students with fewer interventions as a results of addressing the skills and curricular gaps created by learning loss due to COVID-19.

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

Again, ABSS intends to use funds to provide additional remediation and instructional support that will address components of the whole child. These school-based positions will support the implementation and fidelity of our MTSS which addresses the whole child (academic, social/emotional, behavior, attendance/engagement). The expectation is that the number of students demonstrating at-risk results is reduced as these positions have a direct impact on the efficacy and efficiency of interventions. Additionally, we plan to use approximately 4 million dollars to build our district's Tier II intervention resources and provide training on their use.

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

As a result of the MTSS process, parents/families are required to be notified every time their child's intervention changes. In connection with greater efficiency of services in the school, that will translate to more frequent, more precise communication with parents/families about the individual needs of the child. Additionally, we have technology-enhanced resources that will allow clear provision of notification via the student information portal. As a result, parent notification is streamlined into the same place where they check grades, attendance, etc.

* (D) Tracking student attendance and improving student engagement in distance education;

While ABSS does not intend to provide any additional resources for tracking attendance or engagement, it does intend to support this practice through previously established resources and procedures.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

While ABSS does not plan to provide additional or different assessments with ESSER III funds, we do intend to use funds to provide additional remediation and instructional support positions for 34 sites. As a result of those positions, schools, teachers, student support teams, and families will be better equipped to quickly and accurately respond to the academic needs of each child. As a results, we will more quickly identify the types of interventions needed and more quickly support students with fewer interventions as a results of addressing the skills and curricular gaps created by learning loss due to COVID-19. Additionally, as we continue to support the regional coaches with these funds, they will be delivering hands-on support for teachers as they address the learning loss needs of their students. The regional coaches will be trained in best-practices and be able to support the appropriate selection and delivery of instructional opportunities based on the data they have for each of their students.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⊙ No				$
	* ⊙ Yes ○ No	The Office of Operations was consulted and has been working on many projects throughout the year. The Assistant Superintendent for	July 2021 - June 2024	Improved air quality	$ 26,950,300.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		Superintendent for Operations worked with his team, contractors, and count commissioners to identify needed upgrades and the opportunities for system improvement. Additionally, the Chief Secondary and Chief Elementary Officers worked with school principals to determine various issues around the schools that could be addressed with ESSER funds. While many of our schools are in line for improvements, the review of the data and potential for upgrades allowed a more thorough and expedited review of our HVAC systems which has led to a clear			

		priority for work to repair and upgrade projects to improve air flow. As a result, approximately half our our school sites will receive much needed upgrades to the HVAC and ventilation suggestions far ahead of schedule.			
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	ABSS intends to support additional school nurses throughout the district. As such, these funds are being set aside to provide continuous access to school nurses.	July 2021 - June 2024	Reduced virus transmission	$ 306,126.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	Support Position: - Technology support position to address the growing demands of technology support as we open a virtual school and continue to use additional online resources for individualized learning.	July 2021 - June 2024	-Usage metrics - Deployment timeline -TWC results -Ticket timelines	$ 71,925.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◯ Yes ⦿ No				$
	* ⦿ Yes ◯ No	To address learning loss, ABSS intends to continue to provide summer learning opportunities for the next two summers (above and beyond what is typically offered)	-June 2021 - August 2024 -June 2022 - August 2022		$ 184,309.85

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.		is typically offered) to students who are identified as "at-risk" based on various factors (EL, students experiencing homelessness, low income, migrant, etc. in addition to academic and other risk factors). As such, we are setting aside funds to provide supplies, transportation, and additional employment payments for student learning opportunities outside of the regular school year. While we have specific plans for the summer of 2021, we will evaluate our impact and our course of action to provide better and more tailored supports over the		-Student retention reduction -HS students requiring remedial courses reduction - Students proficient in reading increase	

		next two summers. Additionally, as we work with local support groups, we will look to provide summer support to entering kindergarten students so that their opportunities for a smooth transition into formal schooling is seamless and allows for greater time spent on Kindergarten standards attainment.			
	* ⦿ Yes ◯ No	Whereas, due to Covid-19, the Alamance-Burlington School System is experiencing unprecedented labor shortages across multiple classifications of employment. It was the determine of the Alamance-Burlington Board of Education, at	December 2021-June 2022	-Staff Retention - Improved Staff Recruitment - Increased Number of Substitutes	$ 10,959,394.26

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.		the recommendation of the superintendent, payment of retention bonuses to employees will assist in retaining current employees, payment of recruitment bonuses will assist in recruiting much-needed new employees, and payment of incentive bonuses to substitutes will will assist in ensuring that schools are adequately staffed during the upcoming winter months.			
			Total ESSER III Allotment	$	38,472,055.11

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan

Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Alamance-Burlington Schools (010) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Alexander County Schools (020) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/7/2021 5:25:21 PM	Nick Anderson	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/7/2021 5:24:45 PM	Nick Anderson	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects. **Dr. Nick Anderson** ***ESSER Program Administrator Northwest Region*** Federal Programs NC Department of Public Instruction (W) 984-236-2786 nick.anderson@dpi.nc.gov	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/22/2021 8:04:26 AM	Robyn Helton	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/22/2021 8:04:26 AM	Robyn Helton	Status changed to 'Chief Administrator Approved'.	S
☐	10/22/2021 8:04:16 AM	Robyn Helton	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/22/2021 8:04:16 AM	Robyn Helton	Status changed to 'Fiscal Representative Approved'.	S
	10/22/2021 8:04:02 AM	Robyn Helton	Status changed to 'Revision Completed'.	S

11/9/2021 11:40:39 AM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:02:33 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Alexander County Schools (020) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$8,194,638.00	$8,194,638.00
Carryover	$0.00	$0.00
Total	$8,194,638.00	$8,194,638.00

Budget

Alexander County Schools (020) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
020	181	1	No	No	3.96 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$8,194,638.00	$8,194,638.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$8,194,638.00	$8,194,638.00
Total Budgeted:		$8,194,638.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/27/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/27/2021 4:45 PM	Approved	✓	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Anderson, Nick
10/27/2021 1:26 PM	Approved (Pending)		Anderson, Nick			
10/21/2021 8:29 AM	Received		Admin, NCCCIP			
10/1/2021 4:47 PM	Approved	✓	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/27/2021 10:57 AM	Approved (Pending)		Popp, James			
9/24/2021 11:03 AM	Received		Admin, NCCCIP			
9/22/2021 4:45 PM	Denied	✓	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		✓		3-5350-126-000-000-00	0	SELREP should be purpose code 5360
		✓		3-5350-171-000-000-00	0	SELREP should be purpose code 5360
		✓		3-5350-180-000-000-00	0	SELREP should be purpose code 5360
		✓		3-5350-198-000-000-00	0	SELREP should be purpose code 5360
		✓		3-5350-451-000-000-00	0	SELREP should be purpose code 5360
9/22/2021 9:58 AM	Denied (Pending)		Popp, James			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/22/2021 6:59 AM	Under Review		Popp, James			
9/21/2021 8:18 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
🛈	Salary	3	5110	121	000	00	$200,000.00	$0.00	$200,000.00		
🛈	Salary	3	5110	127	000	00	$330,000.00	$0.00	$330,000.00		
🛈	Salary	3	5110	135	000	00	$198,000.00	$0.00	$198,000.00		
🛈	Salary	3	5110	142	000	00	$225,000.00	$0.00	$225,000.00		
🛈	Salary	3	5110	146	000	00	$250,000.00	$0.00	$250,000.00		
🛈	Other	3	5110	181	000	00	$57,000.00	$0.00	$57,000.00		
🛈	Other	3	5110	187	000	00	$58,032.00	$0.00	$58,032.00		
🛈	Other	3	5110	199	000	00	$2,000.00	$0.00	$2,000.00		
🛈	Other	3	5110	211	000	00	$100,982.45	$0.00	$100,982.45		
🛈	Other	3	5110	221	000	00	$290,407.04	$0.00	$290,407.04		
🛈	Other	3	5110	231	000	00	$207,360.00	$0.00	$207,360.00		
🛈	Other	3	5110	411	000	00	$84,480.00	$0.00	$84,480.00		
🛈	Other	3	5110	418	000	00	$264,480.00	$0.00	$264,480.00		

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ℹ	Salary	3	5210	133	000	00	$150,000.00	$0.00	$150,000.00
ℹ	Salary	3	5210	142	000	00	$75,000.00	$0.00	$75,000.00
ℹ	Other	3	5210	181	000	00	$10,500.00	$0.00	$10,500.00
ℹ	Other	3	5210	211	000	00	$18,015.75	$0.00	$18,015.75
ℹ	Other	3	5210	221	000	00	$51,810.00	$0.00	$51,810.00
ℹ	Other	3	5210	231	000	00	$38,880.00	$0.00	$38,880.00
ℹ	Other	3	5210	311	000	00	$260,000.00	$0.00	$260,000.00
ℹ	Other	3	5240	311	000	00	$240,000.00	$0.00	$240,000.00
ℹ	Salary	3	5270	142	000	00	$25,000.00	$0.00	$25,000.00
ℹ	Other	3	5270	181	000	00	$500.00	$0.00	$500.00
ℹ	Other	3	5270	211	000	00	$1,950.75	$0.00	$1,950.75
ℹ	Other	3	5270	221	000	00	$5,610.00	$0.00	$5,610.00
ℹ	Other	3	5270	231	000	00	$6,480.00	$0.00	$6,480.00
ℹ	Salary	3	5320	131	000	00	$112,000.00	$0.00	$112,000.00
ℹ	Other	3	5320	181	000	00	$6,720.00	$0.00	$6,720.00
ℹ	Other	3	5320	211	000	00	$9,082.08	$0.00	$9,082.08
ℹ	Other	3	5320	221	000	00	$26,118.40	$0.00	$26,118.40
ℹ	Other	3	5320	231	000	00	$12,960.00	$0.00	$12,960.00
ℹ	Other	3	5320	332	000	00	$2,000.00	$0.00	$2,000.00
ℹ	Other	3	5350	198	000	00	$291,600.00	$0.00	$291,600.00
ℹ	Other	3	5350	211	000	00	$22,307.40	$0.00	$22,307.40
ℹ	Other	3	5350	221	000	00	$64,152.00	$0.00	$64,152.00
ℹ	Other	3	5350	451	000	00	$30,000.00	$0.00	$30,000.00
ℹ	Salary	3	5360	126	000	00	$475,200.00	$0.00	$475,200.00
ℹ	Salary	3	5360	171	000	00	$120,000.00	$0.00	$120,000.00

ℹ	Other	3	5360	180	000	00	$172,800.00	$0.00	$172,800.00
ℹ	Other	3	5360	211	000	00	$58,752.00	$0.00	$58,752.00
ℹ	Salary	3	5830	131	000	00	$156,000.00	$0.00	$156,000.00
ℹ	Salary	3	5830	151	000	00	$108,000.00	$0.00	$108,000.00
ℹ	Other	3	5830	181	000	00	$11,520.00	$0.00	$11,520.00
ℹ	Other	3	5830	211	000	00	$21,077.28	$0.00	$21,077.28
ℹ	Other	3	5830	221	000	00	$60,614.40	$0.00	$60,614.40
ℹ	Other	3	5830	231	000	00	$38,880.00	$0.00	$38,880.00
ℹ	Other	3	5830	312	000	00	$15,000.00	$0.00	$15,000.00
ℹ	Other	3	5830	332	000	00	$6,000.00	$0.00	$6,000.00
ℹ	Other	3	5830	418	000	00	$45,000.00	$0.00	$45,000.00
ℹ	Salary	3	5840	146	000	00	$219,000.00	$0.00	$219,000.00
ℹ	Other	3	5840	181	000	00	$13,140.00	$0.00	$13,140.00
ℹ	Other	3	5840	211	000	00	$17,758.71	$0.00	$17,758.71
ℹ	Other	3	5840	221	000	00	$51,070.80	$0.00	$51,070.80
ℹ	Other	3	5840	231	000	00	$34,020.00	$0.00	$34,020.00
ℹ	Other	3	5840	332	000	00	$3,000.00	$0.00	$3,000.00
ℹ	Other	3	5840	411	000	00	$20,000.00	$0.00	$20,000.00
ℹ	Equipment	3	5860	462	000	00	$333,000.00	$0.00	$333,000.00
ℹ	Salary	3	6400	152	000	00	$33,510.00	$0.00	$33,510.00
ℹ	Other	3	6400	181	000	00	$670.20	$0.00	$670.20
ℹ	Other	3	6400	211	000	00	$2,614.79	$0.00	$2,614.79
ℹ	Other	3	6400	221	000	00	$7,519.64	$0.00	$7,519.64
ℹ	Other	3	6400	231	000	00	$6,480.00	$0.00	$6,480.00
ℹ	Other	3	6540	411	000	00	$27,000.00	$8,269.00	$35,269.00 Beginning

									budget for water filtration systems for district	
ℹ	Other	3	6570	523	000	00	$500,000.00	$0.00	$500,000.00		
ℹ	Other	3	6620	311	000	00	$54,000.00	$0.00	$54,000.00		
ℹ	Other	3	8100	392	000	00	$209,222.08	$327.29	$209,549.37		
ℹ	Other	3	8200	399	000	00	$1,637,091.23	($327.29)	$1,636,763.94		
						Total:	**$8,186,369.00**	**$8,269.00**	**$8,194,638.00**		

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Alexander County Schools (020) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The district collaborated with many different groups to determine the needs of Alexander County Schools. The district leadership team met multiple times (Superintendent, Associate Superintendent, CFO, Federal Programs Executive Director (also EC Director), HR Executive Director, Director of Student Support Services & Accountability, Maintenance Director & Technology Coordinator. The Federal Programs Director outlined the allowable uses for the funds specifying the primary purpose of the funds and the expiration of funding. Each director was tasked with collaborating within their departments to prioritize a list of needs with a description and data of the purpose of their request. The Federal Programs Director also sought input from building Principals. Once data and information was collected from all parties involved, the needs were prioritized. The Leadership Team met again to discuss the needs of each department. The areas of need were identified as learning loss, (including 3 years of a summer program, instructional support coaches for the high school, instructional support positions, educational technology, and teachers for after school tutoring for 3 years). Maintenance was the next area of focus, numerous school are in need of a modified or upgraded HVAC system along with building isolation rooms for ill students. During the pandemic we have become very dependent on educational technology. A technology assessment found that data projectors and outdated interactive tech needed to be replaced and the next generation of technology employed at a Total cost of ownership savings from the previous deployment. This next generation of classroom technology includes interactive panel technology deployed with the use of mobile stands, not a fixed platform. Interactive panel technology is an effective mechanism to re-engage students in collaborative learning and encourage flexibility in classroom interactivity while facilitating the recovery of lost time in the classroom due to the requirement of virtual learning in the last 18 months. All classrooms lacking the interactive panel technology will receive an interactive panel on a mobile cart. Carts will accommodate earlier grades K-2 by providing a platform that can be lowered or raised as needed. Referrals for mental health and behavioral services are a priority for the district. Alexander County Schools has also suffered a loss of adm funding due to COVID 19. The constant move of families from homeschool to school, from district to district and state

to state has taken a toll. This loss has had an impact on teaching positions, exceptional children's funding, and other essential positions within the school district.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

* (B) implementing evidence-based activities to meet the comprehensive needs of students; Academic: The Alexander County School System has a well defined Core Curriculum and Instructional Framework providing for instruction that is engaging and aligned to state and national standards. The universal screening process and assessment opportunities as listed above provide for frequent adjustments to instruction to meet the needs of small groups or at risk students. Alexander Central High School has many of these structures, however it is not as well defined as at the elementary and middle schools due to a lack of centralized support and staffing issues. Every school has a well defined WIN (What I need) time for differentiated Core and "acceleration for all." During this time, students are identified for additional support, pre teaching of content to build background and skills and enrichment. WIN groups are flexible and students will rotate in and out depending upon individual needs. Alexander Central High School has a Smart Lunch and seminar period where the schedule permits for a WIN opportunity, but it has not been utilized in a systematic fashion in order to progress monitor student learning or to determine effectiveness of these supports. We need to implement a well defined system of support and the ability to problem solve any deficiencies in implementation. An additional Intervention time is provided for any student who is not making adequate progress in Core and WIN instruction. The interventions are research based and consistent with our Standard treatment protocols which are skill specific in math and reading. Some of these interventions occur during WIN time and those needing intensive support will be provided with 48 (1.5) after school intervention slots by licensed teachers or trained interventionists for additional interventions. The interventions are research based with many coming from Intervention Central and the Florida Center for Reading Research. Due to Learning Loss, we will purchase the instructional component for 100% of our K-8 students and Edmentum for credit recovery for our high schools. Both of these tools can be used remotely if needed and if we were to have to close down schools for a period of time. The Instructional Component provides for differentiated practice and support to close gaps for students. Also in response to learning loss, we will be providing 3 weeks of Summer Jump Start where our intention is to fill gaps, but to also pre teach difficult content in Core areas to promote success in the next school year. This will be a K-12 initiative, with credit recovery and pre teaching being the main focus at the secondary level. This will be monitored, supported and implemented by MTSS Learning Loss Facilitators. We will provide transportation for after school tutoring and the Summer jump start program. Instructional Facilitators will be paid a semester supplement of 1250.00 in order to train interventionists, implement the tutoring program and progress monitor to determine effectiveness. Elementary and Middle Schools have access to a full time Instructional Facilitator whose primary responsibility centers around MTSS. We have a need for this level of support at our high school and will hire a math and ELA MTSS/Learning Loss Coach.

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.

$ 1,660,732.65 * 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;

The Alexander County School System has a robust system of diagnostic, formative and summative assessments. Academic Assessments: Diagnostic Assessments: Dibels for K-3 and fourth grade students who are identified as reading retained. IReady Diagnostic for 3rd- 8th grade in Reading. K-8 in Math. BOG for third grade Reading Progress Monitoring: Reading Dibels Progress Monitoring (K-3) AND RTA 4th graders iReady Growth Monitoring (school choice-3-8) iReady Benchmark Assessment MOY/EOY Comprehensive (3-5) NC Check-ins (6-8) Math MOY and EOY Benchmark from the state of NC (k-2) iReady Growth Monitoring (School Choice-K-8) NC Check-ins (6-8) Science NC Check-ins (6-8) High School Common Formative Assessments Mid Term exams Final exams Regular check-ins NC Check-ins for math I Identified at Risk Core Assessment Dibels for K-3 and fourth grade students who are identified as reading retained iReady Growth Monitoring (school choice-3-8) Iready Standards Mastery(K-8) Easy CBM (Tier 3) NC ENSI Summative Assessments EOGs and EOC's required by the state o f NC SEL Assessments Surveys By screening all students at the beginning and end of the school year, we measure and monitor valid and reliable SEL data from students and teachers on student SEL mindset and skills. The survey is based on CASEL Core Competencies and research-backed curriculums. Check-ins Check-ins measure how a student is doing in a specific moment rather than overall perceptions measured at the beginning and end of a school year by surveys. This process of gathering student voice and SEL skill-competency guides core and interventions

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

The Alexander County School System has a well defined Core Curriculum and Instructional Framework providing for instruction that is engaging and aligned to state and national standards. The universal screening process and assessment opportunities as listed above provide for frequent adjustments to instruction to meet the needs of small groups or at risk students. Alexander Central High School has many of these structures, however it is not as well defined as at the elementary and middle schools due to a lack of centralized support and staffing issues. Every school has a well defined WIN (What I need) time for differentiated Core and "acceleration for all." During this time, students are identified for additional support, pre teaching of content to build background and skills and enrichment. WIN groups are flexible and students will rotate in and out depending upon individual needs. Alexander Central High School has a Smart Lunch and seminar period where the schedule permits for a WIN opportunity, but it has not been utilized in a systematic fashion in order to progress monitor student learning or to determine effectiveness of these supports. We need to implement a well defined system of support and the ability to problem solve any deficiencies in implementation. An additional Intervention time is provided for any student who is not making adequate progress in Core and WIN

instruction. The interventions are research based and consistent with our Standard treatment protocols which are skill specific in math and reading. Some of these interventions occur during WIN time and those needing intensive support will be provided with 48 (1.5) after school intervention slots by licensed teachers or trained interventionists for additional interventions. The interventions are research based with many coming from Intervention Central and the Florida Center for Reading Research. Due to Learning Loss, we will purchase the instructional component for 100% of our K-8 students and Edmentum for credit recovery for our high schools. Both of these tools can be used remotely if needed and if we were to have to close down schools for a period of time. The Instructional Component provides for differentiated practice and support to close gaps for students. Also in response to learning loss, we will be providing 3 weeks of Summer Jump Start where our intention is to fill gaps, but to also pre teach difficult content in Core areas to promote success in the next school year. This will be a K-12 initiative, with credit recovery and pre teaching being the main focus at the secondary level. This will be monitored, supported and implemented by MTSS Learning Loss Facilitators. We will provide transportation for after school tutoring and the Summer jump start program. Salaries: teachers, non-certified staff, bus drivers, counselors, nurses, social workers, instructional coaches, instructional supplies, software, lunches and snack. Instructional Facilitators will be paid a semester supplement of 1250.00 in order to train interventionists, implement the tutoring program and progress monitor to determine effectiveness. Elementary and Middle Schools have access to a full time Instructional Facilitator whose primary responsibility centers around MTSS. We have a need for this level of support at our high school and will hire a math and ELA MTSS/Learning Loss Coach.

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

Parent and family communication is required for teachers/administrators in the district if students are not engaged/active in distance education. Contacts logs are kept at the school to track the various forms of contacts. The purpose of these contacts is to promote student success an involve parents in their child's learning. School administrators have been tasked with working with school staff in having engaging and interactive family engagements events via virtual or outdoors. The focus of family engagement events is to provide technology and instructional support to families to make students more successful. We strive to provide district and school communication into a language that families can understand. The district sends multiple communications (by phone, website and email) regarding events and general information. * (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; Alexander County Schools Offer a variety of opportunities for parents to become engaged in supporting student learning. In addition to parent nights, conferences are held at a minimum of quarterly for all students who are working below grade level. Each school employs a strategy for documenting parent contacts. Parents are invited to Student Support Team Meetings where more intensive interventions and support to parents can be provided. We have also shared curriculum support resources from a variety of websites for parents and have provided hot spots to families who do not have internet access for financial reasons. We have worked within the community to create additional open wifi in each of our schools and at various locations throughout Alexander County, We have begun training in Specially Designed instruction with all EC staff and school administrators. Food Pick-up sites Employment of additional student support staff Translation services Communication of interventions in multiple languages Specialized instructional support personnel work with school teams to cultivate awareness of the identifications and situations that indicate a student is homeless. All school employees are require to participate in a Safe Schools Module that addresses

homeless and its identification. School social worker provide training and ,materials to all schools, PreK programs and community agencies. Annually, school social workers attended national and state conferences on homelessness. Hot spots are provided to families/students identified in homeless situations tp allow them to participate in virtual learning. Children in foster care, and other identified groups are given the same opportunities as unidentified students. For children and youth in foster care, school teams supported by specialized instructional support personnel ensure students have access to housing, transportation, food, and care resources.. For students in foster core homes for treatment, there is an intake meeting process to assist the schools in appropriately placing students with comparable services.

* (D) Tracking student attendance and improving student engagement in distance education;

Attendance As a result of COVID school closures and virtual learning, our students are more disengaged than ever. We will examine our school policies and practices on attendance to ensure the reflect research around school attendance. Regular attendance ensures children benefit from participating in quality early education, habit of attendance is a school readiness skill, and good attendance is a measure of parent engagement. We must identify barriers to student attendance and assist our families in addressing these barriers to ensure a quality education for our students AttendanceWorks provides guidance, training, and resources to assist our district with addressing these challenges.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

We utilize our assessment system to monitor progress of students in weekly PLC and monthly Student Support Team (SST) meetings. We will utilize ESSER III funds to provide research based interventions through progress monitoring in an effort to continue our efforts towards achieving core proficiency. Each school tracks individual student growth through a system maintained by instructional facilitators who are the leads in Pandemic Recovery. The group collectively examines where gains are being made in order to problem solve practice at a minimum each nine weeks. Additionally, Central Office principal liaisons meet with principals to discuss progress towards reaching or exceeding pre pandemic progress.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ● Yes ○ No	Installation of water bottle filling stations in Alexander County School buildings :By shutting down the ability to drink directly from the fountains we reduce the [possibility] of someone drinking from the fountain after someone else touched it with their lips or saliva. Thus keeping down on the spread of all sorts of viruses.	August 2021-June 2024	By shutting down the ability to drink directly from the fountains we reduce the [possibility] of someone drinking from the fountain after someone else touched it with their lips or saliva. Thus keeping down on the spread of all sorts of viruses.	$ 35,269.00

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IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No	Improve air quality systems in 3 schools that will increase air flow and help prevent the spread of infectious disease. Repairs and replacement of various Bard Units and ventilator heat pumps.	August 2021-June 2024	Decreased COVID-19 transmission in schools and classrooms. Decreased absences among students and staff due to contagious disease transmission. Virus transmission data, contact tracing, quarantine data, and air quality checks.	$ 500,000.00
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				$ 0.00
		In response to a loss of ADM in our district caused by the Corona virus ACS EC program suffered	August 2021-June 2024		$ 2,124,609.35

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	a $325,500 loss in allotment per year. To provide EC services that address learning loss and lack of progress on IEP goals caused by COVID 19, ACS will use a portion of ESSER III funds to contract for services to help address the need. These positions have been hard to fill due to the fear of contracting COVID by applicants and employees. Additional instructional assistants will be employed to assist teachers in the classroom to help with the prevention of the spread of the virus and to help educate students on healthy behaviors. ESSER II funds will also be used to employ a translator/interpreter to communicate information about COVID, healthy habits, and announcement with		EC Program Data, I-Ready Data, EC Staffing Data & EC Student Headcount, Progress on IEP Goals. Communication logs between ESL family liaison & parents. Psychologist log of students tested and log of MTSS data from meetings attended.	

		announcement with our EL students and families. This individually will work in collaboration with other school personal to help EL families that are suffering from the affects of COVID. Additional psych. to help address additional needs.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	Salaries to support and sustain 3 new nurse positions hired during the pandemic. Funding additional PPE for chorus classes, band students, nursing supplies, etc.. to assist in COVID response and mitigation.	August 2021-June 2024	Decreased exposures among students and staff to COVID-19. Increased awareness and education among students, staff, and parents concerning contagious disease and communicable disease.	$ 357,990.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$ 0.00

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$ 0.00
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$ 0.00
	* ◉ Yes ○ No	Data projectors and outdated interactive tech needed to be replaced and the next generation of technology employed at a Total cost of ownership savings from the previous	August 2021-June 2024	Walk-through data, PDP Goals set specifically for the effective use of technology in the classroom. Communication logs kept by teachers/staff while using VoIP.	$ 333,000.00

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | | deployment. This next generation of classroom technology includes interactive panel technology deployed with the use of mobile stands, not a fixed platform. Interactive panel technology is an effective mechanism to re-engage students in collaborative learning and encourage flexibility in classroom interactivity while facilitating the recovery of lost time in the classroom due to the requirement of virtual learning in the last 18 months. All classrooms lacking the interactive panel technology will receive an interactive panel on a mobile cart. Carts will accommodate earlier grades K-2 by providing a platform that can be lowered or raised as needed. Integration of VoIP in schools; Voice Over | | | |

		schools: Voice Over Internet Protocol is a technology that allows you to make voice calls using internet connection instead of a regular phone.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	Due to the increasing needs of students, student support services added counselors, a social worker, and administrative assistant. Students manifest anxiety and stress, requiring a counseling professional response for an increase in student self-harm reports/assessments and threat reports/assessments. Students needing small group sessions and direct work on self-management, self-awareness, social awareness, responsible decision making, and relationship skills. Teachers require support with the	August 2021-June 2024	Increased access to counseling services. Reduced officer referrals and suspensions. Early identification of mental health needs. Number of employees accessing the Employee Assistance Program.	$ 684,971.00

		Integration of resilience and SEL into daily routines. Additional effects of COVID19 have affected families, jobs, and resources. School social workers are more now than ever. Students and families are in need of community resources. To manage the wave of demand, our district has added a social worker. Though needed, the additional student support services staff has increased managerial needs, such as data collection, spreadsheets tracking student needs, transportation, SEL curr., etc..			

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				$ 0.00
	* ⦿ Yes ○ No	In response to a loss of ADM and funding in our district caused by the Corona virus ACS will use ESSER funds to continue to employ existing staff: 4 teachers and 3 teacher assistants.	August 2021-June 2024	Unbudgeted_____ will be kept to cover unexpected costs associated with the reduction and response to the impacts of COVID-19 on school operations and services. Indirect cost will also be found in this category.	$ 2,498,066.00

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.					
				Total ESSER III Allotment	$ 6,533,905.35

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.

*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Alexander County Schools (020) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Sharon Mehaffey	
	Robyn Helton	
	Kimberly Frye	

Alexander County Schools (020) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, October 22, 2021

Alexander County Schools (020) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Alexander County Schools (020) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/9/2021 11:40:39 AM

GAN Organization Data

Alexander County Schools (020) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058148

* Address:

700 Liledoun Road Taylorsville, NC 28681

* Superintendent:

Dr. Jennifer Hefner

Key Personnel:

* Robyn Helton
* Kim Frye
* Sharon Mehaffey

11/9/2021 11:40:39 AM

Alleghany County Schools (030) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/3/2021 2:33:14 PM	Melissa Weaver	Status changed to 'Chief Administrator Approved'.	S
	11/3/2021 2:33:09 PM	Melissa Weaver	Status changed to 'Fiscal Representative Approved'.	S
	11/3/2021 11:40:12 AM	Heath Vogler	Status changed to 'Draft Completed'.	S
	11/3/2021 11:39:15 AM	Heath Vogler	Status changed to 'Fiscal Representative Returned Not Approved'.	S
	10/22/2021 9:51:30 AM	Heath Vogler	Status changed to 'Draft Completed'.	S
	10/21/2021 9:40:50 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	10/21/2021 9:40:41 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/21/2021 9:40:35 PM	Tina Letchworth	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.	C
☐	10/21/2021 9:24:00 AM	Heath Vogler	We need to amend our plan to include a washer/dryer for a nursing/medical room at SES to assist in sanitation to mitigate the spread of virus. We already have washers/dryer in plan for athletics but need to include this area as well as we have a need.	C
	10/19/2021 6:37:51 PM	Nick Anderson	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/19/2021 6:33:11 PM	Nick Anderson	The budget that has been submitted within BAAS and the FY 2022 - CRRSA-ESSER III Application (PRC181) submitted within CCIP have been approved. This approval reflects the programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects. Nick Anderson, Ed.D. Nick Anderson@dpi.nc.gov ESSER Program Administrator Federal Program Monitoring and Support Division	C
	10/11/2021 12:32:35 PM	Melissa Weaver	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/8/2021 11:49:44 AM	Heath Vogler	Status changed to 'Fiscal Representative Approved'.	S
	10/8/2021 11:49:10 AM	Heath Vogler	Status changed to 'Draft Completed'.	S
	10/8/2021 11:29:54 AM	James Popp	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/8/2021 11:29:49 AM	James Popp	**The FY 2022 - ARPA-ESSER III Continuation Application (PRC 181) has been returned to the District as NOT APPROVED for the following reasons:** **Facility repairs/improvements to minimize virus transmission:** Expanding seating of outdoor sports facilities is not allowable. **Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.**	C
	9/23/2021 2:24:46 PM	Melissa Weaver	Status changed to 'Chief Administrator Approved'.	S
	9/3/2021 9:37:20 AM	Heath Vogler	Status changed to 'Fiscal Representative Approved'.	S

11/9/2021 11:42:23 AM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/3/2021 9:26:42 AM	Heath Vogler	Status changed to 'Draft Completed'.	S
	8/19/2021 9:17:38 AM	Heath Vogler	Status changed to 'Fiscal Representative Returned Not Approved'.	S
	8/17/2021 8:14:54 AM	Heath Vogler	Status changed to 'Draft Completed'.	S
	8/17/2021 8:09:15 AM	Heath Vogler	Status changed to 'Fiscal Representative Returned Not Approved'.	S
	8/16/2021 4:00:47 PM	Heath Vogler	Status changed to 'Draft Completed'.	S
	8/16/2021 3:54:00 PM	Heath Vogler	Status changed to 'Fiscal Representative Returned Not Approved'.	S
	8/11/2021 2:51:56 PM	Heath Vogler	Status changed to 'Draft Completed'.	S
	8/6/2021 12:51:32 PM	Alex Charles	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	7/29/2021 10:46:09 AM	Melissa Weaver	Status changed to 'Chief Administrator Approved'.	S

11/9/2021 11:42:23 AM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/29/2021 10:46:01 AM	Melissa Weaver	Status changed to 'Fiscal Representative Approved'.	S
	7/29/2021 10:45:52 AM	Melissa Weaver	Status changed to 'Draft Completed'.	S
	7/28/2021 9:25:05 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:42:45 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

11/9/2021 11:42:23 AM

Alleghany County Schools (030) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,233,754.00	$1,233,754.00
Carryover	$2,492,040.00	$2,492,040.00
Total	$3,725,794.00	$3,725,794.00

Budget

Alleghany County Schools (030) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
030	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,233,754.00	$0.00
Carryover Amount:	$2,492,040.00	$2,492,040.00
Allotment Plus Carryover:	$3,725,794.00	$2,492,040.00
Total Budgeted:		$2,492,040.00
Total Remaining:	$1,233,754.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	11/08/2021 03:45 PM	Admin, NCCCIP

Budget History

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/8/2021 3:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Anderson, Nick
		☑		3-5110-192-000-200-28	0	Please add carryover about of $1,233,754.00 to the current budget and resubmit. Budget is being returned per request of Mr. Vogler.
11/8/2021 2:46 PM	Denied (Pending)		Anderson, Nick			
11/8/2021 2:45 PM			Anderson, Nick	3-5110-192-000-200-28	0	Please add carryover about of $1,233,754.00 to the current budget and resubmit. Budget is being returned per request of Mr. Vogler.
10/19/2021 6:37 PM	Approved (Pending)		Anderson, Nick			
10/8/2021 9:59 AM	Under Review		Popp, James			
9/28/2021 8:07 AM	Received		Admin, NCCCIP			
8/11/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☑		3-5110-192-000-000-00	0	Carryover budget is being returned for correction - per conversation with Cindy Holder on 8/11/2021.
8/11/2021 11:40 AM	Denied (Pending)		Popp, James			
8/11/2021 11:39 AM			Popp, James	3-5110-192-000-000-00	0	Carryover budget is being returned for correction - per conversation with Cindy Holder on 8/11/2021.
7/28/2021 9:25 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	192	200	28	$48,500.00	$0.00	$48,500.00		Please add carryover about of $1,233,754.00 to the current budget and resubmit. Budget is being returned per request of Mr. Vogler.
ⓘ	Other	3	5110	196	700	02	$38,000.00	$0.00	$38,000.00		
ⓘ	Other	3	5110	211	200	28	$3,710.25	$0.00	$3,710.25		
ⓘ	Other	3	5110	211	700	02	$2,690.40	$0.00	$2,690.40		
ⓘ	Other	3	5110	221	200	28	$11,882.50	$0.00	$11,882.50		
ⓘ	Other	3	5110	221	700	02	$9,310.00	$0.00	$9,310.00		
ⓘ	Other	3	5110	311	400	02	$200,000.00	$0.00	$200,000.00		
ⓘ	Other	3	5110	312	100	28	$20,000.00	$0.00	$20,000.00		
ⓘ	Other	3	5110	411	300	02	$10,000.00	$0.00	$10,000.00		
ⓘ	Other	3	5110	411	500	02	$89,999.60	$0.00	$89,999.60		
ⓘ	Other	3	5110	413	100	02	$148,408.00	$0.00	$148,408.00		
ⓘ											

	Equipment	3	5110	461	100	04	$100,000.00	$0.00	$100,000.00	
ⓘ	Salary	3	5210	135	100	12	$70,700.00	$0.00	$70,700.00	
ⓘ	Other	3	5210	211	100	12	$5,398.54	$0.00	$5,398.54	
ⓘ	Other	3	5210	221	100	12	$17,321.50	$0.00	$17,321.50	
ⓘ	Other	3	5210	231	100	12	$6,579.96	$0.00	$6,579.96	
ⓘ	Salary	3	5240	146	300	12	$32,850.00	$0.00	$32,850.00	
ⓘ	Other	3	5240	211	300	12	$2,513.03	$0.00	$2,513.03	
ⓘ	Other	3	5240	221	300	12	$8,048.25	$0.00	$8,048.25	
ⓘ	Other	3	5240	231	300	12	$6,588.72	$0.00	$6,588.72	
ⓘ	Other	3	5350	411	400	26	$4,000.00	$0.00	$4,000.00	
ⓘ	Other	3	5350	451	300	26	$3,952.60	$0.00	$3,952.60	
ⓘ	Salary	3	5360	126	100	26	$159,199.80	$0.00	$159,199.80	
ⓘ	Other	3	5360	180	200	26	$19,200.00	$0.00	$19,200.00	
ⓘ	Other	3	5360	211	100	26	$12,178.80	$0.00	$12,178.80	
ⓘ	Other	3	5360	211	200	26	$1,468.80	$0.00	$1,468.80	
ⓘ	Salary	3	5830	131	200	24	$26,535.00	$0.00	$26,535.00	
ⓘ	Other	3	5830	211	200	24	$2,028.95	$0.00	$2,028.95	
ⓘ	Other	3	5830	221	200	24	$6,501.08	$0.00	$6,501.08	
ⓘ	Other	3	5830	231	200	24	$4,934.97	$0.00	$4,934.97	
ⓘ	Other	3	5830	311	100	24	$20,000.00	$0.00	$20,000.00	
ⓘ	Other	3	5830	312	300	24	$10,000.00	$0.00	$10,000.00	
ⓘ	Other	3	5840	312	100	16	$10,000.00	$0.00	$10,000.00	
ⓘ	Other	3	5840	319	100	08	$91,592.00	$0.00	$91,592.00	
ⓘ	Equipment	3	5860	462	100	22	$70,751.00	$0.00	$70,751.00	
ⓘ	Other	3	5860	462	200	20	$50,000.00	$0.00	$50,000.00	
ⓘ										

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5860	462	200	22	$221,000.00	$0.00	$221,000.00		
ⓘ	Equipment	3	5860	542	100	20	$250,000.00	$0.00	$250,000.00		
ⓘ	Other	3	6540	411	100	18	$10,000.00	$0.00	$10,000.00		
ⓘ	Other	3	6570	522	300	06	$50,000.00	$0.00	$50,000.00		
ⓘ	Other	3	6570	523	100	06	$550,000.00	$0.00	$550,000.00		
ⓘ	Other	3	6570	523	200	06	$50,000.00	$0.00	$50,000.00		
ⓘ	Other	3	6580	422	500	04	$18,289.00	$0.00	$18,289.00		
ⓘ	Equipment	3	7200	461	300	04	$2,000.00	$0.00	$2,000.00		
						Total:	**$2,476,132.75**	**$0.00**	**$2,476,132.75**		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6110	181	300	28	$12,000.00	$0.00	$12,000.00		
ⓘ	Other	3	6110	211	300	28	$918.00	$0.00	$918.00		
ⓘ	Other	3	6110	221	300	28	$2,989.25	$0.00	$2,989.25		
						Total:	**$15,907.25**	**$0.00**	**$15,907.25**		

11/9/2021 11:42:23 AM

Grant Details

Alleghany County Schools (030) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

NEEDS ASSESSMENT A needs assessment was carried out as part of a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The difference between the current condition and wanted condition helped identify the need(s). Date Reviewed: 4/26/2021 Stakeholders included the District Leadership Team, School-Based Administrators and School Improvement Teams. Reviewers included Missey Weaver, Scott Carter, Heath Vogler, Steve Hall, Melissa Fitzgerald, Gerald Miller, Dustin Webb, Stacy Miller, Melissa Vestal, Sherrie Hines, Travis Sturgill, and School SIT Teams. Plan to Address and Assess Learning Gaps: Offer summer learning for at-risk students being identified and encouraged to attend Purchase tiered resources to include core, supplemental, and intensive curriculum across multiple grade levels/content areas to ensure equity across grade spans. Provide integrated STEM and project based learning professional development for teachers and purchase STEM instructional resources Contract with content specialists to provide instructional coaching/data analysis in areas with excessive learning loss. Purchase additional resources/supplies/materials across grade spans and curriculum areas as needed to enable more hands on learning. This will address learning loss while reducing virus transmission by allowing students to work alone or with smaller groups. Provide professional development to reduce and close instructional gaps Provide stipends for staff to participate in summer offered professional development Instructional gaps and gains will be determined through formative and summative assessments including iReady, NC Check-Ins, EOGs, CTE assessments, CTE Credentials, and EOCs. Current Conditions (What is/ What are we doing well?): Grade level/content area planning and collaboration Good communication Data rich 3-5 Consistent Core Curriculum Technology rich Use of Evidence-based programs and interventions K-5 Student centered district (Whole Child) Highly qualified staff Global Schools & Leader in Me Work closely with community agencies and businesses/industries Identified Needs/ Gap: 6-12 Core Curriculum (Math, ELA,

Science, & Social Studies) 5th Grade Science Core Curriculum Need for engaging instructional resources Limited outside learning environments Extra classroom library books needed of various genres High number of students in tiered interventions (tier II, tier III, and EC) due to COVID and learning loss Lack of supplies, materials, and resources for individual student use to accommodate for hygiene/physical distancing. Not a true technology 1:1 district. Need funding to replenish and extend what we currently have in place. Improved integrated STEM instruction Need for improved audio/visual devices/communication platforms for both face-to-face and virtual instruction/outreach Lack of K-2 Core ELA Lack of furniture to accommodate for appropriate spacing (physical distancing) Current appliances are out-of-date & lack proper sanitation Need for curriculum coaching Increased need for an additional school nurse Need for additional support staff to clean schools Need additional mental health support staff Improved sanitation and air quality systems Desired Conditions (Wants): Identified Core Curriculum Resources for engaging instruction & PD for how to use it effectively Outdoor learning environments/opportunities Reading material K-12 (Classroom Libraries) Tiered Interventions Individual supplies, materials, and resources Student devices STEM Instructional Resources/PD/facilities Voice Amplification System Identified ELA Core Curriculum for K-2 Purchase additional furniture as needed Upgrade commercial washing systems for cafeteria and athletic locker rooms to improve sanitation Contract with curriculum specialists Contract with a school nurse Contract with a cleaning service Contract with mental health support staff Purchase supplies/equipment to sanitize and reduce the risk of virus transmission Purchase and install upgraded HVAC and ventilation systems to include windows and doors

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data collected from our local needs assessments indicates we have weaknesses/gaps in tiered resources to include core, supplemental, and intensive curriculum across multiple grade levels/content areas. There is also a need for supplies, materials, and resources to appropriately accommodate for physical distancing while enhancing learning opportunities. While Alleghany may be technology rich, we are not a true 1:1 district and lack of devices and other technology tools limit our students ability to learn and close academic gaps. Due to Covid there is also a need for additional staffing to include healthcare workers, mental health support staff, curriculum support, and custodial staff. In addition stakeholders recognized the need for enhanced learning environments to promote learning opportunities for students while reducing transmission risk. While conducting this needs assessment the need for improved sanitation and air quality became apparent throughout all school facilities.

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.

$ 745,158.80 * 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;

Alleghany County Schools will use the following assessment measures to assess all students' academic progress and assist teachers in planning and implementing differentiated instruction: iReady NC Check-Ins Summative Assessments (EOGs, EOCs) Dreambox Data Imagine Learning Data CTE Credentials

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

After obtaining baseline assessment data Alleghany County Schools will implement the following evidence-based activities/instructional strategies to meet individual student needs: Differentiated Core - Purchase core curriculum in areas of Math, ELA and any other areas of need. Tiered Interventions (e.g. Letterland Intervention, Touch Math, HillRap, Number Worlds, VMath, Language Live, Exact Path, Classworks) Research (Evidence) Based Programs/Practices (e.g. Imagine Learning, Dreambox, Go Math, Into Reading, Letterland, HillRap, Write From the Beginning)

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

Alleghany County Schools will maintain effective communication and support with families to include: Open House-Face-to Face or Virtual dependent upon COVID restrictions/protocols Daily communication via Dojo, Remind, and Communication Folders Parent involvement nights in the areas of literacy, math, and STEM Migrant Coordinator provides support to Hispanic families Parent technology lessons Informational videos provided to parents via websites and social media Media communications

* (D) Tracking student attendance and improving student engagement in distance education;

Alleghany County Schools will track attendance through: Zoom Attendance Program Sign In Program Usage (Tracking) Assignment Completion Alleghany County Schools will increase student engagement during distance learning opportunities by: Providing standards-based choice board activities Utilizing a variety of tech tools during on-line instruction Utilizing best practice instructional strategies for remote learning

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Alleghany County School will measure academic impact via: Formative and summative test scores to include iReady, NC Check-Ins, EOGs, CTE assessments, CTE Credentials, and EOCs

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds.

For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ○ No	To increase physical distancing and reduce virus transmission Alleghany County Schools will: Purchase additional furniture to enable more physical distancing in the total school environment Create/build/purchase outdoor learning structures Purchase additional equipment for food services Renovate existing water access points for fountains and coolers to incorporate touchless water fountains. Upgrade commercial washing systems for cafeteria, nurse rooms, and athletic locker rooms to improve sanitation	July 1, 2021- September 30, 2024	COVID transmission and quarantine numbers evidenced through tracing and ABC Collaborative	$ 450,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	The following preventive measures will improve air quality and reduce virus transmission: Add, where not already present, HVAC systems with virus filtration and upgrade existing HVAC with virus filtration systems. Install air filtration systems in CTE shop areas throughout the district to improve air quality and assist in overall ventilation. Replace/repair existing doors and windows that are damaged within the school buildings.	July 1, 2021- September 30, 2024	COVID transmission and quarantine numbers evidenced through tracing and ABC Collaborative Engineer stamped improvements will provide evidence of improved indoor air quality	$ 700,000.00
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	The following measures will aid in preventing, preparing for, and responding to Coronavirus: Contract with a healthcare worker to improve coordination responses and/or employ additional healthcare workers and/or provide additional duty/extended day stipends.	July 1, 2021- September 30, 2024	Contact tracing spreadsheets (healthcare worker works in conjunction with the local health department to determine quarantine times for students and staff to return to work or school)	$ 91,592.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	The following activities will improve outreach and service delivery among our special populations: Provide additional instruction/support for students through an instructional coaching position. Provide an EC/Special Populations/MTSS Coordinator for K-12. Expand our special population staff for K-12 to reduce caseload size and improve service delivery. Purchase supplies, materials and specialized equipment to assist learning with our Special Populations Students. Contract/Employ tutors/mentors to provide support to special population students during the school day.	July 1, 2021-September 30, 2024	Formative and summative test scores to include iReady, NC Check-Ins, EOGs, CTE assessments, CTE Credentials, and EOCs.	$ 400,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	In order to improve preparedness and response Alleghany County Schools will: Contract with an outside cleaning service to sanitize facilities. *Even though money has not been budgeted for this area an amendment may be used at a later time	July 1, 2021-September 30, 2024	COVID transmission and quarantine numbers evidenced through tracing and ABC Collaborative	$ 0.00

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ○ No	Alleghany County Schools will provide professional development opportunities for staff focused on sanitation procedures and minimizing the spread of Coronavirus.	July 1, 2021- September 30, 2024	COVID transmission and quarantine numbers evidenced through tracing and ABC Collaborative	$ 10,000.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	Purchase needed supplies to sanitize and clean facilities.	July 1, 2021- September 30, 2024	COVID transmission and quarantine numbers evidenced through tracing and ABC Collaborative	$ 50,000.00
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ○ No	In order to plan for and coordinate activities during long-term closures Alleghany County Schools will: Purchase assistive technology and/or adaptive equipment for remote instruction. Purchase audio/video enhancement for in-classroom instruction as well as at-home remote instruction to assist with learning loss.	July 1, 2021- September 30, 2024	Attendance and completion of assignments during long-term closures Program usage reports MCNC reports reflecting bandwidth and usage	$ 400,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	Alleghany County Schools will purchase educational technology to: Improve or update existing technology in response to learning loss in order to reduce downtime and improve access. Provide equity across the district by ensuring all students have the same equipment. Add technology devices as an extension of what we currently have in place to accommodate a true 1:1 initiative.	July 1, 2021- September 30, 2024	Program usage reports MCNC reports reflecting bandwidth and usage Attendance and completion of assignments during long-term closures	$ 320,751.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Alleghany County Schools will improve existing mental health services and supports by: Contracting with community mental health agencies to provide school-based mental health services Expanding student services staff to include psychologists, school counselors, and social workers. Provide professional development in order to train all staff in how to recognize and respond to mental health issues/concerns among our student population.	July 1, 2021- September 30, 2024	SEL/Mental Health data including SEL screener results, SHAPE assessment results, FAM-S, district created SEL/Mental Health Service Tracking Tool, local SEL/Mental Health Needs Assessment and YRBS	$ 70,000.00

| 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 | Alleghany County Schools will implement the following measures for summer learning: Contract with all required staff to provide summer school learning opportunities for all students. Provide bonuses for all eligible staff members who provide summer learning opportunities for students. Provide snacks and water to students who participate in the summer learning program. Purchase resources/supplies/materials across grade spans and curriculum areas as needed to enable more hands-on learning. | July 1, 2021- September 30, 2024 | Pre and post test results of competency-based assessment (iReady), grade level promotion/retention data, and Credit Recovery data for 9-12 Attendance data | $ 350,000.00 |
| | * ○ Yes ○ No | | July 1, 2021- September 30, 2024 | District Created Survey Appalachian Evaluation Survey Pre and post test results of competency-based assessment (iReady), grade level promotion/retention data, and Credit Recovery data for 9-12 | $ 138,292.20 |

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.		Alleghany County Schools will utilize Appalachian State University BT services for beginning teacher support to provide professional development in student learning loss and best practices. Alleghany County Schools will fund extra duty stipends/pay using ESSER funds for the purpose of reducing class size in the attempt to minimize virus transmission and, at the district level, for the management of ESSER. Provide stipends for teachers to attend summer workshops/curriculum development days.			
			Total ESSER III Allotment	$	2,980,635.20

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.

*	✓	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✓	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✓	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✓	Funds shall not be transferred into or out of this allotment category.
*	✓	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Alleghany County Schools (030) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Alleghany County Schools (030) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Steve Hall	

Substantially Approved Dates

Alleghany County Schools (030) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 29, 2021

Alleghany County Schools (030) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

GAN Information

Alleghany County Schools (030) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Alleghany County Schools (030) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

945791390

* Address:

86 Peachtree Street Sparta, NC 28675

* Superintendent:

Mr. Chad Beasley

Key Personnel:

* Heath Vogler

* Cindy Holder

Ashe County Schools (050) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:02:39 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Ashe County Schools (050) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,272,029.00	$2,272,029.00
Carryover	$4,593,249.00	$4,593,249.00
Total	$6,865,278.00	$6,865,278.00

Budget

Ashe County Schools (050) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
050	181	0	No	No	2.76 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$2,272,029.00	$0.00
Carryover Amount:	$4,593,249.00	$4,593,249.00
Allotment Plus Carryover:	$6,865,278.00	$4,593,249.00
Total Budgeted:		$4,593,249.00
Total Remaining:	$2,272,029.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/02/2021 04:45 PM	Admin, NCCCIP

☐ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/1/2021 4:20 PM	Approved (Pending)		Popp, James			
8/23/2021 8:05 AM	Received		Admin, NCCCIP			
8/16/2021 4:49 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☑		3-5110-121-000-000-00	0	PRC 181 is being returned for correction per email request on 8/16/2021 (Amanda Coldiron - Finance Officer)
8/16/2021 10:10 AM	Denied (Pending)		Popp, James			
7/30/2021 9:12 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$300,000.00	$0.00	$300,000.00		
ⓘ	Other	3	5110	211	000	00	$22,950.00	$0.00	$22,950.00		
ⓘ	Other	3	5110	221	000	00	$65,040.00	$0.00	$65,040.00		

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ⓘ	Other	3	5110	231	000	00	$37,956.00	$0.00	$37,956.00	
ⓘ	Other	3	5110	411	000	00	$60,000.00	$0.00	$60,000.00	
ⓘ	Other	3	5110	418	000	00	$235,597.50	$0.00	$235,597.50	
ⓘ	Salary	3	5330	131	000	00	$162,000.00	$0.00	$162,000.00	
ⓘ	Salary	3	5330	142	000	00	$46,000.00	$0.00	$46,000.00	
ⓘ	Other	3	5330	143	000	00	$701,760.00	$0.00	$701,760.00	
ⓘ	Other	3	5330	211	000	00	$69,596.64	$0.00	$69,596.64	
ⓘ	Other	3	5330	221	000	00	$48,598.40	$0.00	$48,598.40	
ⓘ	Other	3	5330	231	000	00	$37,966.00	$0.00	$37,966.00	
ⓘ	Other	3	5350	198	000	00	$301,500.00	$0.00	$301,500.00	
ⓘ	Other	3	5350	211	000	00	$23,064.75	$0.00	$23,064.75	
ⓘ	Other	3	5350	221	000	00	$65,365.20	$0.00	$65,365.20	
ⓘ	Salary	3	5360	126	000	00	$333,748.80	$0.00	$333,748.80	
ⓘ	Other	3	5360	211	000	00	$25,531.80	$0.00	$25,531.80	
ⓘ	Salary	3	5840	131	000	00	$200,000.00	$0.00	$200,000.00	
ⓘ	Other	3	5840	211	000	00	$15,300.00	$0.00	$15,300.00	
ⓘ	Other	3	5840	221	000	00	$43,360.00	$0.00	$43,360.00	
ⓘ	Other	3	5840	231	000	00	$25,304.00	$0.00	$25,304.00	
ⓘ	Other	3	5840	311	000	00	$150,000.00	$0.00	$150,000.00	
ⓘ	Other	3	5840	411	000	00	$4,000.00	$0.00	$4,000.00	
ⓘ	Salary	3	5860	152	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Other	3	5860	211	000	00	$765.00	$0.00	$765.00	
ⓘ	Other	3	5860	221	000	00	$2,168.00	$0.00	$2,168.00	
ⓘ	Other	3	5860	311	000	00	$30,000.00	$0.00	$30,000.00	
ⓘ	Equipment	3	5860	462	000	00	$500,000.00	$0.00	$500,000.00	

ⓘ	Other	3	5870	312	000	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Other	3	6540	411	000	00	$200,000.00	$0.00	$200,000.00	
ⓘ	Other	3	6570	532	000	00	$675,320.00	$0.00	$675,320.00	
ⓘ	Other	3	8100	392	000	00	$100,324.24	$0.00	$100,324.24	
ⓘ	Other	3	8200	399	000	00	$32.67	$0.00	$32.67	
						Total:	**$4,593,249.00**	**$0.00**	**$4,593,249.00**	

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Grant Details

Ashe County Schools (050) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Ashe County directors and administrators meet on multiple occasions to discuss the needs of our students. Each Wednesday of every month we have meetings to discuss needs. The months of March, April and May have been dedicated to meeting to brainstorm and discuss ways to mitigate learning loss along with problem solving solutions to meet the needs of the whole child. Ashe County is also in the process of developing a new strategic plan that will go into effect in August 2021. This has allowed us to gain insight from parents, teachers, administrators, community leaders, board members and students as we assess our needs and problem solve ways to improve. We also sent a parent survey in April of 2021 and the results also helped us determine how to best use our ESSER funds. To determine the most important educational needs as a result of the disruption in educational services due to COVID 19, we also analyzed multiple pieces of data. Our most alarming data comes from a large number of at-risk students or students needing credit recovery. Each of our three elementary schools reports higher than average numbers of students who need to attend summer learning: Mountain View Elementary School- 250 invited to summer school, Blue Ridge Elementary School- 275 invited to summer school, Westwood Elementary- 180 invited to summer school, Ashe County Middle- 80 invited to summer school, Ashe County High School has the most alarming numbers: Students

Failing in Fall Semester: 1 Class: 92 2 Classes: 42 3 Classes: 45 4 Classes: 72 Students Failing in Spring Semester (Q3): 1 Class: 101 2 Classes: 84 3 Classes: 56 4 Classes: 14 Quarter three benchmark assessments also demonstrate a drop in proficiency overall for our district as compared to last year's check in data. Schools also have charts demonstrating grades pre and post COVID and it is evident that more students are struggling academically and mentally-even those who may not have struggled in the past. While we do see that preliminary Summer Learning Extension Program Results show growth for many students, we know that learning loss was widespread and that not all students accepted the invitation to the Summer Learning Program. EOG scores in math and science at all grade levels demonstrate a drop due to loss of learning due to COVID: (see sampling below) 2018-2019 Math 2020-2021 Grade 3 63.2% Grade 3 50.0% Grade 4 66.1% Grade 4 39.9% Grade 5 69.3% Grade 5 53.2% Grade 6 80.5% Grade 6 62.0% Grade 7 73.6% Grade 7 60.7% Grade 8 67.8% Grade 8 54.9% 2018-2019 Science 2020-2021 Grade 5 90.1% Grade 5 73.0% Grade 8 91.7% Grade 8 86.5% As we progress and map our needs for math, we will examine the need for math specialists at each school. Ashe County was fortunate to bring back our K-5 students four days a week early in the school year. However, inclement weather often prevents students from going outside and the gymnasiums must be used in order for students to get much-needed physical activity. None of the three elementary schools have proper air or ventilation in the gym which inhibits us from providing the safest and healthiest environment for our students. Jerry Baker, head of Safety and Maintenance conducted a needs assessment at the building level. He and the administration of each building discussed the need for proper air/climate control in the gym. Many of our most at-risk students are not only struggling academically but are in need of counseling and SEL. Student threat assessments demonstrate a need and our Gaggle Alert system increased 75% over a two-month period with our 6-12 graders who were on Plan B (Two days Face to Face and three days remote). Children in foster care has risen from 50 students to 75 students this school year. COVID closures and remote instruction has prevented our direct early involvement in at-risk situations and students being in isolation has caused abuse to escalate. In a teacher survey from the 20-21 school year, teachers highest need was "How to design engaging lessons." The third highest need according to the survey was providing and integrating social emotional instructional practices along with meeting the needs of Tier 2 and 3 students both online and face to face. Teachers and administrators also reported that the most challenging aspect of online learning was student engagement. COVID has also highlighted the need and importance of school nurses. During the second semester of the 2020-2021 school year we were able to use funds to hire a nurse extender part time for the middle school (the only school without a school nurse). In order to provide In a teacher survey from the 20-21 school year, teachers' highest need was "How to design engaging lessons." The third highest need was providing and integrating social-emotional instructional practices along with meeting the needs of Tier 2 and 3 students both online and face to face. We know that we must provide professional development to help teachers learn how to motivate and engage students while getting them back in the routine of traditional school during traditional school hours. During the 20-21 school year, COVID guidelines and regulations stressed the need for proper air quality. In two of our older elementary schools, a large majority of the window do not open or close properly. Many

do not have screens and when the windows are open in order to improve air quality, bees, insects and even an occasional bird gets into the classroom environment. Through safety needs surveys, email conversations, and expressed concerns from school administration and teachers, we see a need to replace the windows in those two elementary schools to allow better air quality and room climate.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Based on the data above, Ashe County Schools has determined the following: -Summer learning offered to K-12 students for the next two summers (2022, 2023) is a necessity in order to mitigate the loss of learning and fill the learning gaps of students. One summer (2021) of providing K-12 the opportunity is not enough to mitigate all the issues caused by remote learning and school closures. -Twilight School for high school students is necessary to help students have the flexibility to work and stay in school. This "school" would operate for two hours in the evening for students in grades 9-12. This will also be a time to recover credit and get students back on track with their graduation cohort. Without this extra opportunity to recover credit, some students will not graduate on time or at all. -One Lead Innovator of Student Success position (12 months with benefits) who will not only work with students but train our teachers in order to build capacity for the future. These positions will help with engagement strategies so that current and new teachers know how to create a culture that makes students want to attend school. Teachers need to learn SEL and engagement strategies that help them create an environment where students want to come to school and be educated for the future. With the high levels of students failing at the high school level, we must work to mitigate the student's disengagement and help them see a purpose in education. We would also need to provide materials and supplies for this position. -Extra tutors who are trained by NC Ed Corp to work with early literacy in our elementary schools (2 tutors per school). This is high-impact tutoring that requires tutors to be trained in the Science of Reading and other vetted programs. -Two tutors for our middle school to help fill learning gaps through small group and individualized instruction -One tutor for our ELL population who will work with students both in the face-to-face setting and Ashe Online. Due to the rising number of ELL population who are now considered at-risk, we need another tutor who can help with a small group and individualized instruction. -Extended day tutoring conducted by highly qualified teachers who will work after school to help students fill the learning gaps in reading and math -STEM coordinator for our Ashe Online school who will also plan engaging and enrichment activities for our elementary students to help them apply their learning in a relevant manner. This is an effort to mitigate the disengagement from virtual learning and closures. We also need a budget for supplies and materials that will support the STEM activities/program. -STEM Bus Facilitator will be needed to travel and teach lessons that engage students at all schools in our district. Knowing that

disengagement is one of the biggest needs, we must have a stronger application, hands-on learning piece to all of our lessons in order to get students to see the relevance to school and learning. -Professional Development to help teachers learn how to develop engaging activities for each content area- Teachers in grades 6-12 will participate in in-depth training that helps them learn to design engaging lessons to help mitigate the disengagement caused by hybrid learning and school closures. We are starting with 6th-12th since they remained on Plan B (hybrid with 2 days F2f and 3 days remote). Phase II of the training will include grades Pre-K-5th grade -Mental Health Strategies Training for all staff will occur over a two-year period. This training has been requested but is supported through an increase in the number of at-risk students as reported by Student Services. -Digital Learning materials and software to allow Ashe Online students to continue engaging and effective learning. -Due to the rural landscape, hotspots are necessary for certain areas to allow students to be able to access the Internet for online learning. -Professional development and training for teachers in the area of interventions for Tier 2 and Tier 3 students since we have an increase in the number of students who show learning gaps. -Mental Health Therapist that will work at each of our three elementary schools. This is due to the increase in number of student thread assessments, Gaggle alerts and reports of at-risk behavior have risen since March 2020. -School Nurse position at Ashe County Middle School. It was detrimental for this school to not have an assigned school nurse during COVID. This position will allow the administration to focus on instruction and management and free them up from COVID tracing and tracking and provide a safer environment for our middle school students as the nurse will help mitigate the spread of viruses by screening students who have symptoms and allowing them to receive care outside of school rather than catching it later in the day when germs have been spread in multiple locations. .

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.

$ 2,378,417.29 * 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;

In grades K-8 we use iReady a Comprehensive based assessment. This program allows individualized instruction. We have used this program in math and reading for six years and our teachers have been trained and will continue to be trained on how to use the program to fidelity. We also use NC Check-Ins in reading, math, and science in grades 3-8. This extra formative data is used with other data points and analyzed in PLC teams and school improvement meetings to help gauge needs and pathways of instruction for our students. Starting in the 2021-2022 school year, our high school will begin using Mastery Connect to conduct formative consistent assessments in all EOC courses (Math I, Biology, Math III, and English II). We will use Exact Path for other subjects and focus on training the teachers on how to use unit recovery rather than whole class credit recovery. With the focus on helping students catch up and deal with issues before the complete failure of a course, we have improved their chances of graduating with their cohort. We have also rearranged the high school schedule so that all teachers can meet as a department during their planning so that they can share data and effective lessons that demonstrate growth. This shared community will give time for data analysis but will also allow time to coach those teachers who are showing consistently low scores with their students. This also will give teachers a focused agenda and time to dig deep into student data so that during Husky Hall (homeroom), students can be pulled into small groups according to needs. We also plan on allowing students to focus on life skills, college prep, resume writing, applications to scholarships, or jobs, etc. during part of the Husky Hall Time. These strategies will benefit all students but provide equity for those populations that are most at-risk due to these types of assessments pointing out personalized needs. Our response is to analyze and provide time and materials to fill the gaps.

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

We use MTSS universal screeners with our students. Based on where students place within those screeners, they place as Tier 1, 2 or 3. Interventions that are researched based are used to help meet student needs. For interventions, we use vetted researched based and proven successful over time strategies and programs. Because we've seen positive results from these programs over time, we will continue to use those programs. We will also train our teachers in the area of how to create and teach engaging lessons. This professional development will take place in phases. Our core 6th-12th teachers will being the training in 2021-2022 and it will continue into 2022-2023. Phase II will bring in core subject K-5 teachers. We decided to train our teachers in phases due to K-5 needing to focus on the state's Science of Reading initiative. The third phase will train our enrichment and CTE teachers. Not only will we provide the training, but we will allow time in PLCs to discuss the strategies and share results within each department thereby helping promote growth in our teachers. We also know that SEL is an important component of students having a well-rounded educational experience. Within the engagement training, we will also stress the importance of effective and purposeful feedback. One of the biggest lessons learned through school closures is that without consistent and purposeful feedback, assignments lose their relevance and purpose. Another focus and need Ashe County has is for more STEM oriented classes and opportunities. To gain student engagement and excitement about learning, we are

hiring a STEM Teacher for our Ashe Online students who will also serve as a STEM Coordinator to build capacity in our teachers as we train them how to integrate STEM into their own content areas. This person will also serve in a rotation for our 5th and 6th grade students in order to increase interest in our current CTE programs and pathways. The classes that have product or project based learning are the classes that will reengage our students and help keep them in school.   Our MTSS screener will also identify students who have specific SEL needs and we will use our programs to help students with those areas of growth. To build capacity, we must also train our teachers to be equipped in how to integrate SEL strategies into their core content areas. We will continue to use a consistent LMS for our online classes as well as classes within the school building. We have been a district that has used Canvas for five years and the pandemic demonstrated that it is imperative to have a consistent tool ease management of lessons, announcements, communication and feedback. In order to meet the health and safety needs of our students, we need to hire a school nurse at our middle school and a mental health therapist who will work a rotate days at each of our three elementary schools. In order to be effective with personalizing instruction for students, small group instruction is most effective. Not only will we employ tutors during the school day to work with individuals and small groups, but we will offer extended day tutors and hire our highly qualified teachers too use researched based strategies to help our at-risk students get on or closer to grade level. Due to our current number of at-risk students and number of dropouts, we are incorporating a Twilight school at the high school level and stronger transitions from 6th to 7th grade and 8th to 9th grade through our summer programming. The Twilight school will allow students to recovery needed credit, but also allow flexibility to those students who are having to hold a job to help their families. By employing a drop-out prevention specialist, we will not only recruit students who need this opportunity, but we will also build capacity in our own high school teachers as this person will also train teaches and staff on how to prevent drop outs. Having highly qualified teachers who build relationships with students is the key to mitigating the gaps caused by COVID, but we also know that when we put effective materials and tools in the hands of those teachers, wonderful opportunities can be created for our students. Our curriculum and technology director have been monitoring usage and surveying teachers (both through verbal, written conversations and digital surveys) to decide which materials and tools need to remain consistent in our district. ESSER funds will help us purchase or continue services from those programs/tools. ESSER III has allowed us to leave some money unbudgeted so we can have more time to plan and address needs as they arise. We have plans to form community partnerships that allow for clubs and internship that will help our students see relevance and find a connection. However, we need more stakeholder input and time to create a plan that will work best according to needs we see during the next school year.

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

We will follow our protocol of making sure families stay informed. We use multiple modes of communication through Remind App, Connect 5 call messages, email, district and school websites, phone calls and paper notifications. We

also have Town Hall meetings where parents and community members can listen to information and then ask questions. We did this several times during school closures and then with our Ashe Online students, teachers, and parents. We provided tech support for parents all year for remote days, inclement weather remote days, students on Plan B, and our Ashe Online students. They could call in for help or go to the school website and create a Tech Help Ticket. We also offered times for parents to come in on a one-to-one basis to be guided through how to use the LMS and other digital programs. We will continue to offer these same opportunities to parents. We also created Digital Flipbooks (which can also be printed) for students clarifying expectations for teachers, students and parents in both an all online setting and a hybrid setting. We are also planning to have sessions for parents on cyber-safety and social emotional support as well as health and wellness. In our strategic plan (currently being created), a focus area is personalization. A goal that falls within this focus area is to start a Parent Engagement Focus Group at each school. Each school will be expected to have an equal representation of the district population in the group. These school groups will be stronger and more involved than the traditional PTO. They will help problem solve and become ambassadors and spokes people for our district as we try to encourage all families to engage and build relationships between the school , home, and community. We also use social media sites to highlight information and recognize our strengths. We have also started a positive campaign that highlights teachers and students on Facebook. This has received a very positive response from our parents and the community. We are working to make sure families and the larger community knows we are partners and that the partnership is essential to help our students achieve their goals.

* (D) Tracking student attendance and improving student engagement in distance education;

Due to lessons learned from school closures from COVID-19 in March of 2020, we alerted all stakeholders to the importance of keeping thorough records for attendance. While we will continue to use PowerSchool as a district to track attendance, we have protocols in place to help us track students who do not attend school. If a student is physically absent from the building or has missed two or more assignments online and not completed daily check-in, the student and/ or parent is contacted. When teachers see a trend, they communicate this to the school counselors, if that does not solve the issue, then administration is contacted and district Student Services become involved (social worker, Student Services Director, Student Success Coordinator). We were able to hire an Attendance and Student Engagement Coordinator part time (20 hours per week) who has helped track down students who have poor attendance or chronic absenteeism. Continuing her position is imperative so that school administration can focus on ensuring instructional leadership rather than becoming truant officers. As mentioned in the above letter B, we are also going to be starting some long-term and consistent training for our staff concerning how to create engaging lessons and give purposeful feedback. Once these strategies are in place and being done to fidelity, we predict the number of students truant will decrease. We must put all of the resources together to create a culture that serves the whole child. All of these ideas are interconnected. We must have strong organization structures and processes, academic

excellence, developmental responsiveness, and social equity. If those things are in place, students will reengage with school and realize the importance of education.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Our schools have either created a spreadsheet to use for analyzing this data or are in the process of creating a spreadsheet for at-risk students or students who seem to be struggling in other areas in order to help them. We have also identified all at-risk students grades K-12 and are tracking their progress. We know that this data (grades, test scores, attendance reports, student services reports) will be necessary as we closely monitor these students as they progress from grade to grade. We were able to hire an Attendance and Student Engagement Coordinator part time (20 hours per week) who has helped track down students who have poor attendance or chronic absenteeism. Continuing her position is imperative so that school administration can focus on ensuring instructional leadership rather than becoming truant officers. Our drop out prevention specialist will also help with the task of analyzing and tracking data over the next years to make sure we do not miss or "lose" a single student.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$ 0.00

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IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	We will do a total window replacement in two of our older elementary schools due to a large majority of the windows not opening, closing or both. Many of the windows do not have screens and it is a necessity to be able to open the windows to allow proper ventilation and air circulation.	When supplies are available it will take two months	Feedback from administration and teachers concerning better air exchange and the ability to open and close windows that formerly could not do so.	$ 675,320.00

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				$ 0.00
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$ 0.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ 0.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$ 0.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	In order to maintain proper sanitation the meet our local and state DHHS guidelines, we will continue to purchase the needed PPE for our schools and students.	2022-2023-purchase supplies as needed		$ 200,000.00

				Impact measures will be demonstrated as evidenced by clean school environments that have proper signage and equipment to help stop the spread of viruses. With proper cleaning, the data should show little to no school spread as we have witnessed in the 2020-2021 school year.	

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ◯ Yes ⦿ No				$ 0.00
	* ⦿ Yes ◯ No		2022-2024- as machines go out of life	Educational technology including 1:1 devices and specific educational software offers both students and teachers many opportunities to innovate with teaching and learning. Providing	$ 512,933.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		In order to provide equity with within a one to one environment, we will do a replacement of laptops as new freshmen enroll every school year. This also includes preparation of the devices and needed for community hotspots or personal hotspots for the few students who live in the most rural areas of our district.		equitable devices for all students greatly benefits not only the instructional program, but also those students who are financially challenged or minority students, thus leveling the educational playing field. Along with securing devices for students, another priority is to ensure that connectivity is not a barrier	
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	In order to provide mental health services across the board to our district, we need a mental health therapist to serve our three elementary schools. Due to the rising number	2021-2024		$ 366,973.00

		of mental health needs at the elementary level, we need to make sure all students needs are met in order for them to achieve academically. Without focusing on the whole child, we are not going to help our students recover from the challenges that have occurred during school closures and hybrid instruction. We also fee like Maslow's levels of needs must be met and in order to provide the safest and healthiest environment for our students, we need a school nurse to serve Ashe County Middle School in order to have		Impact measures will be demonstrated through service and contact logs that show the number of times met with students and data logs or summaries of outcomes of situations.	

		personnel that can spot symptoms before they are spread by evaluating symptomatic students as early as possilbe.			
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		June and July of 2022, June and July of 2023		$ 359,280.59

| | | ESSER II Funds will help us meet the requirements of HB 82 but more importantly will help fund a robust summer learning experience with enough staff to help students at all levels K-12. This will help benefits all students by allowing them extended learning. These funds will help purchase materials, pay staff, transportation costs, bonuses, and materials needed for engagement and enrichment. (STEM Kits). | | Impact measurements will be demonstrated through the CBA for grades K-8. The number of at-risk students who attend and achieve credit recovery and pass the EOCs. We will also track attendance and match that to the data from the summer learning program. We will also track the progress of students who attend multiple years of summer school to have data to support high yield tutoring and services. It will be necessary to keep track of all services provided to at-risk students longitudinally. | |

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	Indirect cost	Indirect cost	Indirect costs	$ 100,325.12
				Total ESSER III Allotment	$ 2,214,831.71

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Ashe County Schools (050) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Ashe County Schools (050) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Julie Taylor	

Substantially Approved Dates

Ashe County Schools (050) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, August 3, 2021

Ashe County Schools (050) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Ashe County Schools (050) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Ashe County Schools (050) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058171

* Address:

320 South Street Jefferson, NC 28640

* Superintendent:

Dr. Eisa Cox

Key Personnel:

* Julie O. Taylor
* Amanda Coldiron
* Terry Richardson
* Jamie Little
* Roy Putman

Avery County Schools (060) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:02:43 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Avery County Schools (060) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,903,884.00	$1,903,884.00
Carryover	$3,848,059.06	$3,848,059.06
Total	$5,751,943.06	$5,751,943.06

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Budget

Avery County Schools (060) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
060	181	0	No	No	4.95 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$1,903,884.00	$0.00
Carryover Amount:	$3,848,059.06	$3,848,059.06
Allotment Plus Carryover:	$5,751,943.06	$3,848,059.06
Total Budgeted:		$3,848,059.06
Total Remaining:	$1,903,884.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/08/2021 04:48 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/8/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/4/2021 12:09 AM	Approved (Pending)		Popp, James			
9/22/2021 6:13 AM	Under Review		Popp, James			
9/14/2021 8:21 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$1,081,815.00	$0.00	$1,081,815.00		
ⓘ	Other	3	5110	163	000	00	$127,500.00	$0.00	$127,500.00		
ⓘ	Other	3	5110	211	000	00	$92,512.58	$0.00	$92,512.58		
ⓘ	Other	3	5110	221	000	00	$234,537.52	$0.00	$234,537.52		
ⓘ	Other	3	5110	231	000	00	$140,982.10	$0.00	$140,982.10		
ⓘ	Other	3	5110	232	000	00	$12,093.15	$0.00	$12,093.15		
ⓘ	Other	3	5110	312	000	00	$55,200.00	$0.00	$55,200.00		
ⓘ	Equipment	3	5110	542	000	00	$358,718.00	$0.00	$358,718.00		

ℹ️	Other	3	5330	143	000	00	$355,622.40	$0.00	$355,622.40
ℹ️	Other	3	5330	211	000	00	$27,205.02	$0.00	$27,205.02
ℹ️	Other	3	5330	232	000	00	$3,556.26	$0.00	$3,556.26
ℹ️	Other	3	5350	196	000	00	$91,954.70	$0.00	$91,954.70
ℹ️	Other	3	5350	211	000	00	$7,035.45	$0.00	$7,035.45
ℹ️	Other	3	5350	221	000	00	$19,935.90	$0.00	$19,935.90
ℹ️	Other	3	5350	232	000	00	$919.70	$0.00	$919.70
ℹ️	Salary	3	5360	126	000	00	$669,966.70	$0.00	$669,966.70
ℹ️	Salary	3	5360	131	000	00	$48,052.68	$0.00	$48,052.68
ℹ️	Salary	3	5360	142	000	00	$44,698.16	$0.00	$44,698.16
ℹ️	Salary	3	5360	151	000	00	$33,523.62	$0.00	$33,523.62
ℹ️	Salary	3	5360	171	000	00	$29,798.60	$0.00	$29,798.60
ℹ️	Salary	3	5360	174	000	00	$67,051.92	$0.00	$67,051.92
ℹ️	Other	3	5360	180	000	00	$104,400.00	$0.00	$104,400.00
ℹ️	Other	3	5360	211	000	00	$76,308.15	$0.00	$76,308.15
ℹ️	Other	3	8100	392	000	00	$164,670.89	$0.00	$164,670.89
ℹ️	Other	3	8200	399	000	00	$0.56	$0.00	$0.56
						Total:	**$3,848,059.06**	**$0.00**	**$3,848,059.06**

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Grant Details

Avery County Schools (060) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Stakeholder meetings (3/16/2021, 4/15/2021, 4/26/2021) were conducted in order to develop this plan and identify needs in the district. The group of stakeholders included district level leadership as well as school level leadership. Stakeholders reviewed school improvement plan needs assessments, as well as district-wide data, including iReady results in K-8 reading and math, student attendance data, high school course passing rates, enrollment trends, and COVID tracking data including number of cases, student and staff contact-tracing numbers resulting in quarantines. Avery County Schools has used student iReady data to make decisions and intends to use iReady data to identify students' needs and learning gaps due to the Covid 19 pandemic. Mid year data results showed 53% of students reading below grade level and 62% of students performing below grade level. IReady assessments at the end of the year will be used as a baseline for K-8 performance. Assessments will be given in the 2021-22 school year at the beginning of the year, middle of the year, and end of year. Additional metrics include the tracking of student attendance, EOG/EOC performance, and high school course passing rates.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

As a direct result of the pandemic, Avery County Schools has experienced a 9% loss of enrollment (112 students) from March 2020 to March of 2021. Many of these students have withdrawn to attend homeschools, which we expect to return in the fall of 2021. Classroom teachers and support staff will be needed to respond to the needs of these students returning to school. Current academic levels of students also show large learning gaps for students. 2020-21 Mid year iReady data results showed 53% of K-8 students reading below grade level and 62% of K-8 students performing below grade level. These data are being used as guidance for summer school programming, adjustments to core instruction (class size instructional materials, and supports) and intervention. End of Year assessments, along with EOG/EOC results will also provide guidance for next steps. At the high school level, increased levels of student failures have been noted. First semester failures were at 9%, totalling 210 courses. Efforts will be made for students to recover credit and/or repeat courses to remain on track for graduation. Attendance rates this year have been much lower than in years past. The rates do not include students who have been transitioned to remote instruction due to quarantine but general absences. Through the first seven months of school, attendance rates are 2.5% lower (93.5% from 96%) than historical norms. Our most recent months rate from the Principal's Monthly Report (PMR) shows an attendance rate dropping to 90%. These student absences widen instructional gaps for students.

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.

$ 1,573,305.18 * 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;

K-8 students are administered iReady assessments in Reading and Math at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) to identify at risk students. High Schools monitor student grades,

attendance, and office referrals to identify at-risk students. Once at risk students are identified, staff differentiate instruction for learners below standard in a combination of direct instruction, small group, and intervention groups in the areas of need. Student progress throughout the year is monitored by each school's MTSS process (Multi-Tiered System of Support) to problem solve and make adjustments to services, student groupings, and overall levels of support. Additional assessments, such as running records, easy CBM, CORE reading assessments, Lindamood Bell assessments, etc. are given to students to assess progress in the area of intervention given. Avery County Schools intends to operate a Summer Learning program to mitigate learning loss due to COVID-19 and provide remediation and enrichment. Transportation and lunch will be provided for the program, held on the campuses of Freedom Trail/Cranberry Middle School, Newland Elementary, and Avery Middle School. At risk students have been identified in accordance with G.S. 115C-105.41 with letters to parents disseminated for invitation. Schools utilized iReady data, attendance data, and classroom/course grades to identify at risk students. Students at the high school will be identified as a result of failures in EOC courses, or students identified as off track for cohort graduation. Additional information below in Part D: Summer Learning.

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

Avery County Schools (ACS) implements a number of evidence-based activities to meet the needs of students. Beginning in the fall of 2021, ACS will join a cohort to have all K-5 staff trained in the Science of Reading. Additionally, the district is beginning training with Lindamood Bell (listed in the federal What Works Clearinghouse) with elementary school staff. ACS also has a long standing relationship with the Hill Center https://www.hillcenter.org/ for training in HillRap, HillWrite, as well as other evidence based instructional methodology. ACS utilizes MTSS teams at each school to identify student needs and place them in interventions corresponding to their area of need. Other specific activities include: 6 minute solutions for fluency, Heggerty, intentional small group instruction/tutoring, iReady My Path activities, etc.

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

Avery County Schools posts information on the averyschools.net website and district Facebook page. Additionally, the district and individual schools share information through the district LMS, currently Powerschool Learning, and transitioning to Canvas in the fall of 2021. The district and schools also utilize School Messenger to inform parents of coming events, announcements, and updates. Schools meet regularly with parents and host regularly scheduled PTO and parent events. Beginning in the fall of 2020, schools also began utilizing web conferencing, utilizing platforms such as Zoom and Google Meets to conduct parent conferences and information sessions. The utilization of both online and face to face sessions to ensure access for parents regarding student supports will be a continued practice moving forward. Online students are required to complete an orientation session prior to enrollment for the 2021-22 school year.

* (D) Tracking student attendance and improving student engagement in distance education;

Student attendance is tracked in Powerschool. Per ACS School Board Policy 4400, "The student's report card is considered notification of absences and tardiness. North Carolina General Statute 115C-378 requires that letters of notification that their student has accumulated three (3), six (6) and ten (10) unexcused absences per school year." School Messenger Alert system is also utilized to alert parents of student absences. Many efforts have been made to increase student engagement in distance education. New guidelines that outline successful attributes for successful online learning have been developed and shared with prospective online students for 2021-22. Professional development in digital tools, online web conferencing, and best practices in utilizing a Learner Management System (LMS) to support student learning have been offered to teachers. Teachers also utilize PLCs (Professional Learning Communities) to share effective practices to increase student engagement.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

K-8 students are administered iReady assessments in Reading and Math at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) to identify at risk students. Results are compared beginning Winter of 2020, continuing through each of the testing windows in the 2021-22 school year and beyond. High Schools monitor failure rates, attendance, and office referrals to identify at-risk students. EOG/EOC results will be monitored, and compared against historical performance, as well as state and regional performance. Results will be compared to pre-pandemic levels across all areas to determine progress programmatically as well as for specific students.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$

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IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No	Due to Covid, we must provide the funds necessary to continue our support for technological	September 2024	-Devices available for all students.	$ 358,718.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		technological capacity and access, including hardware and software, connectivity, and the instructional expertise needed to support in-person and remote learning for all students. Students depend on this infrastructure and devices for instruction. The pandemic has increased our dependence on technology. The shutdown of schools on 3/13/20-8/17/2020, in conjunction with periods of remote learning and student quarantine throughout the 20-21 school year created significant gaps in student learning. When students are forced to work remotely, their			

		school-issued device becomes even more essential. Avery County Schools do not own the devices used in our district and would like to purchase these devices to ensure access.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◯ Yes ◉ No				$
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	Avery County Schools is operating a 6 week K-12 Summer Learning program to mitigate learning loss due to COVID-19 and provide remediation and enrichment. The program will operate on the following dates: Session 1- June 7- 24 Mon- Thursday	August 2024	-Summer school attendance rosters (students and staff) -Pre-post learning assessments	$ 1,073,799.83

		8:00am-3:00pm; Session 2- July 12- 29 Mon- Thursday 8:00am-3:00pm. Funding sources for the program will be State PRC 016 Summer Reading Camp, State PRC 121 Summer Learning Program, and PRC 171 ESER II. Transportation and lunch will be provided for the program, held on the campuses of Freedom Trail/Cranberry Middle School, Newland Elementary, and Avery Middle School. At risk students have been identified in accordance with G.S. 115C-105.41 with letters to parents disseminated for invitation. Schools utilized iReady data, attendance			

		data, attendance data, and classroom/course grades to identify at risk students. Students at the high school were identified as a result of failures in EOC courses, or students identified as off track for cohort graduation.			
	* ⦿ Yes ◯ No	As a result of COVID, a number of students in ACS have experienced learning loss based on analysis of key data. To identify at-risk students, K-8 schools administer iReady assessments (Reading/Math) at the Beginning, Middle, and End of the Year; and the High School monitors grades, attendance, and office referrals. ACS is in need of	September 2024		$ 842,236.05

| **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. | | intervention assistance (tutors) in order to decrease the gap and effects of learning loss due. ACS will be implementing a focus on literacy (Science of Reading/Linda Mood-Bell), providing professional development for staff along with supplies and materials to decrease learning loss. ACS has experienced a drastic decline in enrollment due to parents withdrawing their children, choosing smaller, private environments. In an effort to maintain continuity of services in classrooms, ACS will provide support for the salary/benefits of | | -Completion of Professional Development -Intervention progress monitoring data for students -iReady data improvement -Course completion -Staff time and effort reporting -Devices available for all staff. This section includes - indirect cost of $164,670.89, and -unbudgeted of $0.56. | |

		salary/benefits of teachers and instructional staff through FY24 in an effort to respond to learning loss. Our staff rely on the technology infrastructure and the devices served by that infrastructure to create instruction and deliver it to students in both our on-campus and virtual learning environments. When staff are forced to work remotely, their school-issued device becomes even more essential. Avery County Schools do not own the devices used in our district and would like to purchase these devices to ensure access. Indirect: $164,670.89 Unbudgeted: $0.56			

| | Total ESSER III Allotment | $ | 2,274,753.88 |

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Avery County Schools (060) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

	Required Contacts
Type	**Contact(s)**
Funding Application Contact [Select at least 1 contact(s)]	Jeffery Jaynes Cindy Brigman

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, September 17, 2021

Avery County Schools (060) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Avery County Schools (060) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Avery County Schools (060) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

131906489

* Address:

775 Cranberry Street Newland, NC 28657

* Superintendent:

Dr. Dan Brigman

Key Personnel:

* Jeffery Jaynes

* Cindy Brigman

* Ellis Ayers

* Dennis Brown

Beaufort County Schools (070) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/22/2021 8:39:06 AM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
S	10/20/2021 2:09:33 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/20/2021 2:09:18 PM	Tina Letchworth	**181 Carryover** The carryover budget in the continuation application that has been submitted within BAAS and the FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C
	10/20/2021 10:09:08 AM	Greg Singleton	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 10:09:03 AM	Greg Singleton	Status changed to 'Fiscal Representative Approved'.	S
	10/20/2021 10:08:59 AM	Greg Singleton	Status changed to 'Draft Completed'.	S
	8/20/2021 10:26:32 AM	Freda Lee	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	8/6/2021 12:36:59 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Returned Not Approved'.	S
	7/23/2021 8:10:22 PM	Freda Lee	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	7/23/2021 8:10:04 PM	Freda Lee	The budget that has been submitted within BAAS (PRC 181) and the FY 2022 - ARPA-ESSER III Application submitted within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the District to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C
	7/16/2021 3:13:18 PM	Greg Singleton	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/16/2021 3:13:12 PM	Greg Singleton	Status changed to 'Fiscal Representative Approved'.	S
	7/16/2021 3:13:05 PM	Greg Singleton	Status changed to 'Draft Completed'.	S
	7/7/2021 2:59:33 PM	Greg Singleton	Status changed to 'Draft Started'.	S
	5/18/2021 11:42:46 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Beaufort County Schools (070) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$5,654,696.00	$5,654,696.00
Carryover	$11,438,911.00	$11,438,911.00
Total	$17,093,607.00	$17,093,607.00

Budget

Beaufort County Schools (070) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
070	181	0	No	Yes	2.91 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$5,654,696.00	$5,654,696.00
Carryover Amount:	$11,438,911.00	$11,438,911.00
Allotment Plus Carryover:	$17,093,607.00	$17,093,607.00
Total Budgeted:		$17,093,607.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/22/2021 04:48 PM	Admin, NCCCIP

Budget History
☑ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/22/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/20/2021 2:09 PM	Approved (Pending)		Letchworth, Tina			
10/15/2021 8:21 AM	Received		Admin, NCCCIP			
9/9/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☑		3-5120-311-000-000-25	0	Returning budget at the request of Beaufort County Schools
9/9/2021 1:35 PM	Denied (Pending)		Eddy, Melissa			
9/9/2021 1:35 PM			Eddy, Melissa	3-5120-311-000-000-25	0	Returning budget at the request of Beaufort County Schools
7/23/2021 8:09 PM	Approved (Pending)		Lee, Freda			
7/16/2021 8:11 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ											

	Other	3	5120	311	000	25	$31,250.00	$0.00	$31,250.00
ⓘ	Other	3	5210	311	000	25	$31,250.00	$0.00	$31,250.00
ⓘ	Other	3	5270	311	000	25	$31,250.00	$0.00	$31,250.00
ⓘ	Other	3	5320	311	000	25	$31,250.00	$0.00	$31,250.00
ⓘ	Salary	3	5330	121	000	25	$1,800,000.00	$0.00	$1,800,000.00
ⓘ	Salary	3	5330	135	000	25	$2,475,000.00	$0.00	$2,475,000.00
ⓘ	Other	3	5330	143	000	25	$1,500,000.00	$0.00	$1,500,000.00
ⓘ	Other	3	5330	211	000	25	$441,787.50	$0.00	$441,787.50
ⓘ	Other	3	5330	221	000	25	$952,897.50	$0.00	$952,897.50
ⓘ	Other	3	5330	231	000	25	$634,143.60	$0.00	$634,143.60
ⓘ	Other	3	5330	311	000	25	$9,891.16	$0.00	$9,891.16
ⓘ	Other	3	5330	312	000	25	$750,000.00	$0.00	$750,000.00
ⓘ	Other	3	5330	411	000	25	$750,000.00	$0.00	$750,000.00
ⓘ	Other	3	5340	311	000	25	$31,250.00	$0.00	$31,250.00
ⓘ	Other	3	5350	311	000	25	$147,495.00	$0.00	$147,495.00
ⓘ	Salary	3	5360	126	000	25	$940,000.00	$0.00	$940,000.00
ⓘ	Salary	3	5360	171	000	25	$100,000.00	$0.00	$100,000.00
ⓘ	Salary	3	5360	173	000	25	$32,000.00	$0.00	$32,000.00
ⓘ	Salary	3	5360	174	000	25	$48,000.00	$0.00	$48,000.00
ⓘ	Other	3	5360	211	000	25	$85,680.00	$0.00	$85,680.00
ⓘ	Other	3	5830	311	000	25	$31,250.00	$0.00	$31,250.00
ⓘ	Other	3	5840	311	000	25	$75,000.00	$0.00	$75,000.00
ⓘ	Other	3	5840	319	000	25	$292,000.00	$0.00	$292,000.00
ⓘ	Other	3	5850	311	000	25	$124,029.38	$0.00	$124,029.38
ⓘ	Other	3	5850	312	000	25	$200,000.00	$0.00	$200,000.00
ⓘ									

11/9/2021 11:58:59 AM

	Salary	3	5860	135	000	25	$50,000.00	$0.00	$50,000.00
ⓘ	Other	3	5860	211	000	25	$3,825.00	$0.00	$3,825.00
ⓘ	Other	3	5860	312	000	25	$340,000.00	$0.00	$340,000.00
ⓘ	Other	3	5860	411	000	25	$750,000.00	$0.00	$750,000.00
ⓘ	Other	3	5860	418	000	25	$750,000.00	$0.00	$750,000.00
ⓘ	Equipment	3	5860	461	000	25	$419,000.00	$0.00	$419,000.00
ⓘ	Equipment	3	5860	462	000	25	$750,000.00	$0.00	$750,000.00
ⓘ	Other	3	5880	311	000	25	$45,945.00	$0.00	$45,945.00
ⓘ	Salary	3	6300	113	000	25	$160,000.00	$0.00	$160,000.00
ⓘ	Other	3	6300	211	000	25	$12,240.00	$0.00	$12,240.00
ⓘ	Other	3	6300	221	000	25	$35,664.00	$0.00	$35,664.00
ⓘ	Other	3	6300	231	000	25	$14,092.08	$0.00	$14,092.08
ⓘ	Other	3	6540	311	000	25	$59,949.72	$0.00	$59,949.72
ⓘ	Other	3	6540	411	000	25	$486,000.00	$0.00	$486,000.00
ⓘ	Other	3	6580	326	000	25	$350,000.00	$0.00	$350,000.00
ⓘ	Other	3	6580	411	000	25	$552,000.00	$0.00	$552,000.00
ⓘ	Salary	3	6940	113	000	25	$225,000.00	$0.00	$225,000.00
ⓘ	Other	3	6940	211	000	25	$17,212.50	$0.00	$17,212.50
ⓘ	Other	3	6940	221	000	25	$50,152.50	$0.00	$50,152.50
ⓘ	Other	3	6940	231	000	25	$21,138.12	$0.00	$21,138.12
ⓘ	Other	3	8100	392	000	00	$455,963.94	$0.00	$455,963.94
						Total:	**$17,093,607.00**	**$0.00**	**$17,093,607.00**

Grant Details

Beaufort County Schools (070) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The Beaufort County Schools has involved a variety of stakeholders in the development of this application. Specifically, the Superintendent has shared information about the grant to many stakeholders throughout the community including but not limited to the Board of Education, the County Manager, and the County Commissioners. Information about the grant has been shared with all principals. Moreover, a specific group of stakeholders met on Wednesday April 28th, 2021 to discuss the grant. Involved in that meeting were principals and classroom teachers from across all grade levels and attendance zones within the PSU. Additionally, the meeting was attended by the Superintendent and other district staff including the Chief Academic Officer and Finance Officer, along with the Federal Programs Director. Many of the aforementioned individuals are also parents within the PSU. As a follow up to this meeting, the Federal Programs Director followed up with several parents who did not attend the meeting as well as with two student stakeholders who represented two different high schools. The COVID-10 pandemic has had a tumultuous effect on our district. This disruption in educational services has led to learning gaps that have crossed every imaginable line or barrier affecting all students across all grade levels, geographic locations, and socio economic backgrounds. Our district intends to assess, address, and overcome these gaps through a variety of funding initiatives

taking full advantage of all allowable uses of funds for this grant, specifically the use of funds for addressing learning loss. We have vast needs in addressing learning loss. Students lost valuable time from in person instruction with a qualified teacher in their actual physical presence. It is purely logical that these needs can only be met by replacing that lost time. Our application will lay out a plan for time replacement through summer and after school learning plans. Additionally, as needed, we will also lay out a plan for remedial services within the typical instructional day as well. Other allowable uses of funds within the grant will allow us to assist in the major initiative of addressing learning loss. Facility repairs and improvements are such a use. There is a need to use funds in this area in order to attempt to prevent the spread of COVID-19. The application will support this need. Along the same lines, there is a need to improve air quality in efforts to prevent the spread as well. Additionally, stakeholders have identified specific needs with regards to training and the cleaning/sanitation supplies needed to keep facilities free of the virus. Our PSU is one of the largest property owners and the largest employer within the geographical area of our county. We maintain and operate: -   14 schools -   a main Central Office campus housing administration, finance, human resources, transportation, and curriculum -   an operations center housing plant operations, nutrition, and technology -   an annex housing Student Services, Mental Health, Federal Programs, Exceptional Children, and Preschool -   a professional development complex of two large meeting rooms. -   A fleet of over one hundred yellow school buses Stakeholders have also identified needs in coordinating and addressing preparedness and response to COVID 19 with regards to specific procedures and systems internally as well as coordination with other state and local agencies, externally. There are also additional needs for educational technology for in person learning and in the event that we are forced to close in response to a COVID 19 event in the future. Finally, there has been an increased need for mental health services in response to COVID 19 and our application will support its use as a funding strategy.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data clearly shows that that our PSU has been affected by a huge loss of time in learning. The pandemic caused the PSU to be closed to in person instruction for the latter third of the 2019-2020 school year beginning on March 16th through June 5, 2020. This resulted in a loss of approximately 350 hours of in person face to face instruction on average for all students in our PSU. Moreover, the Beaufort County Schools began the 2020-2021 academic school year on 100% remote status, with no in person face to face instruction with the limited exception of students with intellectually moderate to severe cognitive and physical disabilities following the Extended Content Standards. While we truly believe that all BCS teachers delivered virtual instruction to the upmost best of their abilities, it is not the optimal form of service delivery. We believe that to be in person face to face instruction. This continued through

October 9th resulting in over 40 missed school days of in person face to face instruction or approximately 240 hours. A hybrid learning model began on October 12, 2020 allowing PK-5th graders to attend four days per week. While this model is safe in that it allows for deep sanitation efforts to take place every two school days, it does result in an average loss of seven hours of in person instruction weekly for all students enrolled in the PSU. Minimally this Wednesday loss will total 189 hours additionally per PK-5th grade child. Students in grades 6-12, due to state guidelines, were not allowed to move to the model until March 22, 2021, resulting in an additional loss of 703 hours on top of the 240 lost prior to October 9th. From there the Wednesday loss is an additional 56 hours. In looking at our PK-5 and 6-12 population, a conservative estimate is that a child, on average without respect to grade level, enrolled in our PSU for both the 2019-2020 and the 2020-2021 school year will endure a loss of approximately 1,070 hours of in person face to face instruction. This results in a grand total of nearly 6.5 million lost hours of in person face to face instruction due to the COVID-19 global pandemic. Since the beginnings of public education in this State over 180 years ago, there has never been a time of a greater loss of learning. Addressing learning loss is our focus but it can only be done in collaboration with other allowable grant uses. Data suggests that simply the age and condition of some of our properties are not conducive to the prevention of COVID-19. Several of our schools still operate with boilers and chillers which do not necessarily lead to optimal filtration of air when compared to new more efficient units. None of our facilities currently have touchless doors. Even handicapped accessible doors require touch. This can lead to virus transmission. Some of our newer facilities have touchless restroom fixtures and water fountains but not all. Again, this can lead to virus transmission. Certain populations of students have been disproportionately affected by learning loss including but not limited to low income students, students with disabilities, English learners, students experiencing homelessness, youth in foster care, and racial and ethnic minorities. Data suggests nationally, that these populations may have experienced higher percentages of students and families who chose to remain 100% in remote learning status even after hybrid learning began. We believe there is a need for principals to have specific resources to address the needs of those special populations in addition to the overall student population by site. In conclusion, the PSU has determined that in regards to overall needs in the efforts to prepare for, prevent, and respond to COVID-19, insufficient funds currently exist in order to allow principals flexibility with custodial staffing or increased custodial staffing in order to be able to revise sanitation procedures so that there is an increased frequency of cleaning and in order to be in adherence to any state and/or federal guidance received in response to COVID-19. Insufficient funds for additional sanitation supplies currently exist due to the demand for increased frequency of cleaning in order to be in compliance with any state and/or federal guidance received in response to COVID-19. Insufficient funds exist to plan for potential closures, specifically to plan for online learning, obtain mobile hot spots and online platforms, and to assist in meeting IDEA requirements under online learning during school closures. Insufficient funds currently exist to purchase additional hardware, software, connectivity, and assistive technology for use during a future school closure over and above what has currently been obtained. Insufficient funds currently exist to continue and to expand during school, after school, and summer school programs that will be necessary in order to make up for learning losses that

have occurred due to COVID 19. Insufficient funds exist to provide additional supports needed to any previously approved activities for students classified under federal law including but not limited to the Elementary and Secondary Education Act of 1965 as amended by the Every Students Succeeds Act of 2015, the Individuals with Disabilities Education Act, Carl D. Perkins Career and Technical Education Act of 2006 , Fostering Connections to Success and Increasing Adoptions Act of 2008, or the McKinney Vento Homeless Assistance Act.

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.

$ 9,707,000.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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 are critical in determining the academic needs as well as progress of students. It is through their use we are able to determine how to instruct them as well as determine their overall performance. The global COVID-19 pandemic has made this difficult in public education due to school closures, lack of in person face to face instruction and the cancellation of certain state summative assessments in the 2019-2020 school year. Thus, we began the current year without current summative assessment data from the last. That will change for the current year as all state summative assessments will be conducted. We will use data from the End of Grade and End of Course Assessments to assess where our students are at the conclusion of this school year. Moreover, we will use the data supplied by the state for specific subgroups to further evaluate their performance and needs. These groups include but are not necessarily limited to our low-income students, children with disabilities, English Learners, racial and ethnic minorities. With our English Learners, we will use data from the ACCESS for ELs assessment with regards to that group's performance with the acquisition of the English Language. The various aforementioned summative assessments help us drive decisions about student promotion or retention and leveled group placement. We intend to use funds in combating learning loss in a variety of methods, including a summer learning program this summer and possibly over future summers. This program will be available to all students who need it. Determination of need will be

made by local promotion guidelines including summative assessment performance such as the End of Grade or End of Course assessments. We will operate a six week all day long program this summer using this strategy. In order to determine hopeful progress made by participating students, we will administer and use Beginning of Year assessment data at the beginning of the 2021-2022 school year. In addition to summative assessments, our PSU will also utilize formative assessments to measure growth and progress during the school year while we combat the learning loss effects of the pandemic. This will start with our youngest learners. We currently operate a 180 child preschool program funded by NC Pre K, Title I , and the EC program. In accordance with state requirements we use one of the state-approved four year old early childhood curricula, known as The Creative Curriculum. It is one of the most widely used pre-K curricula in the nation. It's comprehensive and research-based and features exploration and discovery as a way of learning. We use GOLD as our formative assessment for the Creative Curriculum. The assessment model used in GOLD follows widely held expectations for kindergarten preparedness and enables a whole-child approach to assessment. Our Preschool program shares data at year end with all Kindergarten principals so that it can be used in placement decisions. We use IReady data as pre and post assessment as it is also research-based. Many rigorous research studies meeting ESSA evidence standards demonstrated positive and statistically significant gains for students receiving i-Ready Instruction above that of their control group counterparts in both reading and mathematics on internal and external outcome measures. Additionally, mCLASS will also be used to determine groupings and service delivery both in summer and for after school and during school learning loss programs. mCLASS is an integrated, gold standard literacy system based on the science of reading that offers teacher-administered assessment and holistic instruction for grades K-6.

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

We plan to use funds to implement a variety of programs and initiatives to combat learning loss and meet the needs of our students. As previously mentioned, there has been a tremendous amount of hours lost of in person face to face instruction due to the COVID-19 global pandemic. We believe that the main way to over come that loss of hours is to replace them with additional hours of instruction. Two of our main strategies in addressing learning loss will be Summer Learning Programs and After School Learning Programs. A six week all day long summer learning program will be held in Summer 2021. It will be offered to any child K-12 who is at risk of academic failure. It will be modeled on a typical school day. It will be funded at least in part by this grant. It will operate seven hours a day with transportation to and from the school sites provided by the PSU. Additionally both breakfast and lunch will be provided to all participants at no cost. Other important components of the program include: Math instruction (K-8) Reading instruction (K-8) Science instruction (3-8) A period of physical activity An enrichment activity Social-Emotional Learning supports The Summer Learning Program addressing learning loss will also integrate the Third grade Read to Achieve Summer Reading Camp. For the K-8 realm, here is a daily schedule that will address learning loss: K-2 Grade Daily Schedule 3 hours - Reading Instruction (Reading Horizons, RISE, Text Talk) 2 hours - Math 1 hour - Small Group Reading and

Math 30 min - Enrichment/ SEL 45 min - Lunch/ Physical Activity 15 min - Transitions 7.5 Hours Total/6.5 Instructional Hours 3rd Grade Daily Schedule 3 hours - Reading Instruction (Reading Horizons, RISE, Text Talk) 1.5 hours - Math 45 min - Science 45 min - Small Group Reading and Math 30 min - Enrichment/SEL 45 min - Lunch/ Physical Activity 15 min - Transitions 7.5 Hours Total/6.5 Instructional Hours 4-8 Grade Daily Schedule 1.5 hours - Reading Instruction 1.5 hours - Math 1 hour - Science 1 hour - Small Group Reading 1 hour - Small Group Math 30 min - Enrichment/SEL 45 min - Lunch/ Physical Activity 15 min - Transitions 7.5 Hours Total/6.5 Instructional Hours In the K-8 realm, we will use the Competency-Based Assessment System Tool provided by the Department of Public Instruction. BCS will partner with Cadence Learning for grades 4-8 Reading and Math curriculum and teacher support. In the high school realm, we will also address learning loss through a summer program. We will use credit recovery as a way for these youngsters to pass previously failed courses, including access to modules and teacher support. BCS will use Odysseyware for Credit Recovery Here is a schedule for high school students: EOC Daily Schedule 5.5 hours - EOC Course 1 hour - Enrichment/SEL 30 min - Physical Activity 30 min - Lunch 7.5 Hours Total/6.5 Instructional Hours We believe that this will be the most intensive and robust summer learning program ever held in our PSU and will definitely help us address learning loss from the COVID-19 pandemic. It will be staffed primarily by full time current PSU teachers, support personnel, and contracted service providers. After summer, we will turn our attention to the upcoming school year. We propose to fund an after school tutoring and remediation/enrichment program at all 14 sites in a continuing effort to combat the COVID-19 learning loss. This would be a program primarily held on Tuesdays through Thursdays for a couple of hours after school. Students would be provided a snack between the end of the regulars school day and the beginning of the after school tutoring. The after school program would be staffed by full time current licensed teachers employed by the PSU. We will use the same strategies, pedagogies, and programs as the summer program. Transportation home will be provided.

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

Parent and Family Engagement has long been a hallmark of our work with Beaufort County Schools. For years, our schools have worked hard and made significant strides in this endeavor. It has been and will continue to be a critical component of our work in addressing learning loss. If anything the pandemic has brought Parent and Family Engagement into the 21st Century. Over the past 13 months, we have seen a number of creative ways to foster our work with providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. There has been a massive and monumental increase of the value, importance, and necessity of student support staff during this time. At the onset of the pandemic and through the period of required remote learning, our school social workers, counselors, nurses, therapists, and translators were stretched extremely thin. These are our front line staff in assisting parents and families in addressing learning loss. While all students have been affected by this, low-income students, children with disabilities, English Learners, racial

and ethnic minorities, students experiencing homelessness, and children and youth in foster care have been disproportionately affected. We have used partnerships with numerous community agencies to find supports for all students and families during this time. GEER funds allowed us to hire an additional school social worker through June 2022. We will propose using funds in this grant to extend that employment and to hire additional staff including social workers, counselors, nurses, therapists, and translators in efforts to foster good parent and family engagement in our efforts to address learning loss. Additionally, funding will be used to continue using platforms such as See Saw that allow for communication with families. We will continue issuing Alert Now calls, texts, and emails. We will also propose using funds to pay for supplemental postage and mailing costs due to the pandemic. We will also continue the wise use of our district website and our social media platforms to provide information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

* (D) Tracking student attendance and improving student engagement in distance education;

The COVID-19 Global Pandemic has further complicated the already challenging issue of student attendance and engagement, whether in person or in remote learning. This has made reducing learning loss even more challenging for all students but especially low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. Nationally, data suggests that those groups have disproportionate numbers of students whose families have elected to remain in remote learning rather than returning to in person face to face instruction. Tracking student attendance and improving student engagement in distance education has been a challenge. Beginning last March, we have used various student support staff to help in this endeavor including but not limited to school social workers, nurses, counselors, therapists, and translators. At each school, counselors have kept track of students in remote status and their attendance. New attendance codes provided by the Department of Public Instruction for use in the PowerSchool program have greatly assisted in this endeavor. Our PSU requires that those students in remote status log in to their actual school class for at least a portion of the class period. This allows the classroom teacher to actually see whether the remote student is in attendance and engaged. That classroom teacher is then able to make a valid decision on the attendance code used for the attendance of their remote students in PowerSchool daily. Our call system sends out a call to parents in the evening of days that a child misses school whether in person or remote. When issues arise with attendance of students, the teacher makes a referral to the counselor who then makes a parent contact. Many times, this resolves the issue. However, in cases where it does not, the school social worker assigned to that school gets involved. Parent contacts, including home or virtual visits are made in which the importance of attendance is discussed as well as possible legal repercussions. There are sometimes underlying issues involved that contribute to the lack of attendance and engagement. School social workers are trained to identify and assist with such matters in an effort to resolve attendance and engagement issues. Many times, additional supports are needed form other staffers including therapists, nurses, or translators. Unfortunately, there are times when these efforts do not resolve the attendance and

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engagement issues and we are on the cusp of having to take the parent to court. In an effort to mitigate that circumstance, our PSU has implemented a Juvenile Attendance Council. Instead of taking a parent to court, we first try to use the JAC to resolve attendance matters. JAC is used to problem solve attendance issues. It involves staff associated with the case from the school and district level. Additionally, two resident district court judges attend who are actively involved in plan development. The desire outcome of all involved, particularly the judges is to avoid going to court. While JAC began as a result of the pandemic, our PSU will continue the initiative. We hope to use additional funds from this grant to hire additional social workers and counselors to combat attendance and engagement issues due to the COVID 19 pandemic.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

All schools will continue tracking the progress of all students as all students experienced learning loss due to the COVID-19 pandemic. Of course, we will continue to track student course grades in the pre and post pandemic eras, but we will also rely on assessment data in order to determine student achievement levels. Assessments are critical in determining the academic needs as well as progress of students. It is through their use we are able to determine how to instruct them as well as determine their overall performance. The global COVID-19 pandemic has made this difficult in public education due to school closures, lack of in person face to face instruction and the cancellation of certain state summative assessments in the 2019-2020 school year. Thus, we began the current year without current summative assessment data from the last. That will change for the current year as all state summative assessments will be conducted. We will use data from the End of Grade and End of Course Assessments to assess where our students are at the conclusion of this school year. Moreover, we will use the data supplied by the state for specific subgroups to further evaluate their performance and needs. These groups include but are not necessarily limited to our low-income students, children with disabilities, English Learners, racial and ethnic minorities. With our English Learners, we will use data from the ACCESS for ELs assessment with regards to that group's performance with the acquisition of the English Language. The various aforementioned summative assessments help us drive decisions about student promotion or retention and leveled group placement. In addition to summative assessments, our PSU will also utilize formative assessments to measure growth and progress during the school year while we combat the learning loss effects of the pandemic. This will start with our youngest learners. We currently operate a 180 child preschool program funded by NC Pre K, Title I , and the EC program. In accordance with state requirements we use one of the state-approved four year old early childhood curricula, known as The Creative Curriculum. It is one of the most widely used pre-K curricula in the nation. It's comprehensive and research-based and features exploration and discovery as a way of learning. We use GOLD as our formative assessment for the Creative Curriculum. The assessment model used in GOLD follows widely held expectations for kindergarten preparedness and enables a whole-child approach to assessment. Our Preschool program shares data at year end with all Kindergarten principals

so that it can be used in placement decisions. We use IReady data as pre and post assessment as it is also research-based. Many rigorous research studies meeting ESSA evidence standards demonstrated positive and statistically significant gains for students receiving i-Ready Instruction above that of their control group counterparts in both reading and mathematics on internal and external outcome measures. Additionally, mCLASS will also be used to determine groupings and service delivery both in summer and for after school and during school learning loss programs. mCLASS is an integrated, gold standard literacy system based on the science of reading that offers teacher-administered assessment and holistic instruction for grades K-6.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
	* ◉ Yes ○ No	The district proposes to use some funds from the grant make facility repairs and improvements in			$ 486,000.00

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.		order to minimize virus transmission. Specifically, we propose the use of funds for several initiatives that we feel will prevent the spread of COVID-19. The use of touchless doors is such an initiative. Touchless doors in major entrance and exit areas reduce hand contact which will decrease virus transmission. In a similar fashion we propose to use some funds in order to implement touchless faucets and fixtures in buildings across the district. This would include restrooms, break rooms, kitchens, kitchenettes, classroom kitchens, dining	Activities will begin upon application and initial budget approval and continue through 9/30/2024.	Impact measures of the successful implementation of this funding strategy will be measured by having a reduction in the numbers of doors, faucets, fixtures, and fountains district wide in all buildings and properties owned and /or maintained by the PSU. It will also be measured by having more square footage available in rooms per child due to changes in wall configurations. These measures, if successful, will logically lead to a reduction of virus transmission within our properties.	

		kitchens, dining rooms, classrooms, shops, studios, etc. Additionally, we also propose to use funds to install and use touchless water fountains. We propose where needed using funds to add, remove, or change wall configurations in rooms in order to better physically distance students to prevent the virus.			
	* ◉ Yes ○ No	The district proposes to use some funds from the grant to improve air quality. We believe that better filtration and circulation of air will better prevent virus transmission. Some of our older	Activities will begin upon application and initial budget approval and continue through 9/30/2024.		$ 316,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		and inefficient air handling units do not allow for clear flow and circulation of air. We have some buildings still equipped with chillers and boilers that would be considered in that category, specifically. Upgrading and repairing these outdated and inefficient systems will better enable us to prevent the virus. Additionally, we propose that funds be used for better filtrations systems, air purifiers, and higher quality air filters in efforts to prevent the spread of COVID-19.		Impact measures of the successful implementation of this funding strategy will be measured by having a reduction in the number of air handling units and systems that are inefficient and to a certain degree less able to condition and filtrate air in a method conducive to reducing the possible spread of the virus. These measures, if successful, will logically lead to a reduction of virus transmission within our properties.

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	The district proposes to use some funds from the grant to coordinate preparedness and response with other local and state agencies. This could involve additional staff needed to improve those efforts. Other agencies would include but not be limited to the County Health Department, County Emergency Management Department, County Department of Social Services, local homeless shelter, and others.	Activities will begin upon application and initial budget approval and continue through 9/30/2024.	Impact measures of the successful implementation of this funding strategy will be measured by having been able to place additional staff and resources in place to provide better coordination with our outside agencies. While they will not necessarily prevent virus transmission, these measures, if successful, will provide better preparedness and response.	$ 486,000.00
		The district proposes to use some funds from the grant to			$ 243,000.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	address the needs of special populations, many of whom which have been disproportionately affected by the pandemic including children with disabilities, English Learners, students experiencing homelessness, and children and youth in foster care. Many additional staff are needed to help with learning loss within these groups. Additional teaching staff specializing in EC and EL are needed to help with learning loss and in order to safely social distance. Our homeless and foster care district point of contact needs additional social workers	Activities will begin upon application and initial budget approval and continue through 9/30/2024.	Impact measures of the successful implementation of this funding strategy will be measured by, over the life of the grant, seeing how students in these special populations perform whether in remote, hybrid, or full face to face in person learning. Specifically, if their performance levels return to their pre-pandemic performance as a subgroup of students, then we will deem this strategy to have been successful.	

		therapists, and counselors to deal with the increase in these groups as the pandemic has taken a toll on these communities. Additional translating services are also needed for our EL and non-EL members of the Hispanic community in order to foster better parent and family engagement within this minority group and to deliver relevant school information due to the pandemic.			
	* ◉ Yes ○ No	The district proposes to use some funds from the grant to improve preparedness and response. Unlike coordination			$ 48,000.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.		coordination efforts previously mentioned, this will be our internal systems. This could possibly involve the addition of staff and other resources to assist with these efforts including but not limited to within the following areas: District Leadership, Transportation, Technology, Child Nutrition, Plant Operations, Instructional Services, and Student Support Services. Individuals would work to improve pandemic/disaster procedures and response efforts in the event of a resurgence of the virus. In response to the virus there is a need to space	Activities will begin upon application and initial budget approval and continue through 9/30/2024.	Impact measures of the successful implementation of this funding strategy will be measured by having developed and implemented successful virus/disaster preparedness and response procedures and systems by using any additional staff and resources supplied through the funding strategy.	

		is a need to space and socially distance students both inside facilities as well as when using yellow school bus or white activity bus transportation.			
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ○ No	The district proposes to use some funds from the grant to provide training on proper sanitation and cleaning methods in order to prepare, prevent, and respond to COVID-19. Training will focus on custodial and janitorial staff as well as other relevant staff members within our building. It will be scientifically based in accordance with state and federal guidance.	Activities will begin upon application and initial budget approval and continue through 9/30/2024.	Impact measures of the successful implementation of this funding strategy will be measured by our PSU monthly monitoring the work of our dedicated custodians and contracted custodial staff by ensuring that they follow procedures and protocols provided in their training based on best practices to combat the pandemic.	$ 49,000.00

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ◯ No	The district proposes to use some funds from the grant to purchase additional sanitation and cleaning supplies for all of our buildings in efforts to prepare for, prevent, and respond to COVID-19. For the foreseeable future, we will need more of such supplies as we continue to battle our way out of this pandemic.	Activities will begin upon application and initial budget approval and continue through 9/30/2024.	Impact measures of the successful implementation of this funding strategy will be measured by our PSU reviewing the amounts of sanitation supplies needed and used monthly and will review and making adjustments to amounts purchased and on hand if needed.	$ 486,000.00
	* ⦿ Yes ◯ No	Funds will be used to plan for potential closures, specifically to plan for online learning and to assist in meeting IDEA requirements. If necessary, we have plans for a potential time in the winter months			$ 340,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		of a COVID 19 resurgence that could necessitate a school closure similar to our previous state. Funds would be used for mobile hotspots to give secure internet access in areas of our rural county so that students may either work in online platforms from home or have access at a safe location near their home The strategy will be particularly critical in meeting IDEA requirements for our SWDs that have IEPs, allowing us to deliver specialized instruction and related services.		Impact measures of the successful implementation of this funding strategy will be measured by our PSU monthly monitoring the number of students who successfully connect through our mobile hotspots and successfully engage in online platforms during school closures, including SWDs served under the IDEA.	
		Funds will be used to purchase additional hardware,			$ 2,669,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ○ No	software, connectivity, and assistive technology. As before mentioned, funds would be used to purchase mobile hotspots for in home and in community use. Additionally, funds will be used to purchase additional devices so that all students in the PSU will have access to a device. Funds will also be used to purchase and download educational software for these devices, including adaptive and assistive technology devices to assist in IEP implementation for SWDs.	Activities will begin upon application and initial budget approval and continue through 9/30/2024.	Impact measures of the successful implementation of this funding strategy will be measured by monitoring the number of students who have access to a PSU owned device, checking with students and families to make sure the device and any of its accompanying software and assistive technology are functioning at capacity allowing student to be successfully engaged with online learning.	
					$ 292,000.00

| MENTAL HEALTH SERVICES: Providing mental health services and supports. | * ⦿ Yes ◯ No | We propose to use funds from the grant to provide mental health and supports. Due to the pandemic, many students and families have faced additional hardships and that takes a toll on a child. It is hard to focus on school when your family is facing homelessness, sickness, or death. Funds are needed to provide additional therapeutic support and coordination of services for students. This would involve the hiring of additional staff as well as additional contracted services. | Activities will begin upon application and initial budget approval and continue through 9/30/2024. | Impact measures of the successful implementation of this funding strategy will be measured by our student support services staff tracking students served with this strategy. Our social workers, counselors, therapists will maintain records of students and families working through mental health issues and hopefully see improved outcomes for these individuals. | |
| | | We believe that summer learning | | | $ 1,407,000.00 |

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	~~summer learning~~ is a strategy that goes hand in hand with addressing learning loss. Previously in this application we have laid out a detailed plan for how summer learning will address the learning loss endured by and in response to COVID-19. In synopsis, the summer learning plan will operate in a manner that mirrors a typical school day for 6 weeks with meals and transportation provided. Remediation will be provided to any student in grades K-12 who was not proficient at the end of the school year in an effort for them to demonstrate	Activities will begin upon application and initial budget approval and continue through 9/30/2024.	Impact measures of the successful implementation of this funding strategy will be measured by reviewing assessment data on students before the program and after, In our case, looking at both the EOG/EOC in May and BOY data in August. Improved scores and data on a child will denote successful strategy implementation.

		mastery of the failed course or area. The summer learning program 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 through evidence-based interventions that respond to students' academic, social, and emotional needs. Summer learning addresses learning loss.			
		Funds may be used to supplement any			$ 564,607.00

| 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 | supplement any previously approved activities under ESEA, IDEA, CTE, Fostering Connections to Success and Increasing Adoptions Act of 2008, or McKinney Vento Homeless Education. Under this activity, specific groups of students could receive additional support using some of the before mentioned strategies. Examples of possible spending strategies include but are not limited to: additional funding for the transportation of homeless and unaccompanied youth, additional support for CTE enrolled youngsters in the | Activities will begin upon application and initial budget approval and continue through 9/30/2024. | Impact measures of the successful implementation of this funding strategy will be measured by reviewing assessment data on students served by these specific legislations/funding sources. Improved scores and data on a child in a specific subgroup will denote successful strategy implementation. | |

		purchase of required equipment to complete internships, additional support in carrying out the IDEA as well as any efforts to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA, particularly in light of any losses in local revenue. Included in this category as well will be any allowable indirect costs associated with the grant at the rate set by NCDPI for our PSU.			
			Total ESSER III Allotment	$	7,386,607.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Contacts

Beaufort County Schools (070) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Contacts

Required Contacts	
Type	**Contact(s)**
Funding Application Contact [Select at least 1 contact(s)]	Greg Singleton

Substantially Approved Dates

Beaufort County Schools (070) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, July 16, 2021

Beaufort County Schools (070) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

 There are no new applicants.

GAN Information

Beaufort County Schools (070) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Beaufort County Schools (070) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

91571810

* Address:

321 Smaw Road Washington, NC 27889

* Superintendent:

Mr. Matthew Cheeseman

Key Personnel:

* GREG SINGLETON

Bertie County Schools (080) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/9/2021 8:24:47 AM	Tundra Woolard	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
S	11/9/2021 8:24:47 AM	Tundra Woolard	Status changed to 'Chief Administrator Approved'.	S
☐	11/9/2021 8:24:38 AM	Tundra Woolard	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/9/2021 8:24:38 AM	Tundra Woolard	Status changed to 'Fiscal Representative Approved'.	S
S	11/9/2021 8:24:29 AM	Tundra Woolard	Status changed to 'Revision Completed'.	S
S	10/20/2021 3:02:49 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Bertie County Schools (080) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,712,735.00	$2,712,735.00
Carryover	$5,485,129.00	$5,485,129.00
Total	$8,197,864.00	$8,197,864.00

Budget

Bertie County Schools (080) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Approved ▼

Mark Plan As Required: ☑

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
080	181	1	No	Yes	4.24 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$2,712,735.00	$2,712,735.00
Carryover Amount:	$5,485,129.00	$5,485,129.00
Allotment Plus Carryover:	$8,197,864.00	$8,197,864.00
Total Budgeted:		$8,197,864.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 11:29 AM	Evans, Allie

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 11:29 AM	Approved (Pending)		Evans, Allie			
11/9/2021 7:35 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/10/2021 11:04 AM	Approved (Pending)		Letchworth, Tina			
9/1/2021 8:22 AM	Received		Admin, NCCCIP			
8/27/2021 4:46 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lee, Freda
		☑		3-5110-131-000-000-00	0	Could you please deny BCS submission of PRC 181, so I can make changes for resubmission. PRC 171 has also been submitted for your approval. Thank you, Steven Harrell
8/27/2021 10:49 AM	Denied (Pending)		Lee, Freda			
8/4/2021 8:04 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5110	131	000	00	$540,000.00	$0.00	$540,000.00		✏
ℹ	Salary	3	5110	135	000	00	$540,000.00	$0.00	$540,000.00		✏
ℹ	Other	3	5110	211	000	00	$82,620.00	$0.00	$82,620.00		✏
ℹ	Other	3	5110	221	000	00	$234,144.00	$10,800.00	$244,944.00		✏
ℹ	Other	3	5110	415	000	00	$600,000.00	$0.00	$600,000.00		✏
ℹ	Other	3	5310	181	000	00	$990,000.00	$0.00	$990,000.00		✏
ℹ	Other	3	5310	211	000	00	$75,735.00	$0.00	$75,735.00		✏
ℹ	Other	3	5310	221	000	00	$214,632.00	$9,900.00	$224,532.00		✏
ℹ	Salary	3	5320	131	000	00	$210,000.00	$0.00	$210,000.00		✏
ℹ	Other	3	5320	211	000	00	$16,065.00	$0.00	$16,065.00		✏
ℹ	Other	3	5320	221	000	00	$45,528.00	$2,100.00	$47,628.00		✏
ℹ	Salary	3	5360	126	000	00	$690,000.00	$0.00	$690,000.00		✏
ℹ	Other	3	5360	211	000	00	$52,785.00	$0.00	$52,785.00		✏
ℹ	Salary	3	5880	146	000	00	$150,000.00	$0.00	$150,000.00		✏
ℹ	Other	3	5880	211	000	00	$11,475.00	$0.00	$11,475.00		✏
ℹ	Other	3	5880	221	000	00	$32,520.00	$1,500.00	$34,020.00		✏
ℹ	Equipment	3	6400	462	000	00	$578,604.17	$0.00	$578,604.17		✏
ℹ	Other	3	6570	532	000	00	$0.00	$2,687,404.92	$2,687,404.92	For outdoor facilities, track, athletic complex that will facilitate helpful living, increase outdoor learning spaces, and	✏

										promote wellness activities.This will reduce risk and help improve social distance measures.	
ⓘ	Other	3	6580	311	000	00	$50,000.00	$0.00	$50,000.00		✏
ⓘ	Other	3	6580	411	000	00	$149,995.00	$0.00	$149,995.00		✏
ⓘ	Other	3	8100	392	000	00	$221,025.83	$1,030.08	$222,055.91		✏

Total: $5,485,129.00 $2,712,735.00 $8,197,864.00

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Grant Details

Bertie County Schools (080) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The Curriculum and Instruction Team and Operations Team worked in conjunction with school leaders to identify specific needs related to the educational needs resulting from COVID-19 school closures and delayed reopening. Data from the following sources were reviewed to determine the impact of COVID-19 on student learning: Student Attendance, School At-Risk Reports, iReady Mid-Year Reports, and Benchmark Data. A summary of the data for each category is as follows: -Student Attendance School Average Monthly Attendance Aulander Elementary 87.65% Colerain Elementary 89.26% West Bertie Elementary 88.96% Windsor Elementary 88.29% Bertie Middle 88.20% Bertie High 87.91% Bertie Early College 89.15% At-Risk of Academic Failure Report Elementary - 115 students Middle - 248 students High - 234 students - iReady MOY (Grades K-5) Reading: Grade # students 1 grade level below # students 2 grade levels below # of students 3 or more grade levels below K 17 0 0 1 67 2 0 2 55 19 2 3 23 25 18 4 41 15 37 5 23 38 25 Math K 14 0 0 1 59 8 0 2 48 19 5 3 43 23 16 4 51 30 20 5 45 22 27 - iReady MOY Middle Grades (6-8) Reading 6 25 20 45 7 11 12 49 8 16 3 40 Math 6 46 21 30 7 27 19 32 8 32 7 36 Benchmark Data Case 21 (3-8) Mid-Year Projected Percent Proficient Grade ELA Math Science K 78.7 88.8 1 40.3 39.2 2 38.9 42.5 3 38.3 44 4 41.8 43.9

5 41.8 36.6 38 6 37 34.6 7 45.5 26.7 8 34.1 10.2 50.8 High School Course Semester 1 Semester 2 Eng. II 58.2 46.8 Biology 53.3 0 Math I 7.1 8.7 Math II 44.6 23.1

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Student performance has been tracked this school year through the following data sources: Student Attendance Reports from PowerSchool, the At-Risk Report, iReady diagnostic data, and Case 21 benchmark assessments. The student attendance reports reveal that engaging all students consistently virtually has been a challenge this school year. Monthly reports indicate that the average attendance for all schools to date is below 90%. It is likely that attendance has had an impact on student performance. For example, the At-Risk report reveals that 597 students in the district are in danger of academic failure, with the majority of the failures reported in the middle and high schools. Further concerns for student achievement are revealed in the diagnostic and benchmark assessments. The iReady Mid-Year report indicates that 226 students are at least 1 grade behind in reading and 260 students are at least 1 grade behind in math. In middle school, the iReady Mid-Year report indicates that 241 students are at least 1 grade behind in reading and 250 students are at least 1 grade behind in math. This data is further validated by the mid-year benchmark assessment results. The data indicates that except for Kindergarten, fewer than 50% of the students are proficient in reading, math, and science in all grade levels except 8th grade science, semester I English II, and Biology. While all subject areas show tremendous opportunities for growth, the math results indicate even greater areas of learning loss that must be addressed.

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.

$ 1,639,572.80 * 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;

Implement a digital curriculum program (i.e. Edmentum, Pearson, or Apex; CASE 21 (benchmarks)) to diagnose student learning needs, target instruction, and analyzing progress. Students will be placed on a learning pathway based on diagnostic results. Teachers will use the data to personalize instruction based on student needs. Implement a virtual learning program for virtual students to ensure continuity in instruction and assessment.

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

Employ six (6) Instructional Coaches to work closely with teachers to design and deliver effective instruction, analyze and use data to drive instructional decisions, and provide professional development to meet the learning needs of students. There is a significant population of novice teachers in the district. Utilizing the Instructional Coach model will provide those teachers, in particular, the support necessary to effectively meet the needs of the students. Employ six (6) Interventionists to work with targeted groups of students to address specific areas of learning needs. The Interventionists will be an additional layer of support to ensure that students receive the targeted instruction to address their learning loss needs. Because of the variations in learning gaps produced by COVID school closures, additional supplementary textbooks and materials will be utilized to ensure that students' individual learning needs are met based on assessment data.

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

Employ one (1) Family Engagement Liaison to provide pertinent information and training to families on how to support student learning. Parents will be surveyed to determine areas of need and interest. Some of the informational/training sessions may include: Technology 101 - Using a Computer, Navigating through Google Classroom, PowerSchool Parent Portal, etc.; Successful Parent/Teacher Conferences; Social Emotional Learning; Curriculum Sessions.

* (D) Tracking student attendance and improving student engagement in distance education;

Utilize the Family Engagement Liaison to work with schools in monitoring student attendance through the use of PowerSchool and maintaining communication with families to ensure consistent student engagement, as evidenced by improved grades. The Family Engagement Liaison will meet with Principals and teachers to identify students who have challenges with attendance and grades. The Family Engagement Liaison will contact those students/families weekly to discuss challenges and successes with school/class attendance, participation, and grades and report the results of the conversations back to the Principal for the purpose of determining next steps. All contacts will be kept in a log.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Case 21 benchmarks will be administered at the beginning, middle, and near the end of the year in English Language Arts, Math, and 5th/8th grade Science for elementary and middle schools. For the high schools, benchmarks will be administered at the beginning, middle, and near the end of the semester in Biology, English II, Math I, and Math III. The benchmarks will inform teachers of students' overall progress towards mastering the standards taught during the specified periods of time. In grades K-8, iReady will also be used to diagnose student progress and areas of weakness so that teachers can provide targeted instruction to address those areas prior to benchmarks. All K-12 teachers will have access to the Case 21 item bank to build weekly formative assessments. In addition, grades 6-12 will have access to Apex Tutorial, which can be used for personalized instruction to address specific areas of learning loss.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	The funds will be used for outdoor facilities, track, and athletic complex, that will facilitate helpful living, increase outdoor learning spaces, and promote wellness activities.	September 2021-June 30, 2024	The improvements to the existing facility will reduce unhealthy safety risks, improve overall health and wellness, and provide more opportunities for learning (outdoor learning space), and help improve social distance measures. The facility will be monitored and maintained by the student services, maintenance, and the athletic department.	$ 2,712,735.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◯ Yes ⦿ No				$

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⦿ No				$

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IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ [ ]
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$ [ ]
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Maintain adequate supplies for cleaning to decrease the number of COVID cases originating in schools.	June 1, 2021-September 30, 2024	Custodial cleaning logs will be collected weekly by the school administrator. An inventory of cleaning supplies will be collected monthly by the school custodians. The Executive Director of Human Resources and Operations will maintain a monthly log of COVID cases per school.	$ 199,995.00

| LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | * ◯ Yes ◉ No | | | | $ |

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | * ⦿ Yes
○ No | Macbooks/ iPads for students | June 1, 2021- September 30, 2024 | Ensures that students have access to digital curriculum resources for in-person and remote learning; Improved student attendance and performance. The Coordinator of Technology Services will monitor the purchase and delivery of 1100 Macbooks and 890 Ipads. We currently have 0 Macbooks and 72 iPads for students. | $ 578,604.17 |

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Social Worker to address social emotional learning needs and assist with engaging families in supporting student learning.	June 1, 2021- September 30, 2024	The Social Worker schedule and log of student/family contacts will be collected weekly by the school administrator and Director of Student Services. Student attendance and pass/failure data will be collected weekly from PowerSchool to determine areas of improvement and to address areas of need.	$ 271,593.00
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				$

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	-Textbooks - Contracted Services - Recruitment & Retention - Supplements - Indirect cost - SEL Support - Staff: coaches, interventionists, parent liaison	June 1, 2021- September 30, 2024	Coaches & Interventionists will be collect benchmark data at the beginning,middle&end of the semester/year & formative assessment data will be collected weekly to determine standards mastery after receiving personalized instruction using supplemental materials:textbooks & digital resources.Attendance & pass/fail data will be collected weekly by the SW&Liaison to determine areas of improvement &address needs.HR will monitor teacher retention. Maintenance will monitor contracted services weekly.	$ 2,795,364.03
				Total ESSER III Allotment	$ 6,558,291.20

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Bertie County Schools (080) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Tundra Woolard Michael White

Substantially Approved Dates

Bertie County Schools (080) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, November 9, 2021

Bertie County Schools (080) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Bertie County Schools (080) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Bertie County Schools (080) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

36256915

* Address:

715 US Highway 13 North Windsor, NC 27983

* Superintendent:

Dr. Otis Smallwood

Key Personnel:

* Linda Bulluck

Bladen County Schools (090) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:02:52 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Bladen County Schools (090) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$6,866,906.00	$6,866,906.00
Carryover	$12,370,035.43	$12,370,035.43
Total	$19,236,941.43	$19,236,941.43

Budget

Bladen County Schools (090) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
090	181	0	No	No	3.25 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$6,866,906.00	$0.00
Carryover Amount:	$12,370,035.43	$12,370,035.43
Allotment Plus Carryover:	$19,236,941.43	$12,370,035.43
Total Budgeted:		$12,370,035.43
Total Remaining:	$6,866,906.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/01/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 8:08 PM	Approved (Pending)		Letchworth, Tina			
7/28/2021 9:26 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	311	000	00	$200,000.00	$0.00	$200,000.00		
ⓘ	Other	3	5110	312	000	00	$18,000.00	$0.00	$18,000.00		
ⓘ	Other	3	5110	411	000	00	$167,909.50	$0.00	$167,909.50		
ⓘ	Other	3	5110	418	000	00	$7,500.00	$0.00	$7,500.00		
ⓘ	Equipment	3	5110	462	000	00	$100,050.00	$0.00	$100,050.00		
ⓘ	Other	3	5210	311	000	00	$300,000.00	$0.00	$300,000.00		
ⓘ	Other	3	5210	411	000	00	$525,000.00	$0.00	$525,000.00		
ⓘ	Other	3	5320	312	000	00	$16,000.00	$0.00	$16,000.00		
ⓘ	Other	3	5320	411	000	00	$50,000.00	$0.00	$50,000.00		
ⓘ	Other	3	5320	418	000	00	$50,000.00	$0.00	$50,000.00		

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ⓘ	Other	3	5330	411	000	00	$452,590.26	$0.00	$452,590.26
ⓘ	Other	3	5350	411	000	00	$169,950.00	$0.00	$169,950.00
ⓘ	Salary	3	5360	116	000	00	$50,000.00	$0.00	$50,000.00
ⓘ	Salary	3	5360	126	000	00	$3,000,000.00	$0.00	$3,000,000.00
ⓘ	Salary	3	5360	131	000	00	$600,000.00	$0.00	$600,000.00
ⓘ	Salary	3	5360	135	000	00	$150,000.00	$0.00	$150,000.00
ⓘ	Salary	3	5360	142	000	00	$800,000.00	$0.00	$800,000.00
ⓘ	Other	3	5360	143	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Salary	3	5360	171	000	00	$200,000.00	$0.00	$200,000.00
ⓘ	Salary	3	5360	173	000	00	$300,000.00	$0.00	$300,000.00
ⓘ	Salary	3	5360	174	000	00	$75,000.00	$0.00	$75,000.00
ⓘ	Salary	3	5360	176	000	00	$50,000.00	$0.00	$50,000.00
ⓘ	Other	3	5360	211	000	00	$366,052.50	$0.00	$366,052.50
ⓘ	Other	3	5840	311	000	00	$200,000.00	$0.00	$200,000.00
ⓘ	Other	3	5840	312	000	00	$16,000.00	$0.00	$16,000.00
ⓘ	Other	3	5840	317	000	00	$100,000.00	$0.00	$100,000.00
ⓘ	Other	3	5840	411	000	00	$60,000.00	$0.00	$60,000.00
ⓘ	Equipment	3	5840	542	000	00	$50,000.00	$0.00	$50,000.00
ⓘ	Other	3	5870	311	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	5870	312	000	00	$60,000.00	$0.00	$60,000.00
ⓘ	Other	3	5870	418	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Equipment	3	5870	462	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	6300	314	000	00	$5,000.00	$0.00	$5,000.00
ⓘ	Other	3	6300	411	000	00	$140,370.00	$0.00	$140,370.00
ⓘ	Equipment	3	6400	461	000	00	$10,000.00	$0.00	$10,000.00
ⓘ									

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	Equipment	3	6400	462	000	00	$600,000.00	$0.00	$600,000.00	
ⓘ	Other	3	6540	411	000	00	$300,000.00	$0.00	$300,000.00	
ⓘ	Equipment	3	6540	461	000	00	$150,000.00	$0.00	$150,000.00	
ⓘ	Equipment	3	6540	541	000	00	$150,000.00	$0.00	$150,000.00	
ⓘ	Salary	3	6550	171	000	00	$200,000.00	$0.00	$200,000.00	
ⓘ	Other	3	6550	211	000	00	$15,300.00	$0.00	$15,300.00	
ⓘ	Other	3	6570	523	000	00	$1,500,000.00	$0.00	$1,500,000.00	
ⓘ	Other	3	6570	532	000	00	$150,000.00	$0.00	$150,000.00	
ⓘ	Other	3	6580	311	000	00	$175,000.00	$0.00	$175,000.00	
ⓘ	Other	3	6580	422	000	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Other	3	8100	392	000	00	$300,313.17	$0.00	$300,313.17	
						Total:	**$12,370,035.43**	**$0.00**	**$12,370,035.43**	

Grant Details

Bladen County Schools (090) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

When examining the needs of the district that have emerged as a result of COVID-19, the district will consider and assess the following items to determine appropriate methods for allocating and utilizing resources through the strategic use of ESSER funds: 1. Engage stakeholders in a discussion of critical needs that are necessary to sustain and maintain core operations of the school district during closure of schools in both short-term and long-term periods. 2. Survey parents, students, business partners, and community organizations on the availability of connectivity and access to devices for the purpose of engaging students in remote learning opportunities. 3. Collaborate with school personnel, district personnel, and other stakeholders in determining and implementing appropriate procedures and systems to improve the preparedness and response efforts of the district as it relates to building closure, appropriate sanitation, health and safety of students and employees, instructional needs to support teaching and learning in a remote learning setting, planning for extended learning opportunities, and providing nutritional and support services to students and families. 4. Reviewing the unique needs of special student populations to ensure access to equitable educational opportunities and ensure that resources are provided and that appropriate staff are continually employed to support meeting these unique needs. 5. Surveying principals and other school and district leaders to determine

necessary resources to address individual school needs. 6. Review CDC guidance to determine appropriate sanitation protocols to ensure the safety of school staff and students. 7. Work closely with principals, teachers, parents, and other stakeholders in determining appropriate strategies and resources through the use of surveys and interviews to address learning loss for students as a result of COVID-19.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Critical needs will be identified from a review of quantitative and qualitative data collected during the needs assessment. Appropriate items will be prioritized and aligned to the applicable funding strategy. 1. Data from the survey to determine availability of connectivity and access to devices will be used, in comparison with current district data to determine the need for devices to fill gaps in availability for students, to replace end-of-life devices critical to support remote learning, and to determine needs to extend access to connectivity through a variety of options and partnerships 2. Review information and data collected to determine the fiscal needs required to implement appropriate procedures and procedures as it relates to coordinating with public health departments, conducting activities to address the needs of students from special populations, purchasing educational technology, summer learning and supplemental after school programs, mental health services, addressing learning loss, school facility repairs to reduce risk of virus transmission and support student health, implementing activities to maintain the operation and continuity of services, and to employ existing staff. 3. Prioritizing needs and resources as determined in collaboration with principals and other school and district leaders. 4. Engaging all stakeholders in the review of data and decision-making on the appropriate allocation of funds aligned with the aforementioned needs and proposed strategies below.

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.

$ 4,148,337.20 * 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;

District will work with administrators, teachers, parents, and other stakeholders regarding the implementation of research-based strategies and interventions to support the unique needs of students, and specifically those of special populations and at-risk students. Specifically, we will use diagnostic assessments to determine academic progress and development of differentiated plans for targeting student needs. We will use the iReady platform to conduct formative assessments of students. iReady provides diagnostic data on each student and prescribes a unique pathway based on the students' academic progress. Additional data will be used to guide teachers and others in supporting student academic needs. By having this data in real time, teachers and other support staff can work with students to ensure that they are receiving differentiated instruction that is specific to their individual needs. The iReady assessments will be delivered every 4-6 weeks. This data will be used to inform instruction and provide customized learning paths for each student. Teachers, administrators, and others will collaborate and disaggregate data from iReady, NC Check-ins, School Net, and other assessment tools in PLCs to determine best practices and lesson development and design to support addressing the learning loss. Parents will receive detailed reports of their child's program. Schools will also release a progress report for all students every 3 weeks between each reporting period. This data will also provide guidance to additional support staff that will be working with students in small groups and individually with focused intervention strategies.

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

We will use research based strategies and instructional activities to work with students based on their diagnostic data. Teachers will employ the 11 high probability instructional strategies as a part of their daily classroom instruction. Students will also receive supports to address socio-emotional and mental health needs. The district will use interventions to address learner needs, regardless of academic or socio-emotional. The district will work with support staff and mental health providers to ensure that students have supports and resources in place to support their well-being. The district understands the concept of educating the whole child and this will guide the work that will take place in addressing learning loss and supports for students.

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

Parents will be provided with opportunities to participate in training on how to work with their students using the resources we provide. We will also work to provide support for families and students in after-school tutoring and resources to support students. Students will be support with technology devices, as well as other resources necessary to support them at home outside of the daily classroom, as well as to participate in remote instruction when needed.

* (D) Tracking student attendance and improving student engagement in distance education;

We will track student attendance and engagement in targeted learning loss programs to help ensure that students are growing academically and social-emotionally towards meeting targeted goals to address the learning loss that was experienced from COVID-19. Attendance will not only be tracked during the school day as required, but all support activities that are provided as a result of the focused work for addressing learning loss for students as a result of COVID-19.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Data drives instruction. Therefore, it is important for teachers and administrators to use all available data to determine the impact of learning loss on students. Data will be reviewed from pre-pandemic sources and compared to present formative and summative assessments data to determine students who have experienced learning loss, or those who are at-risk for failure.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
		In examining			

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	In examining repairs and improvements, we have determined the need to install touchless faucets and toilets throughout the building to reduce the risk of virus transmission through high-touch surfaces. In addition, we will look to retrofit water fountains to include filling stations for water bottles that are also touchless. Due to COVID-19, traditional water fountains had to be disabled and were not able to be used for students. We will also examine other opportunities for additional improvements and repairs to	July 2021 - June 2024	Increased access to touchless improvements in school to promote safety, potential for reduction of infection and virus transmission. Documentation to demonstrate effective can include attendance data, maintenance records, and monitoring of usage and impact to school safety.	$ 325,000.00

		and repairs to reduce the risk of virus transmission and environmental health hazards			
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	We have several locations that have much needed HVAC upgrades and replacement to improve the indoor air quality in schools. The focus in on providing access and entry of fresh air into the school facilities. This will also include the replacement of chillers and boilers that are faulty and are need of replacement to support indoor air quality. In addition, we have several doors and windows in buildings that need to be replaced to	July 2021 - June 2024	Data from indoor air quality reports and capacity from updated HVAC systems, documentation of upgraded systems and controls to ensure efficiency and the introduction of fresh air throughout school facilities, maintenance records and reports, and physical inventory and monitoring.	$ 2,000,000.00

		replaced to ensure that air quality is at its greatest and that these are supportive of maintaining quality air in the building, as well as address safety and efficiency.			

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	We will continue to work collaboratively with our public health department and agencies to coordinate responses and proactive solutions to prevent, prepare for, and respond to COVID-19. These partnerships include access to vaccines, additional contracted nursing staff, and community partnerships and outreach.	July 2021 - June 2024	Collaborative partnerships are attributed to the success in our efforts against COVID-19. Evidences of these partnerships include meeting agendas, meetings, brochures and other promotional materials, as well as contracts and agreements to demonstrate the collaborative work across agencies to prevent, prepare for, and respond to COVID-19.	$ 250,000.00
	* ○ Yes ○ No		July 2021 - June 2024		$ 525,000.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.		We will provide another $125.00 per ADM in addition to the base allocation under "providing principals/leaders with resources" to address the unique needs of students in special populations and at-risk students. This will be used to provide supplemental resources in addition to other funding resources received by the school and specifically to address concerns of learning loss and social-emotional needs for students.		Schools will receive supplemental funds to support students. These funds and their usage will be demonstrated by purchase orders, invoices, student usage data from programs, and minutes from School Improvement Team meetings regarding the discussion and allocation of these funds to support students.	

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	We will continue to work collaboratively with our public health department and agencies to develop and implement procedures to prevent, prepare for, and respond to COVID-19.	July 2021 - June 2024	Collaborative partnerships are attributed to the success in our efforts against COVID-19. Evidences of our collaboration to develop and implement procedures and systems to improve preparedness and response efforts include meeting agendas, meetings, brochures and other promotional materials, as well as copies of developed protocols, procedures, and systems implemented.	$ 50,000.00

| TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. | * ● Yes ○ No | We will provide training and professional development on sanitation and best practices to minimized the spread of infectious diseases. We will work with our health department, nurses, and other providers to make this training available to all employees. | July 2021 - June 2024 | Training logs, sign-in sheets, and evaluations from training programs will be used to document the training activities that occurred, and will be focused on sanitation and minimizing the spread of infectious diseases. | $ 50,000.00 |

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ◯ No	We will work collaboratively with schools and district supports offices to ensure that we purchase and maintain an inventory of supplies to sanitize and clean facilities in accordance with COVID-19 protocols.	July 2021 - June 2024	Checklists of supply needs, inventory of supplies, and purchase orders/requisitions will be provided to document purchase and usage of supplies. Daily sanitation will be monitored by administration and compliance with cleaning protocols for COVID-19 will be implemented and evaluated.	$ 350,000.00
	* ⦿ Yes ◯ No		July 2021 - June 2024		$ 750,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		We will work collaboratively to have plans developed and ready to be implemented for the possibility of long-term closures to ensure that students are provided meals, access to technology resources, and following guidelines of IDEA with appropriate services.		The following documentation can be used to ensure the effectiveness of efforts in the event of a long-term closure: transportation logs for meals, meal service records, purchase orders and invoices, compliance with IEP and other documentation for service time and services to students.	
	* ⦿ Yes ◯ No		July 2021 - June 2024	Impact measures will include data on student to device ratio, access to connectivity, and inventory and purchase records for devices, instructional hardware, and instructional software programs for students.	$ 600,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Funds will be allocated to purchase educational technology devices, software, and connectivity to support students in receive regular access to technology both in the classroom and in virtual environments when needed. This can also include purchases for educational software and resources to support teaching and learning, and to address the learning loss experienced by COVID-19. It is estimated that 500 devices will be purchased.			
			July 2021 - June 2024		$ 1,000,000.00

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	In addition to academic concerns for student as a result of COVID-19, our district understands that there will be social-emotional learning concerns for student, as well as mental health needs. The district intends to provide supports for students in mental health, to include contracting with outside agencies and community agencies, as well as utilize in-district supports and additional resources targeted at supporting students' mental health and social-emotional needs.		Evidence of these services being provided will consist of service contracts with agencies, logs of services, documentation of purchases of resources and supports, and documentation from meetings and stakeholder collaborations concerning supports and resources for students.	
		District will work with administrators	July 2021 - June 2024		$ 2,000,000.00

| 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 | administrators, teachers, parents, and other stakeholders to plan a summer learning program that is focused on the implementation of research-based strategies and interventions to support the unique needs of students, and specifically those of special populations and at-risk students. Specifically, we will use diagnostic assessments to determine academic progress and development of differentiated plans for targeting student needs. We will track student attendance and engagement in targeted learning loss programs to | | Diagnostic data reports, surveys from parents, staff, and other stakeholders, attendance and academic data. Targeted academic goals for each child, use of adaptive technology resources to build customized pathways for student using adaptive programs, and review of related reports. | |

		help ensure that students are growing academically and social-emotionally towards meeting targeted goals to address the learning loss that was experienced from COVID-19.			
	* ⦿ Yes ○ No		July 2021 - June 2024	Evidence of these activities being provided will consist of service contracts, logs of services, documentation of purchases of resources and supports, and documentation from meetings and stakeholder collaborations concerning supports and resources for students.	$ 321,698.23

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.		The district will work to provide other resources and support to students and schools, to include enrichment activities and opportunities for supplemental instruction to support students. Additional supports will be provided to address social-emotional learning, and to promote educating the whole child, realizing that there will be many needs for children as a result of COVID-19.			
			Total ESSER III Allotment	$	8,221,698.23

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan

Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Bladen County Schools (090) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Bladen County Schools (090) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Anthony Hinson

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, September 27, 2021

Bladen County Schools (090) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Bladen County Schools (090) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Bladen County Schools (090) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058205

* Address:

1489 US Hwy 701 South Elizabethtown, NC 28337

* Superintendent:

Dr. Jason Atkinson

Key Personnel:

* Dr. Anthony Hinson

Brunswick County Schools (100) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/9/2021 6:33:17 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
S	11/5/2021 2:45:06 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/5/2021 2:45:00 PM	Tina Letchworth	**181 Amended** The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C

11/9/2021 6:53:29 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/3/2021 4:53:20 PM	Freyja Cahill	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/3/2021 4:53:20 PM	Freyja Cahill	Status changed to 'Chief Administrator Approved'.	S
☐	11/3/2021 4:53:09 PM	Freyja Cahill	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/3/2021 4:53:09 PM	Freyja Cahill	Status changed to 'Fiscal Representative Approved'.	S
	11/3/2021 4:53:01 PM	Freyja Cahill	Status changed to 'Revision Completed'.	S

11/9/2021 6:53:29 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/2/2021 9:10:32 PM	Melissa Eddy	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	10/22/2021 10:58:01 AM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Returned Not Approved'.	S
☐	10/22/2021 10:57:54 AM	Dr. LaTricia Townsend	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.	C
	10/19/2021 11:05:07 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/19/2021 11:04:47 PM	Tina Letchworth	**181 Amended** The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/15/2021 10:23:04 AM	Molly White	(Revision to Previous Statement) 10/15/21 No change to details, but a budget amendment will be made to add codes for EC Teachers and EC Teacher Assistants SUBSTITUTES	C
☐	10/15/2021 9:40:06 AM	Molly White	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/15/2021 9:40:06 AM	Molly White	Status changed to 'Chief Administrator Approved'.	S
☐	10/15/2021 9:39:56 AM	Molly White	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/15/2021 9:39:56 AM	Molly White	Status changed to 'Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/15/2021 9:39:48 AM	Molly White	Status changed to 'Revision Completed'.	S
S	10/15/2021 9:39:32 AM	Molly White	Status changed to 'Revision Started'.	S

Brunswick County Schools (100) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$8,626,533.00	$8,626,533.00
Carryover	$17,433,610.42	$17,433,610.42
Total	$26,060,143.42	$26,060,143.42

Budget

Brunswick County Schools (100) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
100	181	2	No	Yes	2.91 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$8,626,533.00	$8,626,533.00
Carryover Amount:	$17,433,610.42	$17,433,610.42
Allotment Plus Carryover:	$26,060,143.42	$26,060,143.42
Total Budgeted:		$26,060,143.42
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/19/2021 11:05 PM	Letchworth, Tina

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/19/2021 11:05 PM	Approved (Pending)		Letchworth, Tina			
10/18/2021 8:25 AM	Received		Admin, NCCCIP			
10/8/2021 4:48 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/5/2021 9:26 AM	Approved (Pending)		Eddy, Melissa			
9/11/2021 8:34 AM	Received		Admin, NCCCIP			
8/27/2021 4:46 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/27/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
8/25/2021 2:14 PM	Approved (Pending)		Hinson, Tina			
8/16/2021 5:28 PM	Received		Admin, NCCCIP			
8/11/2021 4:45 PM	Denied	✔	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Hinson, Tina
		✔		3-5110-121-000-000-00	0	Budget returned to LEA at the request of Jennifer Lewis on 8/11/21.
8/11/2021 8:09 AM	Denied (Pending)		Hinson, Tina			
7/26/2021 8:24 AM	Received		Admin, NCCCIP			

11/9/2021 6:53:29 PM

☑ **Highlight Amended Rows**

[All ▼]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$850,000.00	$0.00	$850,000.00		
ⓘ	Salary	3	5110	142	000	00	$0.00	$100,000.20	$100,000.20	Plan Change	
ⓘ	Salary	3	5110	162	000	00	$380,646.80	$0.00	$380,646.80		
ⓘ	Salary	3	5110	180	000	00	$1,000,004.00	$0.00	$1,000,004.00		
ⓘ	Salary	3	5110	181	000	00	$68,000.40	$0.00	$68,000.40		
ⓘ	Other	3	5110	211	000	00	$175,846.82	$7,650.01	$183,496.83		
ⓘ	Other	3	5110	221	000	00	$204,438.69	$22,270.04	$226,708.73		
ⓘ	Other	3	5110	231	000	00	$119,782.00	$21,138.00	$140,920.00		
ⓘ	Other	3	5110	232	000	00	$7,344.00	$0.00	$7,344.00		
ⓘ	Other	3	5110	234	000	00	$6,800.00	$0.00	$6,800.00		
ⓘ	Other	3	5110	235	000	00	$204.00	$0.00	$204.00		
ⓘ	Other	3	5110	311	000	00	$0.00	$99,000.00	$99,000.00	Plan Change	
ⓘ	Other	3	5110	411	000	00	$500,000.00	$0.00	$500,000.00		
ⓘ	Other	3	5110	418	000	00	$1,800,000.00	$0.00	$1,800,000.00		
ⓘ	Salary	3	5210	121	000	00	$120,000.00	$0.00	$120,000.00		
ⓘ	Salary	3	5210	142	000	00	$50,000.05	$0.00	$50,000.05		
ⓘ	Salary	3	5210	162	000	00	$0.00	$1,000.00	$1,000.00	Plan Change	
ⓘ	Salary	3	5210	165	000	00	$0.00	$1,000.00	$1,000.00	Plan Change	

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Salary	3	5210	181	000	00	$12,000.00	$0.00	$12,000.00
Other	3	5210	211	000	00	$13,923.00	$153.00	$14,076.00
Other	3	5210	221	000	00	$40,531.41	$0.00	$40,531.41
Other	3	5210	231	000	00	$35,230.00	$0.00	$35,230.00
Other	3	5210	232	000	00	$1,456.00	$0.00	$1,456.00
Other	3	5210	234	000	00	$2,000.00	$0.00	$2,000.00
Other	3	5210	235	000	00	$60.00	$0.00	$60.00
Salary	3	5270	121	000	00	$50,000.00	$0.00	$50,000.00
Salary	3	5270	181	000	00	$4,000.00	$0.00	$4,000.00
Other	3	5270	211	000	00	$4,131.00	$0.00	$4,131.00
Other	3	5270	221	000	00	$12,025.80	$0.00	$12,025.80
Other	3	5270	231	000	00	$7,046.00	$0.00	$7,046.00
Other	3	5270	232	000	00	$432.00	$0.00	$432.00
Other	3	5270	234	000	00	$400.00	$0.00	$400.00
Other	3	5270	235	000	00	$12.00	$0.00	$12.00
Salary	3	5310	146	000	00	$165,000.00	$0.00	$165,000.00
Salary	3	5310	181	000	00	$12,000.00	$0.00	$12,000.00
Other	3	5310	211	000	00	$13,540.50	$0.00	$13,540.50
Other	3	5310	221	000	00	$39,417.90	$0.00	$39,417.90
Other	3	5310	231	000	00	$21,138.00	$0.00	$21,138.00
Other	3	5310	232	000	00	$1,416.00	$0.00	$1,416.00
Other	3	5310	234	000	00	$1,200.00	$0.00	$1,200.00
Other	3	5310	235	000	00	$36.00	$0.00	$36.00
Salary	3	5320	131	000	00	$165,000.00	$0.00	$165,000.00
Salary	3	5320	181	000	00	$12,000.00		

ⓘ	Other	3	5320	211	000	00	$13,540.50	$0.00	$13,540.50
ⓘ	Other	3	5320	221	000	00	$39,417.90	$0.00	$39,417.90
ⓘ	Other	3	5320	231	000	00	$21,138.00	$0.00	$21,138.00
ⓘ	Other	3	5320	232	000	00	$1,416.00	$0.00	$1,416.00
ⓘ	Other	3	5320	234	000	00	$1,200.00	$0.00	$1,200.00
ⓘ	Other	3	5320	235	000	00	$36.00	$0.00	$36.00
ⓘ	Salary	3	5330	146	000	00	$30,000.06	$0.00	$30,000.06
ⓘ	Other	3	5330	211	000	00	$2,295.00	$0.00	$2,295.00
ⓘ	Other	3	5330	221	000	00	$6,681.01	$0.00	$6,681.01
ⓘ	Other	3	5330	231	000	00	$7,046.00	$0.00	$7,046.00
ⓘ	Other	3	5330	232	000	00	$240.00	$0.00	$240.00
ⓘ	Other	3	5330	234	000	00	$400.00	$0.00	$400.00
ⓘ	Other	3	5330	235	000	00	$12.00	$0.00	$12.00
ⓘ	Salary	3	5360	126	000	00	$928,937.25	$0.00	$928,937.25
ⓘ	Other	3	5360	211	000	00	$71,063.70	$0.00	$71,063.70
ⓘ	Salary	3	5840	131	000	00	$110,000.00	$0.00	$110,000.00
ⓘ	Salary	3	5840	133	000	00	$110,000.00	$0.00	$110,000.00
ⓘ	Salary	3	5840	151	000	00	$47,340.90	$0.00	$47,340.90
ⓘ	Salary	3	5840	181	000	00	$22,000.00	$0.00	$22,000.00
ⓘ	Other	3	5840	211	000	00	$18,513.00	$0.00	$18,513.00
ⓘ	Other	3	5840	221	000	00	$53,893.40	$0.00	$53,893.40
ⓘ	Other	3	5840	231	000	00	$28,184.00	$0.00	$28,184.00
ⓘ	Other	3	5840	232	000	00	$1,936.00	$0.00	$1,936.00
ⓘ	Other	3	5840	234	000	00	$1,600.00	$0.00	$1,600.00
ⓘ	Other	3	5840	235	000	00	$48.00	$0.00	$48.00

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5840	311	000	00	$0.00	$250,000.00	$250,000.00	Plan Change	
ⓘ	Salary	3	6110	113	000	00	$95,000.00	$0.00	$95,000.00		
ⓘ	Salary	3	6110	181	000	00	$4,900.00	$0.00	$4,900.00		
ⓘ	Other	3	6110	211	000	00	$7,642.35	$0.00	$7,642.35		
ⓘ	Other	3	6110	221	000	00	$22,247.73	$0.00	$22,247.73		
ⓘ	Other	3	6110	231	000	00	$7,046.00	$0.00	$7,046.00		
ⓘ	Other	3	6110	232	000	00	$799.20	$0.00	$799.20		
ⓘ	Other	3	6110	234	000	00	$400.00	$0.00	$400.00		
ⓘ	Other	3	6110	235	000	00	$12.00	$0.00	$12.00		
ⓘ	Salary	3	6540	173	000	00	$758,179.80	$0.00	$758,179.80		
ⓘ	Other	3	6540	211	000	00	$58,000.76	$0.00	$58,000.76		
ⓘ	Other	3	6540	221	000	00	$168,846.64	$0.00	$168,846.64		
ⓘ	Other	3	6540	231	000	00	$147,966.00	$0.00	$147,966.00		
ⓘ	Other	3	6540	232	000	00	$6,065.44	$0.00	$6,065.44		
ⓘ	Other	3	6540	234	000	00	$8,400.00	$0.00	$8,400.00		
ⓘ	Other	3	6580	326	000	00	$6,000,000.00	$0.00	$6,000,000.00		
ⓘ	Other	3	8100	392	000	00	$434,523.17	$33.65	$434,556.82		
ⓘ	Other	3	8200	399	000	00	$2,234,453.70	$8,124,288.10	$10,358,741.80		
						Total:	**$17,368,483.88**	**$8,626,533.00**	**$25,995,016.88**		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6610	153	000	00	$44,116.08	$0.00	$44,116.08		
ⓘ	Other	3	6610	211	000	00	$3,374.88	$0.00	$3,374.88		
ⓘ	Other	3	6610	221	000	00	$9,824.65	$0.00	$9,824.65		

ⓘ	Other	3	6610	231	000	00	$7,046.00	$0.00	$7,046.00	
ⓘ	Other	3	6610	232	000	00	$352.93	$0.00	$352.93	
ⓘ	Other	3	6610	234	000	00	$400.00	$0.00	$400.00	
ⓘ	Other	3	6610	235	000	00	$12.00	$0.00	$12.00	
						Total:	**$65,126.54**	**$0.00**	**$65,126.54**	

Grant Details

Brunswick County Schools (100) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Brunswick County Schools (BCS) conducts a needs assessment through our annual budget request process. The process begins at the school level with School Improvement Team chairs soliciting needs from the groups they represent. These needs are then taken to the School Improvement Team as a whole which includes parent representatives. Principals compile their needs and bring them to their grade span groups where Assistant Superintendents compile the requests as well as any department request from directors and submit to the Superintendent's Cabinet and School Board. DATA FROM GRADE SPAN REQUESTS https://docs.google.com/spreadsheets/d/1iJgZloaYlG6hvKfle10rkJxYbXqBWJnqFjeqaEVUnNY/edit#gid=1929328271 An additional needs assessment is completed through the BCS Instructional Team utilizing District NCStar Indicator A.03 addressing subgroup data. This team analyzes academic, behavioral, social emotional, and attendance data by subgroup and utilizes a plan, do, study, act model to address disproportionate data. ALL DATA IS LINKED THROUGH THIS FOLDER (MONTHLY MEETINGS) https://drive.google.com/drive/folders/13dEbsYWwEU1dIriwN6EhLkHmoJUxgecB?usp=sharing Allowable Use Data Sources Professional Development- SAMPLE EVALUATION DATA - https://docs.google.com/spreadsheets/d/1YjrsJ1gK4Huy3-b0yYRCZHYgeabCSw5QYICbH1-K9K0/edit?usp=sharing

HVAC Our system has schools with functioning but old HVAC systems (approximately 70%) that met code 25+- years ago in regard to fresh air requirements. Those requirements today require higher levels of fresh air. We have identified these old systems for replacement with new systems that utilize DOAS (dedicated outside air systems) technology/ equipment. This equipment allows a large input of fresh air but tempers the air for humidity and temperature which allows control of humidity and therefore inhibits mold growth but now cannot bring in additional fresh air Custodial Supplies Before the COVID-19 pandemic, there was 0% of supplies needed for items such as fogging, thermometers, gloves, masks and signage etc. Due to CDC guidelines these additional cleaning and PPE are needed. Our district did not need these materials prior to the pandemic and must now provide at 100% of our locations until guidelines are lifted. Technology Hardware - Remote teaching and learning created unexpected wear and tear on our technology devices. Our devices did not go home with students prior to COVID. We experienced a 29% increase in work orders associated with mobile devices. We experienced a large volume of damage/failures of devices. Chromebooks have not been returned by students and therefore not inventoried as of today so we do not have a final count. Mental Health Services - GRADE SPAN REQUESTS
https://docs.google.com/spreadsheets/d/1iJgZIoaYlG6hvKfle10rkJxYbXqBWJnqFjeqaEVUnNY/edit#gid=1929328271
Summer Learning (Long Term Data representing loss of progress) - K-8 LITERACY DATA
https://docs.google.com/spreadsheets/d/1pEdizQcjY2k2DgE29uKejJ8PciUO2eHt1evDiELS0zc/edit#gid=927016729 -
K-8 MATH DATA
https://docs.google.com/spreadsheets/d/1l9M89bq0XaERSxldyNUNaV_0cHjRhc9Oj2klW9O89no/edit#gid=1854439949
- 5-8 SCIENCE DATA https://docs.google.com/spreadsheets/d/1ISLGNL8c8V-Sv3la9lweQXX6Q63YQZ7eke6ZWkuW-
g8/edit#gid=0

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

As a result of the previously described district needs assessment process, the following are examples of the human and material resource priorities that will be needed in response to COVID-19 global pandemic which in turn will reduce the current ratio of student to support staff: school nurses, school social workers, school psychologist, ESL teachers, EC teachers and assistants, dropout prevention, technology replacements and software/subscription extensions. The addition of student services positions will decrease the ratio of student to provider which is imperative to the social emotional recovery of students in response to the COVID-19 remote learning closures/options. The Instructional Team data analysis demonstrates an increased need in middle school math as well as minority student gaps from the average. Middle school math is the lowest performing area in the NC Check-Ins for the 2020-2021 school year. Exceptional Children and studnets of color continually perform 5-12% below the district average score on NC Check-

Ins. The goal is for all subgroups to be within five percentage points of the district average. Reduction of, the prevention of, and/or in response to COVID-19 connections to data in Part A as it relates to allowable uses in Part C: Improving Air Quality: Our system has schools with functioning but old HVAC systems that met code 25+- years ago in regard to fresh air requirements. Those requirements today require much higher levels of fresh air. We have identified these old systems for replacement with new systems that utilize DOAS (dedicated outside air systems) technology/ equipment. This equipment allows a large input of fresh air but tempers the air for humidity and temperature which allows control of humidity and therefore inhibits mold growth but now cannot bring in additional fresh air. Replacement systems with reduce the spread of airborne viruses. Coordination of Preparedness and Response: Building Substitutes will be needed to reduce the vacancies that occur in response to COVID-19 quarantines. Due to the response of COVID-19 additional cleaning and PPE management, custodial responsibilities and staffing have changed in order to prevent the unnecessary spread of the COVID-19 virus. Addressing Unique Needs of Special Populations - As the data demonstrates in the above needs assessment, student academic and social emotional outcomes have been negatively impacted in the response to COVID-19 due to virtual learning. BCS will decrease the student to provider ratio be adding positions to support special populations - school psychologists, ESL and EC teachers, and EC teacher assistance. The more personalized support should directly impact a reduction in student failing grades and out of school suspensions which have increased in response to COVID-19 virtual learning. Improving Preparedness and Response - In response to receiving funding due to the COVID-19 global pandemic a Federal Programs financial assistant is needed. Mental Health Services - Grade Span Request data in Part A demonstrates the need for additional positions as students' social emotional and discipline incidents have increased since the return of all students to 5 days a week of instruction. Current discipline data has had a large increase:
https://docs.google.com/spreadsheets/d/1NSo5K7Q3BU3JBr1_FqRTTEkzU0yRMEqSTJYst9GT7is/edit?usp=sharing.
In response to this learning loss, additional positions will be added in the areas of school nurses and social workers. The immediate attention by a lower school nurse ratio will cut the response time for quarantine notification. The provider to student ratio decrease as a result of the added social work positions will reduce the absentee rate that has occurred in response to the COVID-19 global pandemic. Summer Learning is a direct response to the COVID-19 PANDEMIC as students in BCS missed 20%-100% of in person learning the data below: - K-8 Literacy Data
https://docs.google.com/spreadsheets/d/1pEdizQcjY2k2DgE29uKejJ8PciUO2eHt1evDiELS0zc/edit#gid=927016729 -
K-8 Math Data
https://docs.google.com/spreadsheets/d/1I9M89bq0XaERSxldyNUNaV_0cHjRhc9Oj2klW9O89no/edit#gid=1854439949
- 5-8 Science Data https://docs.google.com/spreadsheets/d/1ISLGNL8c8V-Sv3la9lweQXX6Q63YQZ7eke6ZWkuW-
g8/edit#gid=0 Brunswick County Schools is confident we can provide documentation in the event of a fiscal audit that all requests connect to either prevention of COVID-19, are in response to the COVID-19 pandemic, or are in an effort to provide a reduction to the impact of the COVID-19 pandemic.

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.

$ 5,670,957.20 * 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;

Learning loss will be addressed using the three tiered MTSS model. Assessments used to measure student progress and level of risk include: iReady Summer School, NC Check-Ins, mClass (or the tool selected through Read to Achieve policy), math cluster assessment (K-2), universal math screener (K-3), NC Early Learning Inventory (K), K-12 social emotional screener, HMH math inventory for middle school math (tier 2), IXL placement, Lexia placement assessment for all middle schoolers in the areas of word study, grammar, and comprehension, and EOGs/EOCs. Differentiated instruction will occur during core learning time through scaffolded instruction and small group instruction. Additionally, all K-8 student will have access to an intervention block to meet specific needs to their current progress which will now include an interventionist that will work directly with at-risk students in a specialty area at each of Brunswick County's K-8 schools. Instructional supplies such as decodable text and others that address reading and math loss will be needed to support this specialized block.

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

Learning loss will be addressed using the three tiered MTSS model. Differentiated instruction will occur during core learning time through scaffolded instruction and small group instruction. Additionally, all K-8 student will have access to an intervention block to meet specific needs to their current progress. Evidence based core instruction will be enhanced by fidelity of Letterland, Go Math, and The Science of Reading for example. Evidence based intervention activities include Math 180 for middle school students to ensure algebra readiness as well as Reflex Math in elementary to build fluency. To reduce disruptions to learning, software/subscriptions with high teacher and student usage during the global pandemic will be renewed with multi year contracts in order to prevent any further learning loss. Students benefit most by having a certified teacher and manageable class sizes. Due to the impact COVID has had on hiring certified staff, at this time we are unable to fill various middle and high school math positions. We will contract with an outside

organization to provide remote instruction for math classes at the middle/high school level. Para professionals will be hired to perform the face to face classroom management functions and supervision.

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

All BCS parents have access to parent resources including instructional videos, a comprehensive parent handbook related to remote learning and have access to the BCS help desk. SEL community resources are shared with families to support global mental health needs. Currently, the digital learning team is developing cyber safety and digital tool use resources for parents. Behavior specialist, school social workers and ESL staff offer parent support/informational groups.

* (D) Tracking student attendance and improving student engagement in distance education;

School Social Workers and Dropout Prevention Specialists monitor and support the needs of students with at risk attendance patterns. Court diversion is a step in the process that engages families in individualized action planning. Students are monitored for engagement and inappropriate technology usage utilizing the Gaggle Platform and Classwize.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Tracking student academic progress is a priority for Brunswick County Schools. Long-term data spreadsheets are kept based on the following assessments: EOG/EOCs, NC Check-Ins, K-3 literacy (mClass and Istation), instructional improvement assessments (local). Data analysis for subgroups is also a priority of the District Improvement Team, this is tracked using mClass, NC Check-Ins, and EOGs. In order to monitor and support the needs of middle and high school mathematics, a Secondary Director focusing on Mathematics will be hired. Additionally, a Dean of Students for traditional high schools will be hired to specifically address the behavioral/social emotional needs of students that have resulted in learning loss. In order to reduce teacher turnover of high performing staff, Brunswick County will implement a performance bonus for teachers achieving high levels of growth with the students they serve.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No	Approximately 70% of the systems's HVAC infrastructure is 20+ years old therefore installed under codes which required far less outside air(fresh	2021-2024	Meets current energy codes/outside air requirements	$ 6,000,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		air) than what is required by current codes; and certainly far less fresh air than is recommended to dilute Covid transmission in indoor settings. We propose to replace equipment at locations where systems cannot be further modified to bring in the desired amount (amount required by today's code) of fresh air. Attention will be given to ensure new equipment is energy efficient and capable of controlling humidity so not to create another air quality issue. Two schools have windows that meet minimal opening codes for emergency exit; however they do not provide enough openings to allow cross ventilation			

		cross ventilation and desired dilution of inside air with fresh air to inhibit Covid transmission. We propose to replace those window systems with a full opening option.			
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	Building Substitutes - ensuring there is always a qualified substitute in each building to take over a class due to a disruption such as a mandatory quarantine. Custodial responsibilities have changed in order to prepare and respond to virus outbreaks as they occur as well as implementing preventative measures to control the spread of viruses. Additional services have been needed to reduce the	2022-2024	Reduction in uncovered classes that increase the load of present teachers. Reduction in the spread of airborne viruses	$ 1,982,401.00

		opportunity for COVID-19 spread. Health assistants are needed to assist nurses with COVID testing for students and staff. This will be contracted through the staffing agency we already use for other temporary services. - Additional nursing support is needed to administer COVID testing related tasks. This will be done with contracting and/or direct hire			
	* ⦿ Yes ○ No		2021-2024	Reduction in caseloads	$ 1,049,031.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.		In order to reduce the caseload in the Student Support Department, school psychologists and nurses will be added to increase mental health and physical screening and support at the school level in response to the global pandemic health crisis. In order to decrease the caseload for special populations, ESL and EC teachers and ECTAs will be added to decrease the ratio of teacher to student support as a result of learning loss and social emotional impacts from the pandemic crisis.			

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	Federal Programs financial administrator to monitor all funds related to the global pandemic. Bonuses for recruitment and retention for staff due high staffing turnover during covid	2021-2023 2021-2023	Meeting all federal accounting requirements	$ 2,980,152.22
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$ _____

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ◉ No				$
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No		2021-2023	Student to Staff Ratio decreased	$ 994,549.00

		In reducing the caseload in the Student Support Department school social workers, school nurses, and dropout preventionists will be added. This additional staff will be temporarily added in response to the global pandemic in which students lost the school structure or impacts to their personal household i.e. loss of job, loss of family members.			
	* ○ Yes ○ No	Summer Learning Programs will be offered following House Bill 82 guidance at twelve (12) Brunswick County School locations. Each site will have a Lead Administrator, Certified Staff in Elementary, Middle	2022-2024	Competency Based Assessment and Credit Recovery	$ 7,383,053.00

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.		or High School as well as rotating support staff for ESL, EC, and SEL. Transportation, breakfast, and lunch will be offered to all students as well as physical activity each day. Additional costs include technology support, custodial staff, rotating school nurses, and instructional supplies. Students will be placed in summer programs based on need using the BCS at-risk intervention plans and teacher recommendation. Bonus Payments will be made to staff based on their days of service to students. This will be done to attract employees after a low initial interest in working the six week program.			

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				$
				Total ESSER III Allotment	$ 20,389,186.22

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Molly White

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, November 3, 2021

Brunswick County Schools (100) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

There are no new applicants.

GAN Information

Brunswick County Schools (100) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/9/2021 6:53:29 PM

GAN Organization Data

Brunswick County Schools (100) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058213

* Address:

35 Referendum Drive Bolivia, NC 28422

* Superintendent:

Dr. Jerry Oates

Key Personnel:

* Molly White

Buncombe County Schools (110) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:03:08 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Buncombe County Schools (110) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$16,433,344.00	$16,433,344.00
Carryover	$33,252,173.00	$33,252,173.00
Total	$49,685,517.00	$49,685,517.00

Budget

Buncombe County Schools (110) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Received ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
110	181	2	No	No	1.96 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$16,433,344.00	$16,433,344.00
Carryover Amount:	$33,252,173.00	$33,252,173.00
Allotment Plus Carryover:	$49,685,517.00	$49,685,517.00
Total Budgeted:		$49,685,517.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/09/2021 07:40 AM	Admin, NCCCIP

➖ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 7:40 AM	Received		Admin, NCCCIP			
9/23/2021 4:45 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/23/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/21/2021 6:11 PM	Approved (Pending)		Perrotta, Paul			
9/16/2021 8:33 AM	Received		Admin, NCCCIP			
8/27/2021 4:46 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/27/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
8/25/2021 11:54 AM	Approved (Pending)		Perrotta, Paul			
8/16/2021 4:47 PM	Received		Admin, NCCCIP			
8/10/2021 4:45 PM	Denied	✔	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		✔		3-5110-135-000-000-00	0	Denied at LEAs request to adjust budget to actual amount.
8/10/2021 10:03 AM	Denied (Pending)		Charles, Alex			
7/28/2021 8:12 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	00	$182,056.89	$0.00	$182,056.89		✏
ⓘ	Salary	3	5110	135	000	00	$768,646.92	$0.00	$768,646.92		✏
ⓘ	Other	3	5110	162	000	00	$0.00	$612,000.00	$612,000.00	Providing Principals and Leaders with Resources; Add full-time sub at each school	✏
ⓘ	Other	3	5110	163	000	00	$30,372.76	$0.00	$30,372.76		✏
ⓘ	Other	3	5110	181	000	00	$80,707.92	$65,912.40	$146,620.32	Due to Salary Changes	✏
ⓘ	Other	3	5110	181	000	00	$20,936.54	$0.00	$20,936.54		✏
ⓘ	Other	3	5110	183	000	00	$0.00	$4,368,000.00	$4,368,000.00	Other ESSA Eligible Activities - Staff retention incentive	✏
ⓘ	Other	3	5110	192	000	00	$22,553.00	$0.00	$22,553.00		✏
ⓘ	Other	3	5110	211	000	00	$69,024.44	$386,012.37	$455,036.81		✏
ⓘ	Other	3	5110	211	000	00	$15,529.00	$0.00	$15,529.00		✏
ⓘ	Other	3	5110	221	000	00	$49,469.50	$0.00	$49,469.50		✏
ⓘ	Other	3	5110	221	000	00	$212,483.93	$1,169,844.95	$1,382,328.88		✏
ⓘ	Other	3	5110	231	000	00	$78,960.00	$335,580.00	$414,540.00		✏
ⓘ	Other	3	5110	231	000	00	$19,740.00	$0.00	$19,740.00		✏
ⓘ	Other	3	5110	232	000	00	$2,029.93	$0.00	$2,029.93		✏
ⓘ	Other	3	5110	232	000	00	$9,022.80	$50,459.12	$59,481.92	Other ESSA Eligible Activities - Adjust workers'	✏

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									comp for salary changes/additions
ℹ️	Other	3	5110	312	000	00	$277,000.00	$120,625.00	$397,625.00	Learning Loss - K-8 core ELA curriculum; related PD	✏️
ℹ️	Other	3	5110	411	000	00	$1,235,265.71	$2,718,611.78	$3,953,877.49	Learning Loss- K-8 core ELA and math curriculum; K-8 screeners for ELA and math	✏️
ℹ️	Other	3	5110	411	000	00	$0.00	$200,000.00	$200,000.00	Learning Loss - Dual language curriculum	✏️
ℹ️	Salary	3	5210	131	000	00	$190,840.47	$0.00	$190,840.47		✏️
ℹ️	Salary	3	5210	133	000	00	$649,293.20	($389,575.92)	$259,717.28	Learning Loss - Decrease psychologists to 2 FTE	✏️
ℹ️	Salary	3	5210	135	000	00	$0.00	$440,000.00	$440,000.00	Addressing Unique Needs of Special Populations - Add Autism Coach; 2 FTEOther ESSA Eligible Activities - Add Behavior Coach; 2 FTE	✏️
ℹ️	Salary	3	5210	142	000	00	$419,972.58	$0.00	$419,972.58		✏️
ℹ️	Salary	3	5210	145	000	00	$414,024.60	$0.00	$414,024.60		✏️
ℹ️	Other	3	5210	181	000	00	$189,459.29	$5,798.78	$195,258.07	Due to Salary Changes	✏️
ℹ️	Other	3	5210	184	000	00	$18,765.00	$0.00	$18,765.00		✏️
ℹ️	Other	3	5210	192	000	00	$3,007.06	$0.00	$3,007.06		✏️
ℹ️	Other	3	5210	211	000	00	$144,230.23	$4,301.06	$148,531.29		✏️

ⓘ	Other	3	5210	221	000	00	$459,462.76	$13,701.54	$473,164.30		✏
ⓘ	Other	3	5210	231	000	00	$243,460.00	$13,160.00	$256,620.00		✏
ⓘ	Other	3	5210	232	000	00	$18,853.62	$562.23	$19,415.85	Other ESSA Eligible Activities - Adjust workers' comp for salary changes/additions	✏
ⓘ	Other	3	5210	312	000	00	$6,000.00	$0.00	$6,000.00		✏
ⓘ	Other	3	5210	418	000	00	$59,529.20	$0.00	$59,529.20		✏
ⓘ	Salary	3	5270	121	000	00	$343,263.66	$4,435.54	$347,699.20	Addressing Unique Needs of Special Populations - Add additional ESL teacher	✏
ⓘ	Salary	3	5270	142	000	00	$93,239.64	$0.00	$93,239.64		✏
ⓘ	Other	3	5270	143	000	00	$113,006.26	$0.00	$113,006.26		✏
ⓘ	Salary	3	5270	151	000	00	$66,260.79	$0.00	$66,260.79		✏
ⓘ	Other	3	5270	181	000	00	$69,649.24	($6,443.88)	$63,205.36	Due to Salary Changes	✏
ⓘ	Other	3	5270	184	000	00	$3,588.76	$0.00	$3,588.76		✏
ⓘ	Other	3	5270	211	000	00	$52,709.12	($153.64)	$52,555.48		✏
ⓘ	Other	3	5270	221	000	00	$167,911.31	($489.44)	$167,421.87		✏
ⓘ	Other	3	5270	231	000	00	$98,700.00	$13,160.00	$111,860.00		✏
ⓘ	Other	3	5270	232	000	00	$6,890.08	($20.08)	$6,870.00	Addressing Unique Needs of Special Populations - Adjust workers' comp for salary changes/additions	✏
ⓘ	Other	3	5270	332	000	00	$6,000.00	$0.00	$6,000.00		✏

ⓘ	Other	3	5270	344	000	00	$4,000.00	$0.00	$4,000.00		✏️
ⓘ	Other	3	5270	411	000	00	$26,964.00	$0.00	$26,964.00		✏️
ⓘ	Other	3	5310	311	000	00	$60,000.00	($60,000.00)	$0.00	Other ESSA Eligible Activities - Recode to workshops	✏️
ⓘ	Other	3	5310	312	000	00	$6,000.00	$60,000.00	$66,000.00	Other ESSA Eligible Activities - Contracted Labor - Restorative Practices	✏️
ⓘ	Other	3	5310	332	000	00	$4,500.00	$0.00	$4,500.00		✏️
ⓘ	Salary	3	5320	131	000	00	$559,990.24	$0.00	$559,990.24		✏️
ⓘ	Other	3	5320	181	000	00	$64,398.88	$0.00	$64,398.88		✏️
ⓘ	Other	3	5320	192	000	00	$64,427.06	$0.00	$64,427.06		✏️
ⓘ	Other	3	5320	211	000	00	$52,694.43	$0.00	$52,694.43		✏️
ⓘ	Other	3	5320	221	000	00	$152,163.64	$0.00	$152,163.64		✏️
ⓘ	Other	3	5320	231	000	00	$52,640.00	$0.00	$52,640.00		✏️
ⓘ	Other	3	5320	232	000	00	$6,888.16	$0.00	$6,888.16		✏️
ⓘ	Other	3	5320	332	000	00	$12,000.00	$0.00	$12,000.00		✏️
ⓘ	Other	3	5320	344	000	00	$4,800.00	$0.00	$4,800.00		✏️
ⓘ	Salary	3	5330	131	000	00	$1,743,767.28	($973,767.28)	$770,000.00	Learning Loss - Reduce interventionist FTEs to 7	✏️
ⓘ	Salary	3	5330	135	000	00	$211,293.68	$0.00	$211,293.68		✏️
ⓘ	Other	3	5330	143	000	00	$1,691,475.00	($1,522,327.50)	$169,147.50	Learning Loss - Tutoring; recode across tutoring outside school day, supplies, PD and	✏️

										transportation, all related to tutoring	
ⓘ	Other	3	5330	181	000	00	$222,850.52	($111,983.20)	$110,867.32	Due to Salary Changes	✏️
ⓘ	Other	3	5330	211	000	00	$296,008.28	($199,518.13)	$96,490.15		✏️
ⓘ	Other	3	5330	221	000	00	$942,969.00	($635,588.13)	$307,380.87		✏️
ⓘ	Other	3	5330	231	000	00	$263,200.00	($144,760.00)	$118,440.00		✏️
ⓘ	Other	3	5330	232	000	00	$38,694.10	($26,966.53)	$11,727.57	Learning Loss - Adjust workers' comp for salary changes/additions	✏️
ⓘ	Other	3	5330	312	000	00	$107,820.00	$0.00	$107,820.00		✏️
ⓘ	Other	3	5350	192	000	00	$179,113.50	$0.00	$179,113.50		✏️
ⓘ	Other	3	5350	198	000	00	$0.00	$947,226.00	$947,226.00	Learning Loss - Tutoring; recoded from tutoring during school day to extended day/year tutoring	✏️
ⓘ	Other	3	5350	211	000	00	$13,702.18	$72,462.00	$86,164.18		✏️
ⓘ	Other	3	5350	221	000	00	$43,649.96	$230,838.00	$274,487.96		✏️
ⓘ	Other	3	5350	232	000	00	$1,791.14	$9,474.00	$11,265.14	Learning Loss - Tutoring; add workers' comp	✏️
ⓘ	Other	3	5350	312	000	00	$0.00	$45,000.00	$45,000.00	Learning Loss - Tutoring; recode from tutoring budget for PD expenses related to materials and curriculum that will be used for tutoring outside the school day	✏️

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ℹ	Other	3	5350	411	000	00	$0.00	$562,500.00	$562,500.00	Learning Loss - Tutoring; recode from tutoring budget for supply expenses related to tutoring outside the school day	✎
ℹ	Salary	3	5830	131	000	00	$279,995.12	$0.00	$279,995.12		✎
ℹ	Other	3	5830	181	000	00	$32,199.44	$0.00	$32,199.44		✎
ℹ	Other	3	5830	192	000	00	$78,232.80	$0.00	$78,232.80		✎
ℹ	Other	3	5830	211	000	00	$29,867.69	$0.00	$29,867.69		✎
ℹ	Other	3	5830	221	000	00	$76,081.82	$0.00	$76,081.82		✎
ℹ	Other	3	5830	231	000	00	$26,320.00	$0.00	$26,320.00		✎
ℹ	Other	3	5830	232	000	00	$3,904.33	$0.00	$3,904.33		✎
ℹ	Other	3	5830	332	000	00	$3,000.00	$0.00	$3,000.00		✎
ℹ	Other	3	5830	341	000	00	$1,200.00	$0.00	$1,200.00		✎
ℹ	Other	3	5830	418	000	00	$63,256.98	$0.00	$63,256.98		✎
ℹ	Salary	3	5840	146	000	00	$519,434.56	$0.00	$519,434.56		✎
ℹ	Other	3	5840	181	000	00	$59,734.96	$0.00	$59,734.96		✎
ℹ	Other	3	5840	211	000	00	$44,306.48	$0.00	$44,306.48		✎
ℹ	Other	3	5840	221	000	00	$141,143.60	$0.00	$141,143.60		✎
ℹ	Other	3	5840	231	000	00	$52,640.00	$0.00	$52,640.00		✎
ℹ	Other	3	5840	232	000	00	$5,791.70	$0.00	$5,791.70		✎
ℹ	Other	3	5840	312	000	00	$25,000.00	$0.00	$25,000.00		✎
ℹ	Salary	3	5860	142	000	00	$491,531.46	$0.00	$491,531.46		✎
ℹ	Other	3	5860	181	000	00	$52,937.92	$0.00	$52,937.92		✎
ℹ	Other	3	5860	184	000	00	$11,059.44	$0.00	$11,059.44		✎
ℹ	Other	3	5860	211	000	00	$42,497.98	$0.00	$42,497.98		✎
ℹ	Other	3	5860	221	000	00	$135,382.38	$0.00	$135,382.38		✎

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ⓘ	Other	3	5860	231	000	00	$138,180.00	$0.00	$138,180.00		✏
ⓘ	Other	3	5860	232	000	00	$5,555.29	$0.00	$5,555.29		✏
ⓘ	Other	3	5860	418	000	00	$641,810.00	$0.00	$641,810.00		✏
ⓘ	Equipment	3	5860	462	000	00	$1,167,000.00	$0.00	$1,167,000.00		✏
ⓘ	Salary	3	6200	153	000	00	$312,558.48	$0.00	$312,558.48		✏
ⓘ	Other	3	6200	181	000	00	$35,944.20	$0.00	$35,944.20		✏
ⓘ	Other	3	6200	211	000	00	$26,660.46	$0.00	$26,660.46		✏
ⓘ	Other	3	6200	221	000	00	$84,930.09	$0.00	$84,930.09		✏
ⓘ	Other	3	6200	231	000	00	$39,480.00	$0.00	$39,480.00		✏
ⓘ	Other	3	6200	232	000	00	$3,485.03	$0.00	$3,485.03		✏
ⓘ	Salary	3	6300	113	000	00	$149,168.26	$0.00	$149,168.26		✏
ⓘ	Salary	3	6300	153	000	00	$287,994.06	$0.00	$287,994.06		✏
ⓘ	Other	3	6300	181	000	00	$49,098.11	$0.00	$49,098.11		✏
ⓘ	Other	3	6300	211	000	00	$37,198.92	$0.00	$37,198.92		✏
ⓘ	Other	3	6300	221	000	00	$118,501.67	$0.00	$118,501.67		✏
ⓘ	Other	3	6300	231	000	00	$52,640.00	$0.00	$52,640.00		✏
ⓘ	Other	3	6300	232	000	00	$4,862.60	$0.00	$4,862.60		✏
ⓘ	Other	3	6300	332	000	00	$0.00	$6,000.00	$6,000.00	Addressing Unique Needs of Special Populations - Mileage reimbursement	✏
ⓘ	Other	3	6300	411	000	00	$40,000.00	($2,000.00)	$38,000.00	Other ESSA Eligible Activities - Recode small amount to other admin purpose code for supplies	✏
ⓘ	Salary	3	6400	152	000	00	$65,515.30	$0.00	$65,515.30		✏
ⓘ											✏

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	Other	3	6400	181	000	00	$7,056.00	$0.00	$7,056.00	
ℹ	Other	3	6400	184	000	00	$1,088.57	$0.00	$1,088.57	✏
ℹ	Other	3	6400	211	000	00	$5,634.98	$0.00	$5,634.98	✏
ℹ	Other	3	6400	221	000	00	$17,950.91	$0.00	$17,950.91	✏
ℹ	Other	3	6400	231	000	00	$13,160.00	$0.00	$13,160.00	✏
ℹ	Other	3	6400	232	000	00	$725.71	$0.00	$725.71	✏
ℹ	Other	3	6510	344	000	00	$1,140,000.00	$0.00	$1,140,000.00	✏
ℹ	Equipment	3	6510	461	000	00	$60,000.00	$0.00	$60,000.00	✏
ℹ	Other	3	6540	311	000	00	$175,000.00	$40,000.00	$215,000.00	Supplies to Sanitize and Clean - Contracted custodial services; recode from cleaning supplies	✏
ℹ	Other	3	6540	411	000	00	$175,000.00	($40,000.00)	$135,000.00	Supplies to Santize and Clean - PPE - additional supplies; recode to contracted cleaning services	✏
ℹ	Salary	3	6550	171	000	00	$0.00	$84,573.60	$84,573.60	Learning Loss - Tutoring; recode to cover tutoring related transportation expenses	✏
ℹ	Other	3	6550	211	000	00	$0.00	$6,469.80	$6,469.80		✏
ℹ	Other	3	6550	221	000	00	$0.00	$20,610.60	$20,610.60		✏
ℹ	Other	3	6550	232	000	00	$0.00	$846.00	$846.00	Learning Loss - Workers' compensation for	✏

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ⓘ									bus drivers for tutoring	
ⓘ	Other	3	6550	311	000	00	$0.00	$45,000.00	$45,000.00	Learning Loss - Tutoring; recode from tutoring budget for transportation expenses related to tutoring outside the school day	✏️
ⓘ	Other	3	6570	523	000	00	$8,953,566.57	$0.00	$8,953,566.57		✏️
ⓘ	Other	3	6570	532	000	00	$1,500,000.00	$0.00	$1,500,000.00		✏️
ⓘ	Salary	3	6580	175	000	00	$150,625.38	$0.00	$150,625.38		✏️
ⓘ	Other	3	6580	181	000	00	$16,222.35	$0.00	$16,222.35		✏️
ⓘ	Other	3	6580	184	000	00	$3,389.07	$0.00	$3,389.07		✏️
ⓘ	Other	3	6580	211	000	00	$13,023.12	$0.00	$13,023.12		✏️
ⓘ	Other	3	6580	221	000	00	$41,486.71	$0.00	$41,486.71		✏️
ⓘ	Other	3	6580	231	000	00	$19,740.00	$0.00	$19,740.00		✏️
ⓘ	Other	3	6580	232	000	00	$3,404.74	$0.00	$3,404.74		✏️
ⓘ	Other	3	6580	311	000	00	$77,500.00	$0.00	$77,500.00		✏️
ⓘ	Other	3	6620	411	000	00	$0.00	$2,000.00	$2,000.00	Other ESSA Eligible Activities - Admin Supplies & Materials; recoded from other admin purpose code supply account	✏️
ⓘ	Other	3	6830	418	000	00	$222,500.00	$0.00	$222,500.00		✏️
ⓘ	Other	3	6950	313	000	00	$7,000.00	$0.00	$7,000.00		✏️
ⓘ	Other	3	8100	392	000	00	$411,870.99	$166,924.79	$578,795.78		✏️
ⓘ	Other	3	8200	399	000	00	$1,060,409.51	$7,724,848.17	$8,785,257.68		✏️

Total: $33,252,173.00 $16,433,344.00 $49,685,517.00

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Grant Details

Buncombe County Schools (110) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1. Buncombe County Schools (BCS) brought together a group of 581 stakeholders representing 9 subcommittees gathering input on the impact of COVID on the BCS system. Stakeholders consisted of school leaders, classroom educators, community partners, parents, students, board members, instructional support staff and district leadership. This process allowed BCS to appropriately address all aspects of the ESSER II & III funding. Through our process BCS determined its most important educational and other needs based on the data below: Attendance Days under modified school calendar: K-8 Plan A - 46, 9-13 Plan A - 41 (~25%) K-8 Plan B - 84, 9-12 Plan B - 79 (~46%) K-8 Plan C - 52, 9-13 Plan C - 62 (~29%) Positive COVID Case Count Positive Cases: 798 students 266 staff Excluded by screening & quick test: 2041 students 522 staff Community Trauma Unemployment Rate Apr 20-May 20:18.5% DSS/Foster Care/Homeless Abuse/Neglect reports decreased by 500 under plan C, Increased by 75 per month in Plan B and 100 in first month of Plan A McKinney Vento Homeless 19-20: 542 2020- As of 4/22: 530 with 45% are BIPOC and increasing weekly. Attendance 10 or more ABS: K-8: 5258: 25% Hisp, 12.6% Blk, 6.1% Multi 53.6% White 9-13: 3330: 21.6% Hisp. 8.1% Blk, 5.5% Multi 69% White 6,000 students K-8 have 20 or more absences. BCS has 93 students that location is unknown Grade Distribution/Exam Fall EOC exam 2019 to fall of 2020 - The number of level 5 students decreased by 7% and the number of students Not Proficient increased by 10%. Course grades 3-8 saw a decrease of 12% for students who earned an A. Students who earned an F increased by 9%. Grades 9-13 saw a decrease of 4% for students who earned an A. Students who earned an F increased by 8%; 1 Middle School: 2019 2 student failed 2 or more courses, 2021 59 students failed 2 or more courses. 1 High School:

2019 8.7% Failure rate, 2021 16.9% Failure rate. IREADY K-6 MOY 18-19 to MOY 19-20: 6% increase in proficiency MOY 19-20 to MOY 20-21: 7% decline in proficiency in grades 2-6 gr K/1-excluded due to parent support inflating scores) Dual Language mClass Spanish language assessment BOY 2020 to MOY 2021: K-3: 11.75 percentile point proficiency decline 2-3: 22 percentile point proficiency decline Mental Health 2021: 3959 receive school therapy: 17.8% Referrals in: Plan C: 48; Plan B: 105; Plan A: since 3/8/21; 165 Community Crisis Center: Sucide Assessments Given: Mar 20-Aug 20:126; Sept 20-Apr 21: 165; In-Patient 266 Student Behavior 553 Major incidents Aug 2020 - Feb 2021 1181 majors Mar 21- Apr 21 Plan A Increase in severity in 19/68 highest risk students & six 911 calls for serious threat of harm to self or others Behavior Incidents 37% are BIPOC Panorama student survey Student Relationships (% postive reponses); Gr. 3-5: Fall 2019: 81% Fall 2020: 65%, Gr. 6-12 Fall 2019: 67% Fall 2020: 50% Fall 2020 New Survey topics 6-12 during remote and Plan B: Learning model satisfaction: 43%; Cultural Awareness/Action: 30%; Overall engagement: 50% Exceptional Children In 19-20 the number of referrals to Exceptional Children was 349 with a qualifying placement number of 205. That is a 58.7% placement average for our district. This year we have 201 referrals and the eligibility average has dropped to 50%. This indicates a lack of quality intervention data. Equipment Air Quality Maintenance Needs in prevention of Covid due to the age and the functionality of equipment Personnel - Full Time and additional contracted services Cleaning Chemicals & PPE - Quantities purchased by demand Chillers - 15 Chillers Package Units/Split Systems - 143 Units HVAC Controls Systems - 15 systems Boilers/Pumps - 18 Systems Exhaust Fans - 3 Systems 71 identified HVAC and facility repair/upgrade projects including one complete HVAC System Media Center: Over 7000 bks have been unrecoverable since 3/15/20 Technology: Homework Hotspots/Connectivity to support remote/blended learning increased 275% Student device usage increased heavily resulting in 8% overall damaged/lost student devices Web Conferencing increased 19,900% since 3/15/20 Screnn recording increased 19,000% since 3/15/20 LMS usage increased over 1000% since 3/15/20 Virtual Academy -Enrollment increased by 64% from 2019 to 2021 Graduation Rate: All 90.6%; BLK 89.3%, HSP 89.1%, Multi 85.0%, WHT 91.5%, EDS 87.2%, EL 78.6%, SWD 75.4% Dropouts - August 2020-March 2021. 29% of 133 dropouts for the school year 20-21 are of Hispanic descent while Hispanic students make up 19% of school population. Decrease in ADM for best 1 of 2 by 1,492 students between FY19-20-FY 21-22. NCDPI held ADM harmless in FY 20-21 & has reduced FY 21-22 allotted ADM by 344 for BCS. This equates to 14 positions that BCS is overstaffed for FY-21-22 due to COVID-19 & the loss of students. In addition to the 14 positions for FY 21-22, if ADM doesn't recover BCS is projected to be overstaffed by an additional 46 positions for FY 22-23 based upon the additional 1,148 loss of ADM (Actual Loss 1487)-(NCDPI FY 21-22 reduction 344) = 1,148 Due to the size of the ESSER II & ESSER III we will need 2 additional employees to manage the grants 2) ESSER II and III funds will allow BCS to provide the means to assess and address the learning and emotional needs of our students. BCS will implement: reliable valid assessments to identify the individual student learning needs differentiated core instruction summer learning academy for all at risk students, school based before/during/after school tutoring programs high quality evidence based instructional materials support SEL of all students strategies for family engagement Below is our 3 year plan for ESSER funds but will be modified as data informs the steps of recovery. ESSA III will partly be used to sustain items in ESSER II based oan the formative need data.

Part B: Data Analysis

Academic performance data as evidenced by iReady, grades & midyear EOC's shows COVID (C19) had a negative impact on students & was intensified vulnerable populations. This data decline is partly due to the impact C19 had on our teachers' ability to teach & support one another through the use of common instructional resources. The resources teachers had didn't fully support remote hybrid instruction. The way to close the learning gap is to use evidence-based & culturally relevant curriculum that can be consistently supported by district instructional staff. C19 revealed the importance of continuing learning platforms & software necessary to support student learning through long term closures. Supporting teachers with blended learning strategies & coaching will support best practices in a blended environment. The negative impact of C19 on students revealed the need for a valid & reliable data & assessment system to identify student academic learning loss (LL) & track progress, this will help in the development of intervention systems. In addition BCS needs a central location to access multiple types of student data will allow a more timely & comprehensive response to students needs. Due to student LL a result of C19, BCS will host summer school for at risk students & implement a school-based before/after/during school tutoring program. Dual Language (DL) teachers administered the mClass Spanish language assessment at BOY '20 & then MOY '21. There was an average 11.75% decline in the # of K-3 students who were proficient at BOY compared to their proficiency at MOY. Gr 2 & 3 saw a decline of 22% between BOY & MOY as a result BCS will hire a DL Coach to support the teaching & learning of DL students. According to EL attendance & participation data, BCS anticipates that EL student's progress in acquiring English will decline. Due to C19 many incoming EL Kindergarten students haven't attended in-person PreK. BCS will hire 4 ESL teachers & 2 ESL assistants to provide additional support to EL students. BCS is committed to increasing the participation of ESL families in the education of their students. To do this, we will hire 3 additional district parent outreach liaisons who will work within a designated attendance zone to engage families. Our Language Services Center will need support in the form of an interpreter/translator. The data indicates a disproportionate # of EL students dropping out of high school during C19. BCS will hire one Newcomer Success Advocate/Tutor for our 6-12 high school students to track & support EL newcomers. During C19, hand over hand occupational therapy (OT) was not provided per IEP goals since OT is a direct service. This resulted in a need to offer services for those students that require OT. Also, BCS expects a higher number of K students to enroll for 21-22 which comprises the highest %of students that require OT services. BCS will hire 3 OTs to provide the services that weren't able to be offered during C19. As indicated by mental health, DHS, Panorama & student behavior data, BCS students need support with social emotional learning. BCS plans to hire additional mental health therapists, school counselors, behavior specialists, social workers, psychologists & social emotional certified teachers & provide additional professional development for staff to support SEL & behavior needs of students. BCS will expand our Virtual Academy (VA) to accommodate students unable or not comfortable returning to F2F instruction due to C19 by expanding options at the elementary level & increasing enrollment capacity overall. Additional personnel & courseware licenses will need to be provided to support expansion. A dedicated space will need enhancement to accommodate individual & small group tutoring and counseling support. Teachers will need training on best practices in a virtual environment & in developing virtual courses. Virtual Academy expansion will result in additional communication budgets needs so parents are aware of school options. Due to the response to C19 our media centers distributed materials for students to use at home. Many of these materials

weren't recovered & need to be replaced. To prepare for long term closure BCS will increase the # of e-books accessable remotely by students & staff. The increase of student device usage resulted in increase in replacement & repair of devices. C19 revealed the an increased need for internet access through hot spots. BCS will provide student devices & hot spots. BCS performed an internal needs assessment on school facilities that were in need of repairs/improvements in order to reduce the risk of virus transmission & exposure to environmental health hazards as well as to support student health needs. This resulted in the identification of 71 school facility repairs & improvements. To facilitate these needed improvements a project manager is required. C19 exposed the lack of health care options available to members in of our most vulnerable populations. In order to facilitate better health outcomes for students in our most economically depressed district, BCS plans to convert space at select middle school campuses to Health Centers. A new employee will be hired to increase staff in our Family Resource Center. A Special Populations Support/Development Specialist will be hired to improve equitable access to instruction & SEL support during C19 recovery serving as a lision between school & families to increase communication & assist in conflict resolution though colloaborative problem-solving. In addition this specialist will train staff in culturally responsive instructional strategies & help initiate & support change to better the meet the needs of BIPOC students. To maintain the operation of & continuity of services to students & schools & to continue to employ existing staff we will pay for the salaries of the 14 staff that ADM loss left unfund. BCS will hire 2 employees to manage ESSER fund: Program & Finance

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.

$	10,806,715.00	* 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;

The district plans to administer a comprehensive assessment system that includes regular diagnostic screenings and formative assessments in all academic areas as well as social emotional skills. Results from these assessments will be used routinely by Professional Learning Communities and other school-based problem-solving teams to determine the individualized needs of students in these areas. Results will be analyzed by subgroup including children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. Results from these assessments will also be utilized to plan differentiated learning activities for students in the core classroom with the use of evidence-based instructional resources and high impact strategies. We will support staff with professional learning and pay for Subs in the use of highly effective instructional materials, high impact strategies, culturally responsive

teaching and support differentiating instruction for all students. Additional Psychologists will be employed to support teachers with interpreting data and intervention fidelity. We will use funds to extend employment of instructional coaching staff by 10 days to build capacity to support teachers in meeting students' academic needs.

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

All students in BCS will benefit from and will be provided strong core instruction that will make increased use of culturally-relevant instructional materials in combination with high impact strategies both in the area of math and English language arts. Professional learning in the areas of high impact strategies, culturally responsive teaching and evidence based instructional materials will take place with administrators, instructional coaches and teachers. In order to best meet the needs of students who are struggling, a full-year tutoring program will be implemented at every school in BCS. Due to the intensified needs of middle students who were disengaged during the pandemic, interventionists will be hired to work directly with students in need of intervention. High school students will need additional options for recovering credits during the school day; therefore, we will hire credit recovery facilitators (interventionists) for each high school to work with students on achieving this goal. To address the unique needs of vulnerable populations, specialized curriculum resources for exceptional children will be purchased and supported by district coaches. A Dual language Coach will be hired to support Dual Language teachers in addressing the learning loss of their students.

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

The district plans to implement and support effective communication between schools and parents by using parent liaisons to mitigate gaps. These liaisons will be responsible for communicating distance learning requirements. To further support our commitment to increase effective communication with families who speak Spanish, an on-site district interpreter who will be readily accessible to schools and families will be hired. A Dual Language coach will work directly with teachers and principals to support home communication about student academic and social-emotional needs as well as strategies for supporting their students at home. We will continue to use our multimedia sources to communicate with all parents.

* (D) Tracking student attendance and improving student engagement in distance education;

Daily attendance and learning systems usage will populate into a data warehouse as part of a more complete picture of student engagement in distance education. The district will use this data to communicate with schools, teachers and parents concerning student engagement. Schools will utilize this data in problem-solving teams to both inform instruction, parent communication and interventions.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Student academic progress will populate into a student data warehouse and dashboard as part of a more complete picture of student progress pre-pandemic to present. This will better assist the district and the schools in identifying those students who experienced learning loss and effectively work to mitigate that loss. The district will use the data to communicate with schools,

teachers and parents concerning student academic progress. Schools will continue to track student progress utilizing the data in problem-solving teams to inform further instruction through the use of small groups and individualized interventions. The routine use of screening tools throughout the year will help schools regularly monitor growth and track learning needs throughout the post-COVID recovery period.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Create Health Centers at selected middle schools separate from school building.	June 2021 - September 2023	The number of students who recieve services for the newly created Health Centers.	$ 1,500,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No	Mechanical system repairs, replacements, and upgrades will result in reduced downtime. 200 piece of equipment including chillers, boilers, domestic water boilers, package systems, split systems, controls systems, exhaust systems will be upgraded/replaced to reduce the risk of virus transmission by increasing air quality at 37 campuses. Hire 1 FTE Project Supervisor position to manage HVAC projects.	June 2021 - September 2023	a reduction in the number of Work Orders as related to HVAC systems and issues.	$ 9,278,957.94
	* ⦿ Yes ○ No		June 2021 to June 2024		$ 97,093.70

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.		COVID-19 caused tremendous economic hardship on families resulting in high needs for basic supplies, food, clothing and shelter. -BCS established the Family Resource Center During COVID BCS uses displace teacher assistants to work in the Family Resource Center. We will Hire 1 Homeless Services Resource Specialist to help in meeting the needs of our Homeless families in our Family Resource Center. This position is essential to address student, family, and community for continued recovery at the Family Resource Center especially with homeless families since teacher assistants are back in school but the need is still there.		Increased level of support offered to Families in the area of food, household supplies, personal hygiene, clothing, housing assistance, workforce development. BCS will use data collected at the Family Resource Center to monitor the level of support offered to families such as sign in sheets and other data collection EL Subgroup Data ACCESS Test Scores	
		"- Additional instructional support for EL students 4 ESL Teachers and 2 full	August 2021-June 2024		$ 2,358,714.60

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | * ⦿ Yes ○ No | Teachers and 2 full time assistants due to the disengaged students during the 2020-21 school year that has resulted in learning loss A Newcomer Success Advocate for Middle/High students to combat the number of disengaged EL students and reduce drop out 3 District Family Outreach Specialist for Marginalized families to aid in reengaging EL families 3 Occupational Therapists in order to increase services lost to COVID Special Populations Support & Development Specialist and PD (plus subs for teachers) for equitable student access to education to help with learning loss 1 Full time Spanish Interpreter for Language Services Department to allow for increased communtication ESL | | Increases in student achievement in Special Populations students as measured by ACCESS Test, Grades, EOG, EOC, Iready, Formative Assessment Data & Progressing Monitoring Increased EL Graduation & Attendance rate of EL students Service Logs for OT will be aligned with IEPs Increased rate of EL families participating in Panorama Community Surveys (PCS) Increased positive ratings from parents on (PCS) BCS Will use My Learning Plan to track PD attendance and PD offerings. | |

		Curriculum-Year 3 licenses for digital curriculum 2 Coaches to support our Autistic student Population			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	COVID-19 cleaning supplies, PPE and custodial contracted services will be purchased to ensure all requirements of the NC Strong Schools Toolkit are followed to reduce the spread of COVID-19.	June 2021 - September 2023	PPE Usage reports and Sanitation Supply reports will be used to measure impact	$ 350,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ◉ Yes ⃝ No	Professional Development and provide Subs- Best Practices for Supporting Engagement in Virtual Enviroment - Best Pracrtices for Supporting SEL in Virtual Environment; Courseware for virtual learning and assessment and EBooks for district usage Contract/stipend for special request courses not taught by BCS teachers ($250/add't course request) Special Services stipend/contract to support specific IEP/504 needs Communications budget to inform stakeholders regarding virtual options and create community	June 2021 - June 2024	# of in person appointments/support sessions for Virtual Academy as measured by room reservations BCS will use My Learning Plan to track PD attendance & offerings Increase teacher & staff confidence in effective utilization of blending learning as measured by Teacher Technology Survey Increased ADM for Virtual Academy Increased student achievement/SEL as measured by EOC, EOG, Iready, Progress Monitoring Data, Grades & Panorama including subgroup data	$ 251,000.00
	* ◉ Yes ⃝ No	Continue to support/provide Homework Hotspots/Connectivity to support remote/blended	August 2021 - June 2024		$ 4,414,470.21

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		remote/blended learning. Purchase 2400 Student devices due to increase usage/ damaged/lost, To measure impact reliably a Student Data Warehouse/Dashboard is needed to address learning loss. SaaS Software for Counselors/Social Workers to track students/outcomes Seesaw LMS to address the need for blended learning/ong term closure Zoom to address remote/blended learning/long term closure Screencastify Record & Edit to address learning loss, need for blended learning/long term closure Kami to address blended learning/long term closure Adobe Creative Cloud to address blended learning/long term closure 6 Blended Learning Coaches to address remote learning needs & long		Achieve & maintain 97%+ student at home high speed broadband connectivity. Achieve 100% replacement of broken/damaged devices & achieve/maintain 100% student to mobile device ratio. Increase teacher & staff confidence in effective utilization of blending learning as well as increase usage of blended learning tools as measured by Teacher Technology Survey Increased student achievement/SEL as measured by EOC, EOG, IReady, Progress Monitoring Data, Grades & Panorama Accurate Reporting Data	

		term closure An additional support person in the PowerSchool Student Information Systems office due to increased workload related to COVID-19 staffing, student scheduling Face-to-face/ remote/virtual student data			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	COVID 19 has caused and data upon return to Plan A demonstrates the need to train and support staff in CORE SEL practices. Needs: Hire 3 Integrated Academic/SEL Coaches, and provide PD along with subs, to support teachers in using SEL strategies with all students PD and cost of subs to train in Core SEL practices for all coaches/ school leaders. Hire 4 Mental Health therapists to serve non-Medicaid population and support student crisis response. Hire 1	August 2021-June 2024		$ 2,804,244.25

		response. Hire 1 Counselor and 4 Social Workers and provide PD plus cost of subs 4 Counseling Interns and 3 School Social Worker Interns 4 Internal Trainers to conduct mental health first aid Professional development training for Principals and School Improvement teams in how SEL and equity work together for positive student outcomes. Plus the cost of subs		Increases student SEL skill scores as measured by Panorama data Decrease in classroom/office referrals for disruptive/aggressive behavior as report in Educator's Handbook Increase in SEL instruction/support in classrooms as measured by SEL walkthrough data Increase in the # of students served by mental health therapist as measured by intake service documentation BCS Will use My Learning Plan to track PD attendance and PD offerings.	

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				$ 0.00
	* ⦿ Yes ⚪ No	Due to increase behavior issues as a result of COVID: Hire 3 Behavior Lead Specialist and 6 Behavior Assistants Implement Restorative Practices district wide: PD and sub costs Admin Cost: Federal Program Accountant; Program Compliance Director Indirect Cost Retention and Incentive Staff Bonus for all permanent staff: $1,200	June 2021 - June 2024		$ 17,824,321.30

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.				ncreases in student SEL skill scores as measured by Panorama data Decrease in classroom/office referrals/suspensions for disruptive/aggressive behavior as report in Educator's Handbook BCS Will use My Learning Plan to track PD attendance and PD offerings. Successful Audit and Monitoring Reports with no Findings Compliance in the scope of work conducted under ESSER II & III

Total ESSER III Allotment	$	38,878,802.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Buncombe County Schools (110) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Buncombe County Schools (110) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Ginny Barrett	
	Kristin Eggen	

Substantially Approved Dates

Buncombe County Schools (110) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, September 20, 2021

Buncombe County Schools (110) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

 There are no new applicants.

Buncombe County Schools (110) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/9/2021 12:08:46 PM

GAN Organization Data

Buncombe County Schools (110) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

81333403

* Address:

175 Bingham Road Asheville, NC 28806

* Superintendent:

Dr. Tony Baldwin

Key Personnel:

* Susanne Swanger
* Tina Thorpe
* Ginny Barrett

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:03:10 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	$6,997,568.00	$6,997,568.00
Carryover	$0.00	$0.00
Total	$6,997,568.00	$6,997,568.00

11/9/2021 12:11:01 PM

Budget

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
111	181	0	No	Yes	3.29 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$6,997,568.00	$6,990,164.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$6,997,568.00	$6,990,164.00
Total Budgeted:		$6,990,164.00
Total Remaining:	$7,404.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/20/2021 04:47 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/20/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/20/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
8/12/2021 5:34 PM	Approved (Pending)		Perrotta, Paul			
8/10/2021 8:21 AM	Received		Admin, NCCCIP			
8/5/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Perrotta, Paul
		☑		3-5110-142-000-000-00	0	Budget being returned due to PSU request on 8/4/21.
8/4/2021 5:23 PM	Denied (Pending)		Perrotta, Paul			
7/29/2021 9:52 AM	Received		Admin, NCCCIP			
7/27/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Perrotta, Paul
		☑		3-5110-142-000-000-00	0	Returned per PSU request.
7/27/2021 12:14 PM	Denied (Pending)		Perrotta, Paul			
7/8/2021 8:13 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5110	142	000	00	$150,000.00	$0.00	$150,000.00		
ℹ	Other	3	5110	181	000	00	$15,000.00	$0.00	$15,000.00		
ℹ	Other	3	5110	211	000	00	$12,622.50	$0.00	$12,622.50		
ℹ	Other	3	5110	221	000	00	$40,210.50	$0.00	$40,210.50		
ℹ	Other	3	5110	231	000	00	$32,899.80	$0.00	$32,899.80		
ℹ	Other	3	5110	312	000	00	$100,000.00	$0.00	$100,000.00		
ℹ	Other	3	5110	411	000	00	$1,500,000.00	$0.00	$1,500,000.00		
ℹ	Other	3	5110	413	000	00	$1,000,000.00	$0.00	$1,000,000.00		
ℹ	Equipment	3	5110	462	000	00	$500,000.00	$0.00	$500,000.00		
ℹ	Salary	3	5310	146	000	00	$150,000.00	$0.00	$150,000.00		
ℹ	Other	3	5310	181	000	00	$15,000.00	$0.00	$15,000.00		
ℹ	Other	3	5310	211	000	00	$12,622.50	$0.00	$12,622.50		
ℹ	Other	3	5310	221	000	00	$40,210.50	$0.00	$40,210.50		
ℹ	Other	3	5310	231	000	00	$32,899.80	$0.00	$32,899.80		
ℹ	Salary	3	5320	131	000	00	$50,000.00	$0.00	$50,000.00		
ℹ	Other	3	5320	181	000	00	$5,000.00	$0.00	$5,000.00		
ℹ	Other	3	5320	211	000	00	$4,207.50	$0.00	$4,207.50		
ℹ	Other	3	5320	221	000	00	$13,403.50	$0.00	$13,403.50		
ℹ	Other	3	5320	231	000	00	$6,579.96	$0.00	$6,579.96		
ℹ	Salary	3	5330	146	000	00	$172,800.00	$0.00	$172,800.00		
ℹ	Other	3	5330	211	000	00	$13,219.20	$0.00	$13,219.20		
ℹ											

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5830	131	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5830	181	000	00	$10,000.00	$0.00	$10,000.00		
ⓘ	Other	3	5830	211	000	00	$8,415.00	$0.00	$8,415.00		
ⓘ	Other	3	5830	221	000	00	$26,807.00	$0.00	$26,807.00		
ⓘ	Other	3	5830	231	000	00	$13,159.92	$0.00	$13,159.92		
ⓘ	Other	3	5840	311	000	00	$5,000.00	$0.00	$5,000.00		
ⓘ	Other	3	5840	312	000	00	$25,000.00	$0.00	$25,000.00		
ⓘ	Salary	3	5860	135	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5860	181	000	00	$10,000.00	$0.00	$10,000.00		
ⓘ	Other	3	5860	211	000	00	$8,415.00	$0.00	$8,415.00		
ⓘ	Other	3	5860	221	000	00	$26,807.00	$0.00	$26,807.00		
ⓘ	Other	3	5860	231	000	00	$13,159.92	$0.00	$13,159.92		
ⓘ	Other	3	6540	411	000	00	$1,200,000.00	$0.00	$1,200,000.00		
ⓘ	Other	3	6580	326	000	00	$1,285,710.72	$0.00	$1,285,710.72		
ⓘ	Other	3	8100	392	000	00	$222,164.53	$0.00	$222,164.53		
						Total:	**$6,921,314.85**	**$0.00**	**$6,921,314.85**		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6200	113	000	00	$43,272.00	$0.00	$43,272.00		
ⓘ	Other	3	6200	181	000	00	$3,894.48	$0.00	$3,894.48		
ⓘ	Other	3	6200	211	000	00	$3,608.24	$0.00	$3,608.24		
ⓘ	Other	3	6200	221	000	00	$11,494.47	$0.00	$11,494.47		
ⓘ	Other	3	6200	231	000	00	$6,579.96	$0.00	$6,579.96		
						Total:	**$68,849.15**	**$0.00**	**$68,849.15**		

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Grant Details

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1) ACS surveyed stakeholders, including district and school staff, and parents. A core planning team from all departments analyzed the data. This team will continue to meet and evaluate/monitor the use of the funds described in the application. 2) Learning Loss Learning loss has been measured by grades, benchmark assessments, attendance, staff and parent surveys. These tools will continue to guide our use of funds allocated for learning loss. Addressing Learning Loss: Due to school closure from March 13, 2020 to April 12, 2021, assessments and grades indicate a high percentage of at-risk students. Data indicates 25% of ACS student population meet the at-risk criteria outlined in board policy. Stakeholders prioritize learning loss in our district survey.. We have seen over a 4x increase in the number of students failing at least one or more core academic classes when comparing December 2019 (288) to December 2020 (1213). Facility Repairs/Improvement to Minimize Virus Transmission: The ACS 5 Yr Facility Improvement Plan suggested HVAC upgrades on five ACS campuses. Four of our campuses required major renovations to the window systems that are currently installed. On these four campuses, $2.5 million worth of HIGH PRIORITY window replacement projects were suggested. Improve Air Quality: ACS has upgraded all air filters in our air handlers with MERV-13 filters at a cost of $20,392.52. Filters must be changed quarterly. Currently there are over 750 filters to be changed. Over 100 rooms across the district do not have functioning windows or appropriate air flow. Due to regular staffing constraints, ACS contracts with an outside HVAC engineering firm. Coordination of Preparedness and Response: All school staff have completed multiple professional development sessions on COVID mitigation and response. Funding has been spent on professional development training, materials, signage, and contracted service personnel to provide additional preparedness and response functions. Providing Principals/Leaders with Resources: Principals have requested approximately a quarter of their school budgets to fund instructional resources for addressing learning loss and lost materials/supplies due to the pandemic. Twenty percent of stakeholders determined this area was a top priority for funding. Addressing the Unique Needs of Special

Populations: We have seen an increase of homelessness in our community and schools. Likewise, based on our EC headcount data for 2020 and 2021, there is an increase in students identified with active IEPs. Despite the increase, we have experienced a significant drop in Medicaid funding due to COVID and remote learning. Since October 2020, Asheville City Schools has supported 13 community learning PODS sites to serve 198 at-risk students in the district during remote learning. Student enrollment has decreased but the number of at-risk students has increased. Any reduction in staff will impact services as we get these students re-enrolled in Asheville City Schools Improving Preparedness and Response: District safety meetings occur twice per week to review incident command data and support team feedback. In February '21, ACS surveyed staff to collect vaccination requests. 616 school staff were prioritized to receive vaccinations. Training to minimize virus transmission: All school staff have completed district-funded multiple professional development sessions on COVID mitigation and response. District leaders meet with local health officials every two weeks and district leaders meet to plan district response initiatives, Weekly updates on COVID transmission and community impact are shared with school leaders. Supplies to Clean and Sanitize: ACS purchased PPE supplies to supply 4300 Students and 900 permanent and temporary staff. In the 20-21 school year, the district purchased cleaning and sanitation supplies including liquid gel hand sanitizer, surgical grade masks, surgical gloves, soap, hand towels, and virucide and sanitation equipment including multiple disinfectant devices for all campuses. Contracted cleaning and mitigation services were used when a case of COVID was identified. Long-Term Closure Activities: Since March '20, we have increased our number of wifi hotspots by 12x and additional devices were purchased to expand to 1:1 devices from grades 5-12 to K-12. Additional subscriptions, at-home learning materials, and communication tools were purchased to ensure remote learning engagement and family communication. Over 450 certified staff were paid a stipend to complete professional development for extended remote learning. Educational Technology: To accommodate remote instruction, 1:1 devices for students was expanded from grades 5-12 to K-12. Based on repair needs throughout the school year, we anticipate 5 times the typical loss and damage to student devices. Engaging instructional technology needs have increased as students have experienced learning loss and have been remote for the majority of the 2020-2021.. Mental Health Services: Since March of 2020, the mental health team has seen a fifty percent increase in mental health student referrals as compared to the previous school year and an increase in the request for mental health staff training. The district mental health tracking form indicates that since the beginning of this school year, the mental health team members have been called to intervene and support students and families more than 1,750 times. Summer Learning: Student benchmarking and End of Course data indicates a high percentage of at-risk students. Data indicates at least 25% of our ACS student population meet the at-risk criteria outlined in board policy. Additionally, as of March 2020, approximately 20% of students in Grades 9-12 are in need of credit recovery for courses required for graduation.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Addressing Learning Loss: Data indicates significant gaps in standard mastery from March 2020 through this school year. Data on learning loss during COVID indicates an extensive need for both accelerated and expanded learning opportunities for students grades K-12 in ACS. School day learning alone will not address learning gaps for all students; ACS will need to offer summer and afterschool learning opportunities. Facility Repairs/Improvement to Minimize Virus Transmission: As part of the 5 year plan,

HVAC upgrades were recommended within the next 3 years. Upgrades include: replacement of older two-pipe systems with a four-pipe system, enhancement of existing systems and where needed entire new systems and duct work. Some window renovation projects require the remediation of lead and asbestos coated paint and trim. Improve Air Quality: The higher grade filters have been prioritized. Individual room air purifying units need to be purchased for rooms with inadequate equipment or air flow. There is an ongoing need for HVAC maintenance from an outside contracted engineering firm. Coordination of Preparedness and Response: Ongoing professional development is needed to support changing COVID protocols. District leaders will continue to coordinate with local health officials to plan and adjust district response to COVID. Contracted staff will be needed to support implementation of required COVID safety protocols. Providing Principals/Leaders with Resources: Principals have used school budgets to address unique needs on their campus. School Improvement plans to align funding to long term goals and needs due to extended school closure. Prioritized purchases must be adaptable to remote and in-person teaching. Addressing the Unique Needs of Special Populations: Improved identification of homeless students has and will continue to require additional resources. Academic and social emotional support is required for these students. For students with disabilities, additional support at schools is needed to support specially designed instructional needs and extended learning opportunities for our EC students prior to the transition back to school in the fall. As students return to campuses from community or private learning PODS additional academic and social emotional support may be required. Improving Preparedness and Response: ACS will continue to support vaccination efforts for staff and students. Substitutes are required at a higher rate due to staff response to the vaccination. As state and federal COVID protocols are updated, additional training, staff, and support will be needed to ensure compliance with recommended safety protocols. Training to minimize virus transmission: An ACS Parent & Staff COVID-19 Handbook of safety procedures and protocols will be updated and maintained. Additional staff training will take place as state and federal protocols are updated and to prepare for all students to return in person. Supplies to Clean and Sanitize: We will need to purchase on an annual basis 70,000 student/adult face masks, 1000 face shields, 140 cases of various size gloves, 400 cases of paper towels, 525 cases of hand soap, 200 cases of hand sanitizers, 50 cases of Lysol wipes, 1000 spray bottles, 40 cases of COVID disinfectant, 10 Ryobi disinfectant sprayers, 5 Kia-vac bathroom disinfectant foggers, and additional cleaning supplies as needed. Average total cost of $150,000.00 annually. Long-Term Closure Activities: In the event of additional long-term closures, meals will continue to be served at community sites. Additional service licenses for hotspots will be purchased for families who do not have internet access at home. Consumable materials for students to participate in learning at home will need to be purchased in the event of another long-term closure. Staffing and materials needs for community learning PODS sites to serve at-risk students will continue in the event of another long-term closure. Educational Technology: Based on the higher levels of device loss and damage of student devices, the district will need to purchase additional devices to replace lost or damaged technology. Replacement of damaged and outdated instructional technology used within the classroom is also needed at an increased rate to support teachers in developing instruction aligned to meet student learning needs. Data analysis indicated that instructional technology and software aligned to addressing and recovering learning loss are high areas of priority and need. Additional staff or maintaining the same level of services may be needed to support virtual learning and student needs transitioning to an in-person learning environment. Mental Health Services: Data indicates that at all levels there are significant mental health needs in our district. These needs will be addressed through increased training for staff and district coordination of mental health screening. Additional contracted behavioral technicians or mental health staff may be needed to accommodate caseload increases. It is clear a strong social emotional learning curriculum that can be used in -person or remotely would benefit

all students. In order to response to the impact of COVID-19 we maintain continuity in services provided by Student Support Assistants focused on the well-being of students' mental health. Summer Learning: Due to school closure from March 13, 2020, to April 12, 2021 student benchmarking and End of Course data indicates a high percentage of at-risk students. Data indicates 25% of ACS student population meet the at-risk criteria outlined in board policy. In accordance with House Bill 82, a K-12 summer program will be offered to students, with a focus on reading, math, science and/or credit recovery.

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.

$ 1,876,033.00 * 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;

Asheville City Schools will use STAR Renaissance 360 as a screening, benchmarking, and progress monitoring assessment tool. STAR is nationally and state normed and will allow teachers to monitor student's academic progress throughout the school year. School staff will meet in regularly scheduled professional learning communities to analyze student data and make plans for adjusting core instruction for all students and develop student support and intervention plans on an individual student basis. Principals will participate in quarterly data dives with their staff and district leadership to analyze the data from assessments by subgroups and develop plans for areas of improvement. Driven by Data 2.0: A Practical Guide to Improve Instruction by Paul Bambrick Santoyo will be used to develop data analysis protocols for school and district improvement. All schools will use the MTSS process to identify students who need supplemental instruction and intensive interventions to meet the individual academic needs of all students. NC Star will be used to conduct school based needs assessments, set goals and action steps, and monitor progress of student outcomes throughout the school year. Learning Circle will be used as an Early Warning Response System in all schools to track and analyze student data in grades, attendance, and behavior, monitor student progress, identify students in need of additional support, and develop and monitor student support plans. NCENSI will be used as a math screener for grades K-5. Formative and summative assessments aligned to curriculum standards will be used in all content areas. Canvas is used as the Learning Management System in Grades 6-12 to administer both summative and formative assessments to students. Students receiving supplemental and intensive interventions will use various assessments tools for progress monitoring. These include, but are not limited to, mClass, STAR CBM, EasyCBM, Core Phonics Assessment and PAST. IXL is used as a math diagnostic and assessment tool to assist students and teachers in identifying student skill mastery and practice assessments tied to areas of growth.

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

Curriculum resources that are research based and shown to accelerate student growth will be used to minimize the effects from student learning loss. The district curriculum team will be selecting evidence based core curriculum that is culturally responsive and meets the comprehensive needs of students. This includes planned purchases in ELA and Math curriculum. Additional resources will be purchased to support supplemental instruction and intensive interventions to address skill deficits from extended school closures. Additional staff to implement these activities will be utilized. Instructional timeframes and pacing guides will be adjusted to maximize time and resources spent on areas of high needs for students. School staff at the elementary, middle and high school levels will spend additional time adapting curriculum and creating resource banks for evidence-based activities targeted to accelerate growth for students, specifically black and brown students and students with disabilities. Additional training on differentiation and implementation of researched-based strategies and practices will be provided to school staff over the next three years. We are striving to make sure we are adequately staffed and maintain a high level of service through low student to adult ratios. This means we will fund additional instructional assistants so that at K-2 we are maintaining a high level of support for students and teachers. Additionally we will hire 12 ESSER Academic Support Assistants as temporary remedial support for schools when students are transitioning back to campus and increased adult coverage is needed to assess and deliver academic support.

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

To support parents throughout distance learning, remote learning websites were established for the district and each school with the following information and supports: * School Schedules * Resources for parents to support distance learning * Attendance Procedures * Archive of School Communication * Technology Support for student devices and learning management systems * Grade Level/Teacher Specific Supports Each week, school schedules and expectations are communicated with students and families. Drop in support for technology is available for students engaged in distance learning. Social media and school websites are utilized for sending regular communication to families and students about remote instruction. The following Learning Management Systems are utilized at the indicated grade levels: * K-2: SeeSaw * 3-5: Google Classroom * 6-12: Canvas An orientation page/module for each learning management system was developed and shared with students and families to provide additional support for navigation of student learning activities during distance learning. Schools held open houses and orientation events to support the transition to remote instruction. Surveys with students and families were administered to determine modifications and changes needed to further support families in distance learning schedules, protocols, and procedures. In our COVID- Recovery phase we are focused on recognizing parents as valued as authentic partners and want to hear feedback about their experience during remote learning. Parents have expressed a greater understanding around learning loss and want to actively engage with schools to support student growth. Our master calendar has allocated time for parent-teacher conferences, beginning of year home-visits, transition to school instructional materials, and outreach efforts to ensure parents have the opportunity to offer evidence of their child's learning gaps.

* (D) Tracking student attendance and improving student engagement in distance education;

During times of remote learning, student attendance is tracked through PowerSchool. Two-way communication is established daily between students and their teachers. School staff, including teachers, counselors, social workers, and administrators,

engage students through phone calls, email communication, and home visits. Community PODS sites will be maintained in the event of further school closures and Asheville City Schools will assist with staffing, food, and transportation for these sites. Attendance and student engagement will be tracked through PowerSchool, Learning Management Systems, Early Warning Response System (Learning Circle), and additional school level forms. Schools utilize parent communication logs to monitor family engagement throughout school closures. Remind, a communication platform, is utilized to increase and streamline communication between students, parents, and school staff. Blackboard Parent Link is also utilized for district and school communication. A consistent schedule for synchronous and asynchronous learning is developed for each school to provide students and families structure for engaging with their schools throughout times of distance learning. Student homeroom and advisory blocks are used to assist with attendance for the school day, social emotional learning time, and to engage students during remote instruction. Despite decreased enrollment in 20-21 directly related to COVID-19, we are staffing in ordering to maintain stability and continuity of services. Counselor and social workers will focus on getting students back into school and accessing appropriate academic and social emotional services.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Our district assessment calendar reflects regular benchmark data from beginning, middle and end of the year. Shifting into next year and beyond we will analyze student progress using previous year's data by creating a baseline from 2020-2021 scores. In addition to collecting and analyzing student benchmark data, end of year assessments will be used to evaluate student levels and learning loss due to extended school closures. Pre and post- assessments will be used with students during summer programming to evaluate student levels and growth throughout additional programming. A comparison analysis of student course grades will be used to determine areas of high need on a district, school, and individual student basis. Additional credit recovery options will be available at the high school level to allow students to more quickly recover course credits due to higher failure rates during the 2020-2021 school year. Student growth data will be tracked and monitored using benchmark assessments and required state assessments. Student support plans will be developed for students who have experienced high levels of learning loss and staff will be trained in and implement supplemental and intensive interventions for small group and individual students based on identified skill deficits. Learning Circle, an Early Warning Response System, will be used to evaluate and compare student data at 5 risk levels in the areas of course grades, attendance, and behavior. Transition plans for students will be developed to further support school staff in identifying areas of learning loss and individual student learning profiles.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ● Yes ○ No		July 2021 - Sept 2024	Facility repairs and upgrades will be monitored on the district's 5 year maintenance plan. Virus transmission rates will be monitored to determine effectiveness of upgrades in minimizing virus transmission. Staff surveys will be completed to determine staff perceptions of facility safety compliance with recommended COVID protocols.	$ 1,039,806.00

		The following facility repairs are required to minimize virus transmission: * HVAC Upgrades including the enhancement of existing systems and where required, entire new systems and duct work on three campuses (Herring, Asheville Primary, and Asheville High School). * Window renovation projects (Asheville Primary) * Isolation space renovations (to be evaluated during fiscal year 21-22) * Plexiglass safety shields in high traffic areas, as needed at each of the 11 sites			

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	To sustain improved air quality on 11 campuses related to COVID19 guidance, the following will be needed at all sites: * Air filters * Air purifiers * Contracted HVAC services	July 2021 - Sept 2024	Air quality compliance data will be collected and monitored in comparison to CDC guidelines/recommendations. Maintenance inspections of facility compliance will occur at least bi-annually to document growth toward district goals.	$ 220,000.00
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	* If needed, contracted Health Monitors or Bus Assistants to support safety protocols during school hours, COVID testing stations, vaccination clinics * Signage	July 2021 - Sept 2024	COVID numbers will be monitored and implementation of safety protocols and screeners will be tracked. Surveys of family/parent feedback safety and district communication.	$ 5,000.00
		Based an analysis of student data, IEP goals, and the number of at-risk students the	July 2021 - Sept 2024		$ 300,000.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	following support is needed: * Employ a Special Population (Extended Learning) Coordinator to work with schools to identify and support after-school programs focus on remediating lost learning due to COVID * Supplemental academic supports and supplies for students identified as McKinney-Vento *Alignment of students' IEP goals with standards-based goals and evident-based practices to ensure improved academic outcomes for students with disabilities who have experienced learning loss * Data collection around the needs for all medically fragile students or		The number of students qualifying as at-risk, homeless, and EC will be: *Monitored on a district-wide dashboard through Student Services *Data will be collected on the student progress for specialized academic support * Social emotional data will be collected to document student referral rates and progress	

		students requiring remote learning resources			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	The following will be used to improve preparedness and response to COVID-19: * Bi-weekly meetings with the district safety team * Updates to Parent and Staff COVID-19 Handbook * All safety communications will be translated in alternate language formats *District leaders will participate in in depth training for maximizing campus safety	July 2021 - Sept 2024	To monitor preparedness and response, the District Safety Team minutes will document feedback from school-based safety leaders, updates to the Parent and Staff COVID-19 Handbook will be archived, training sessions will be monitored to ensure staff compliance, and safety surveys will be conducted at least twice a year to gauge staff feedback.	$ 5,000.00

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TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ⚪ No	*Professional Development for all staff through the Public Works Safety Modules *Custodians, health monitors, and school staff will be trained on proper cleaning procedures for minimizing virus transition. *Emergency plans for staff coverage	July 2021 - Sept 2024	To monitor training effectiveness, staff rosters from professional development will be maintained by the ACS Safety Officer and transmission rates will be monitored and archived on the district COVID-19 Dashboard	$ 20,000.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ⚪ No		July 2021 - Sept 2024	To monitor use of funding for supplies, a standardized supply request form will be completed by schools/campus supervisors on a monthly basis. Additionally, district Auxiliary Services will review all request totals monthly to track and determine district supplies.	$ 350,000.00

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		Cleaning, sanitation, and PPE supplies and equipment will be ordered in bulk to ensure items are readily available. These include: * Face Masks * Face shields * Gloves * Paper Towels * Hand soap * Hand Sanitizer * Disinfectant * Sprayers * Foggers * Contract with a custodial service to deep clean or sanitize following exposure * Supplies to support special enhancement classes (music/band) with high transmission potential. (covers for music instruments and body fluid waste disposal materials)			

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ◉ Yes ○ No	In the event of long-term closures, the funds will be used in the following areas: * Internet connectivity devices and service off school campuses (hot spots) * Meal service at community sites * Consumable learning materials for students	July 2021 - Sept 2024	To monitor the effectiveness of the long-term closure activities we will track the number of hotspots provided to families, monitor meals provided through Child Nutrition, document staff hours at community feeding sites, and collect and analyze data on long-term usage of digital subscriptions.	$ 900,309.00
EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No		July 2021 - Sept 2024	We will monitor device to student ratio for grades K-12, collect data for family connectivity needs in collaboration with student services, and collect and analyze data on instructional technology used to support student learning.	$ 500,000.00

		To address the educational technology needs due to extended remote learning, funding will be allocated in the following areas: * Student Devices) * Instructional technology replacement and upgrades for classrooms * Assistive technology * Devices, hardware, and service to support student connectivity * Instructional technology and software and to support remote instruction			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	The Student Support Department would be utilized in ways that intentionally and effectively support the mental and social emotional health of our student population by: *	July 2021 - Sept 2024		$ 375,000.00

		Training Staff on Youth Mental Health First Aid, Trauma Informed Care, Restorative Practices and the 5 Core practices of Social Emotional Learning. * Resources to support the social emotional needs of students * Creating a comprehensive Mental Health response and recovery plan for all mental health care providers in the district. * Ensuring students and families experiencing a mental health crisis are identified and mental health supports (including staff) are put in place at school and in the community		Staff training will be documented by participation with pre/post surveys to determine staff feedback and feedback surveys to monitor the impact of curriculum purchases will be administered. Mental health wellness surveys will be provided to students and staff to collect feedback and student referrals for mental health services, response time for supports, and the overall number of students moving in and out of MTSS Tier 2 and Tier 3 support plans for mental health needs will be tracked	
	* ⦿ Yes ◯ No				$ 500,000.00

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.		Summer programming will follow requirements from the state: All summer funding will be spent in the following areas to support the implementation of summer programming: * Staffing for certified teachers in reading, math, science, exceptional childrens, electives, and English as a Second Language for grades K-12 * Staffing for a certified counselor or social worker for grades K-12 * Materials for curriculum, assessments, and resources for programming K-12 * Transportation for summer programming	Summer 2021 Summer 2022 Summer 2023 Summer 2024	Throughout summer programming, student growth will be measured using end of year and end of summer assessment data to evaluate growth, attendance and participation will be monitored, and student learning plans will be developed to track learning gaps and document communication between school year and extended year staff.	
		In order to maintain stability and continuity of			$ 899,016.00

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	services as we respond to COVID-19 recovery, we are employing: 5 student support specialists focused on student mental health and social emotional learning 5 instructional assistants focused on addressing learning loss at first and second grade 2 school counselors to support a lower caseload due to student social emotional needs and learning loss. 1 social worker to maintain a lower caseload so they can work closely with students and families with increased access to student services and community services 2 Digital Lead Teachers who will work with teachers to support learning loss, prepare and respond to remote	June 2021 - September 2024	Staff employed to maintain continuity of services will be evaluated for effectiveness around district COVID response. This includes annual evaluations, stakeholder feedback surveys, and mental health service tracking and referrals.	

		learning supports Unbudgeted/admin is included in this area			
			Total ESSER III Allotment	$	5,114,131.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	<u>Sarah Cain</u>

Substantially Approved Dates

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 8, 2021

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Asheville City Schools (111) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058189

* Address:

85 Mountain Street Asheville, NC 28801

* Superintendent:

Dr. Gene Freeman

Key Personnel:

* Sarah Cain, Director of Federal Programs

* Georgia Harvey, Chief Finance Officer

Burke County Schools (120) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:03:23 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Burke County Schools (120) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) **PRC181** **CFDA: 84.425U**	Total
Allotment	$7,576,520.00	$7,576,520.00
Carryover	$13,654,578.59	$13,654,578.59
Total	$21,231,098.59	$21,231,098.59

Budget

Burke County Schools (120) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
120	181	0	No	No	3.47 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$7,576,520.00	$0.00
Carryover Amount:	$13,654,578.59	$13,654,578.59
Allotment Plus Carryover:	$21,231,098.59	$13,654,578.59
Total Budgeted:		$13,654,578.59
Total Remaining:	$7,576,520.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/15/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/15/2021 4:47 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/15/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
10/8/2021 11:34 AM	Approved (Pending)		Popp, James			
10/6/2021 10:58 AM	Received		Admin, NCCCIP			
10/4/2021 4:45 PM	Denied	✔	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		✔		3-5110-411-000-000-00	0	The budget is being returned to match the CCIP application. The budget is currently over by $7,557,629.
10/4/2021 12:15 AM	Denied (Pending)		Popp, James			
9/28/2021 8:52 AM	Received		Admin, NCCCIP			
9/24/2021 4:45 PM	Denied	✔	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		✔		3-5110-411-000-000-00	0	The budget is being returned to include the total carryover amount.
9/24/2021 4:22 PM	Denied (Pending)		Popp, James			
7/21/2021 8:21 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

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000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	00	$3,660.00	$0.00	$3,660.00		
ⓘ	Other	3	5110	418	000	00	$882,336.38	$0.00	$882,336.38		
ⓘ	Equipment	3	5110	462	000	00	$990,000.00	$0.00	$990,000.00		
ⓘ	Other	3	5350	331	000	00	$71,458.00	$0.00	$71,458.00		
ⓘ	Other	3	5350	411	000	00	$63,907.24	$0.00	$63,907.24		
ⓘ	Other	3	5350	459	000	00	$40,000.00	$0.00	$40,000.00		
ⓘ	Salary	3	5360	126	000	00	$245,134.14	$0.00	$245,134.14		
ⓘ	Salary	3	5360	131	000	00	$11,062.90	$0.00	$11,062.90		
ⓘ	Salary	3	5360	135	000	00	$7,758.24	$0.00	$7,758.24		
ⓘ	Salary	3	5360	142	000	00	$1,904.28	$0.00	$1,904.28		
ⓘ	Salary	3	5360	146	000	00	$6,215.84	$0.00	$6,215.84		
ⓘ	Salary	3	5360	147	000	00	$1,319.82	$0.00	$1,319.82		
ⓘ	Salary	3	5360	171	000	00	$37,709.56	$0.00	$37,709.56		
ⓘ	Salary	3	5360	173	000	00	$101,821.16	$0.00	$101,821.16		
ⓘ	Other	3	5360	180	000	00	$115,930.90	$0.00	$115,930.90		
ⓘ	Other	3	5360	211	000	00	$40,458.33	$0.00	$40,458.33		
ⓘ	Other	3	5360	232	000	00	$3,068.29	$0.00	$3,068.29		
ⓘ	Salary	3	5840	131	000	00	$478,217.30	$0.00	$478,217.30		
ⓘ	Other	3	5840	211	000	00	$36,583.63	$0.00	$36,583.63		
ⓘ	Other	3	5840	221	000	00	$103,677.51	$0.00	$103,677.51		
ⓘ	Other	3	5840	232	000	00	$2,773.70	$0.00	$2,773.70		
ⓘ	Other	3	5840	317	000	00	$450,000.00	$0.00	$450,000.00		

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ⓘ	Other	3	5840	411	000	00	$550,000.00	$0.00	$550,000.00
ⓘ	Salary	3	5880	146	000	00	$22,160.00	$0.00	$22,160.00
ⓘ	Other	3	5880	211	000	00	$1,695.24	$0.00	$1,695.24
ⓘ	Other	3	5880	221	000	00	$4,804.29	$0.00	$4,804.29
ⓘ	Other	3	5880	231	000	00	$6,326.04	$0.00	$6,326.04
ⓘ	Other	3	5880	232	000	00	$128.53	$0.00	$128.53
ⓘ	Other	3	6540	311	000	00	$92,160.00	$0.00	$92,160.00
ⓘ	Other	3	6540	411	000	00	$400,000.00	$0.00	$400,000.00
ⓘ	Other	3	6550	311	000	00	$195,000.00	$0.00	$195,000.00
ⓘ	Equipment	3	6580	461	000	00	$8,205,416.24	$0.00	$8,205,416.24
ⓘ	Other	3	6620	311	000	00	$51,000.00	$0.00	$51,000.00
ⓘ	Other	3	8100	392	000	00	$430,891.03	$0.00	$430,891.03
						Total:	**$13,654,578.59**	**$0.00**	**$13,654,578.59**

Grant Details

Burke County Schools (120) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1) Burke County Public Schools held two formal input meetings with district and school leaders. After current data was presented/reviewed to the teams that illustrated the impact of COVID-19 on our district, the teams first brainstormed needs related to prevent, reduce or respond to COVID-19 in our schools and developed a comprehensive list of ways the teams felt the funding could best be used to help triage the current situation for both short and long-term solutions. A second input meeting was held and teams were charged with revisiting the previous list through the lens of ESSER II guidelines as reviewed by our district's finance officer and federal programs director. The teams narrowed down needs and prioritized the most significant to include the following: continued accessibility for teachers and students to digital and print curriculum materials that are aligned to research to fill in learning gaps identified, improve learning environments to make them safer and healthier places for learning for students and staff, increase accessibility to healthcare professionals that can help mitigate problems related to COVID-19 and assist in preventing similar issues in the future, and to find fair and equitable ways to reward and recognize staff that have persevered through the pandemic and continued to provide top-notch services to students and families in hopes of retaining them in our workforce and not losing them due to burn-out or fatigue. Data used to help inform team discussion included the

following: - BCPS COVID-19 Data Tracking from September 2020 - April 2021 - - teams considered trends in cases by school and level (elementary, middle, and high). It was noted that nursing support was needed at all levels and more equitably distributed among schools. The teams agreed that data indicated a need for a nurse on each campus to assist in tracking COVID-19, mitigating COVID-19, and collaborating with the healthcare community to assist in getting students back in school as quickly as possible if/when presenting symptoms of COVID-19. Nurses also were very instrumental in getting every employee vaccinated that wished to be vaccinated by the end of March 2020 resulting in over 50% of BCPS employees receiving a vaccine through district sponsored clinics. - Financial data was presented by the district's Chief Finance Officer. He shared data about the significant increase in expenditures related to custodial supplies (both the school level and the district level) and equipment over the course of the past year, resulting in over a 300% increase from previous years. Additionally, the district had incurred costs and projected costs associated with improving air quality and eliminating additional health hazards in buildings that could potentially exacerbate student/staff illness and absences. Comparative data between schools showed increased costs associated with older buildings with older air handling systems. - Student assessment data illustrated decreased student proficiency across grade level spans from PreK through 12th grade. Data included MOY Reading and Math STAR assessments (k-8), Teaching Strategies Gold (PreK and K), Check-in Data from 1st, 2nd and 3rd nine-weeks (3rd-12th), CTE assessment data, Lexia Core 5 (K-5 -- student growth from Aug 2020-April 2021) and Dreambox Data (K-5 student growth Aug 2020-April 2021). - Demographic data was compared to achievement outcomes. Learning loss was more significant among students that are economically-disadvantaged students. - Attendance data showed that BCPS student attendance had decreased almost 10 percent from the 2019-2020 school year - Parent and school referrals for school-based Mental Health for students almost doubled from the 2019-2020 school year. - Human resources shared retention rates of certified personnel indicating a slight increase in the number of teachers resigning during the 2020-2021 school year compared to previous years; however, it is anticipated that retirement rates and resignations will sharply increase between May-August. ** As of 5/25/21 - When comparing the previous fiscal year to the current fiscal year, retirement rates were already 18% higher than the previous year and resignation rates were over 10% higher than the previous year. This is also considering that rates will continue to increase over the course of the next six weeks before the July 1 turn of a new fiscal year. Collectively, resignations and retirements are over 15% higher than all of last fiscal year with 6 weeks remaining in this year. - BCPS Virtual Academy student enrollment projections by grade level and course were shared and discussion around the continuity of providing high-quality virtual teaching and learning for students K-12. 2) Burke County Schools will utilize end of year assessment data (STAR Early Literacy, STAR Reading, STAR Math, End of Module Math Assessments for K-2, EOG and EOC scores) to determine gaps at the district level, the school level, grade level level, classroom level and student level. Once identified, the gaps will be addressed through multiple layers of intensified instructional support including summer learning opportunities, after-school tutoring programming/extended-school day activities, decreased student:teacher ratio for interventions, targeted curriculum programs to address learning gaps of students, and adaptive math/reading

programs to target specific learning deficits. Teachers will receive additional training to build their capacity for effectively delivering instruction that addresses patterns of learning gaps identified and specific student gaps. Additionally, attendance will be reviewed with a critical lens and supports from school counselors and school social workers to address chronic absenteeism among students. Data collected among all areas for the 2020-2021 school year will be compared with data from 18-19 and 19-20 years to determine impact of COVID.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Based on the data collected and the conversations/input from the teams the following expenditures were prioritized to address the needs of the district to prevent, respond, and reduce COVID-19 impacts on the operations of our schools: 1) Improve buildings/facilities to help eliminate health hazards associated with and that complicate COVID-19 2) Purchase custodial supplies and equipment to continue to help schools/district combat COVID-19 exposures 3) Address equity concerns of accessibility of higher level courses for low-income students in high school 4) Provide more equitable access to digital content, programs, and courses through updated student devices and hotspots for students living in remote areas that can not access high-speed internet from their homes. 5) Fund nurses for each of our 25 campuses, eliminating shared nurses to help respond to COVID-19 and mitigate negative impacts of COVID-19 on teaching and learning 6) Funding to retain employees for the 2021-2022 school year that persevered through the pandemic. As mentioned above, resignations and retirements are already up by over 15% across the district (As of May 25th, 2021) when compared to last fiscal year. Additionally, it is noted there are still six weeks remaining in this fiscal year which gives ample potential for this metric to increase beyond 15%. 7) The team recognized the significant impacts of mental health issues that have arisen among our student population over the course of the pandemic. BCPS is committed to attending to the social and emotional needs of students, and recognizes the correlation of mental health and academic outcomes for students

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.

$ 2,903,545.99 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

BCPS will utilize STAR Early Literacy, STAR Reading, and STAR Math assessments (nationally-normed) to determine student deficits in learning for K-8th grade. Subgroup data will be extracted from STAR reports to determine trends in learning deficits among low-income students, children with disabilities, English learners, racial/ethnic groups represented by our student population, homeless students and students in foster care. Additionally, EOG data and EOC data will be used to determine patterns of deficits among student proficiency at the district level, school level, grade level, and individual student level through the MTSS framework of school improvement planning. ACCESS data will be analyzed and compared to previous years to determine impacts of COVID-19 and school closure. EVAAS data will be used to analyze student growth data. Data will be viewed through a school comparison lens, grade level lens, course/subject area lens, subgroup lens, and individual student lens comparing actual growth measures to projected growth measures. Students that miss the mark for growth will be prioritized for district learning-loss programs.

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

Learning loss will be addressed with the use of evidence-based instructional activities for identified students on targeted skill and standard deficits as represented in the data collected. These activities include: - Summer Learning Program - 6 week summer learning program; 156 hours of instruction will be made available to eligible students the summer of 2021. Students will have access to high-quality, effective educators that will engage them in research-based instructional programming and evidence based instructional strategies. Resources, salaries, snacks and materials will all be purchased with ESSER III funding. - Virtual learning options will be made available to students through our virtual academy. Additionally, students that are unable to be physically present in our buildings will have access to a robust digital teaching and learning curriculum/instructional framework. - MTSS - Student learning deficits will be addressed through the district's MTSS process at each school. The district employs a standard treatment protocol in K-8 for reading and math in which all schools have been trained. The standard treatment protocols are research-based and provide a scaffold of high-quality interventions for teachers to utilize for students struggling to progress at appropriate rates. - Extended School day - The district will develop extended school-day programs to allow additional instructional services to be rendered to students that continue to exhibit significant learning deficits beyond the 2021 summer school program. Teachers will be trained to deliver targeted, research based instruction to students beyond the regularly scheduled school day to overcome the learning loss that resulted from prolonged school closure due to COVID 19. - Provide high quality mental health services to students to meet the social and emotional needs of

students. Academic gains are contingent on the social and emotional well-being of students. - Partner with local community college to increase accessibility of programming to low-income students and homeless students that lack resources for transportation - Providing contracted tutoring during the school day for specific students - Employing part-time certified staff to reduce the student to teacher ratios during core academic periods in elementary and middle school. - Provide high quality PD to teachers in the science of reading to increase capacity of PreK-8th grade teachers in fundamental literacy instruction - Systematically engage students in evidence based core reading and core math programs in K-8th grade and core phonics (Prek-2nd grade) which will be monitored for fidelity of implementation at all levels - Engage students in research based digital programs (Lexia Core 5, Dreambox, and Freckle) that provide adaptive skill building opportunities and address specific learning gaps identified by individual students - Utilize the support and expertise of instructional coaches through modeling, providing feedback to teachers, engaging teachers in discussions around student data and planning specific lessons to address the gaps identified in the data - Materials for students to engage in remote learning will be necessary for any short remote learning periods that result from covid (manipulatives, books, kits, etc.)

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

- Utilize parent educators at elementary and middle school level to specifically help connect families to resources to support students in the growing Latino community represented in BCPS. - Provide parents to a technology help desk (web-based and phone hotline) that can be accessed daily for technology support - Provide parent engagement sessions at the school level to educate parents on resources available to them to help support the learning of their student at home. - Increase print and digital resources available to families to access for support in assisting students with course work - Develop programming at all levels to foster relationships between families and school counselors/social workers to provide social and emotional support to students and families

* (D) Tracking student attendance and improving student engagement in distance education;

BCPS developed a student engagement protocol during school closure and remote learning to mitigate the learning loss of unengaged students. School counselors were trained in the protocol and were charged with the task of identifying students that are "chronically absent" from school. School MTSS teams were then charged with the responsibility of problem-solving in collaboration with student families around attendance issues. As we return to in-person learning, school counselors are working through protocols for working through DJJ to monitor students who meet the definition of "chronic absenteeism" and that have been unsuccessful in improving attendance through the MTSS interventions administered. School counselors work in collaboration with DSS and truancy officials to uphold compulsory attendance statutes in NC. Burke County's Virtual Academy refined eligibility requirements for the 2021-2022 school year and sought input from teachers and principals concerning the level of engagement of each applicant during remote learning. Students that were unengaged and unsuccessful during remote learning will be required to

return to in-person learning for the 2021-2022 school year and will not be admitted to our district's virtual academy. Students will be referred to their school's MTSS team. Student Services department will revise and refine the student engagement protocol for both virtual and in-person learning to be implemented in the 2021-2022 school year.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Each school (PreK-12th grade) maintain digital student data walls that chart student progress from year to year. Pre-pandemic data points will be compared to current student data points to determine the impact of COVID-19 of each child. Learning loss will be measured for each child using this comparative data analysis at the school level. Schools will prioritize students to participate in learning loss activities according to this comparative data analysis. Data to be considered will include, ELA and Math proficiency data, nationally normed grade equivalence data, attendance data, school incident/discipline referral data, course proficiency data, student report card data, ACCESS testing data, EVAAS data, NC Check-in data, formative assessment data, course completion/credits earned data.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No	Improved air quality systems that will increase air flow and help prevent the spread of infectious disease.	July 2021 - August 2024	Decreased COVID-19 transmission in schools and classrooms. Decreased absences among students and staff due to contagious disease transmission.	$ 6,317,371.02
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				$
		Contracted transportation			$ 195,000.00

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | * ○ Yes

○ No | transportation services for at-risk and low income students to access college courses at the local community college. Financial barriers for families to provide students transportation to the community college is a barrier that has been exacerbated by the financial impact on families resulting from the COVID-19 pandemic. Additionally, parent educators will be employed to assist families specifically those that do | August 2021 - August 2024 | Increased access to rigorous college level courses for low-income high school students | |

		not speak English in the home to re-engage students in learning.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	- Salaries to support and sustain the 11 new nurse positions hired during the pandemic ($605,450.12) - Funding to additional nursing supplies to assist in COVID-19 response and mitigation ($150,000) - - Funding to support purchase of school PPE needs and supplies ($400,000)	June 2021 - August 2024	Decreased exposures among students and staff to COVID-19 - Increased awareness and education among students, staff and parents concerning contagious disease and communicable disease	$ 1,155,450.12

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Purchase specialized custodial supplies for cleaning and sanitizing to prevent COVID-19 transmission. ($400,000.00) Contracted custodial support to respond to COVID-19 ($92,160)	July 2021 - August 2024	Decreased COVID-19 transmission among schools	$ 492,160.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$ [ ]
	* ⦿ Yes ○ No		July 2021 - August 2024		$ 990,000.00

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | | Upgrade student devices; hot spots and accompanying subscriptions ($990,000.00) Purchase digital curriculum, assessment tools and programs that support high quality virtual teaching and learning along with hight quality progress monitoring of student growth and proficiency on grade level standards. ($2,090,556.00) | | Increased student access to digital programs and curriculum to support virtual teaching and learning. Increased access to high quality digital instructional programs that specifically address student learning loss and thus decreasing gaps in student proficiency data among both individual students and student sub-groups. increase access to high quality digital assessments to inform instructional decision-making related to learning loss | |

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Contracted Mental Health Therapists to attend to the increased mental health needs of students that have been exacerbated by the pandemic and school closure. Additionally, employee mental health will resources will be contracted out through an employee assistance program.	July 1, 2021 - August 2024	Increased access to school-based mental health for students	$ 450,000.00

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	Salaries: teachers, non-certified support, counselors, instructional coaches, cafeteria staff, extra 1 month office staff support for each summer site, nurses for summer learning site; transportation, instructional supplies, software (included in the above set-aside in Part C for learning loss)	June 2021 - August 2021	Increased percentage of students meeting grade level proficiency standards. Decreased achievement/learning gaps among student sub-groups as represented by data.	$ 0.00
	* ◉ Yes ○ No		July 2021 - August 2024	Unbudgeted will be kept in reserve to cover unexpected costs associated with the reduction and response to the impacts of COVID-19 on school operations.	$ 1,151,051.46

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.		Unbudgeted - $1,961,832.86 Total; $1,300,645 of the unbudgeted is reserved for learning loss and is included in that set-aside amount Indirect Cost - $489,863.66			
				Total ESSER III Allotment	$ 10,751,032.60

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Burke County Schools (120) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Burke County Schools (120) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts
Type	**Contact(s)**
Funding Application Contact [Select at least 1 contact(s)]	Karen Auton

Substantially Approved Dates

Burke County Schools (120) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, September 29, 2021

Burke County Schools (120) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Burke County Schools (120) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Burke County Schools (120) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

81321911

* Address:

700 East Parker Road Morganton, NC 28655

* Superintendent:

Dr. Michael Swan

Key Personnel:

* Karen Auton

* Michelle Myers

Cabarrus County Schools (130) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:03:29 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

     11/9/2021 2:47:05 PM

Cabarrus County Schools (130) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$9,847,282.00	$9,847,282.00
Carryover	$18,498,645.80	$18,498,645.80
Total	$28,345,927.80	$28,345,927.80

Budget

Cabarrus County Schools (130) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
130	181	0	No	No	4.44 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$9,847,282.00	$0.00
Carryover Amount:	$18,498,645.80	$18,498,645.80
Allotment Plus Carryover:	$28,345,927.80	$18,498,645.80
Total Budgeted:		$18,498,645.80
Total Remaining:	$9,847,282.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/02/2021 04:45 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

11/9/2021 2:47:05 PM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/27/2021 10:04 AM	Approved (Pending)		Dryman, Timothy			
7/30/2021 9:00 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$6,569,587.00	$0.00	$6,569,587.00		
ⓘ	Salary	3	5110	135	000	00	$192,342.00	$0.00	$192,342.00		
ⓘ	Other	3	5110	181	000	00	$811,432.00	$0.00	$811,432.00		
ⓘ	Other	3	5110	211	000	00	$579,362.00	$0.00	$579,362.00		
ⓘ	Other	3	5110	221	000	00	$1,686,588.00	$0.00	$1,686,588.00		
ⓘ	Other	3	5110	231	000	00	$500,080.00	$0.00	$500,080.00		
ⓘ	Other	3	5350	311	000	00	$67,000.00	$0.00	$67,000.00		
ⓘ	Other	3	5350	331	000	00	$360,000.00	$0.00	$360,000.00		
ⓘ	Other	3	5350	411	000	00	$1,500,000.00	$0.00	$1,500,000.00		

11/9/2021 2:47:05 PM

ⓘ	Other	3	5350	418	000	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Salary	3	5360	126	000	00	$2,271,570.00	$0.00	$2,271,570.00	
ⓘ	Salary	3	5360	142	000	00	$219,240.00	$0.00	$219,240.00	
ⓘ	Salary	3	5360	144	000	00	$48,720.00	$0.00	$48,720.00	
ⓘ	Salary	3	5360	146	000	00	$1,523.00	$0.00	$1,523.00	
ⓘ	Salary	3	5360	151	000	00	$53,592.00	$0.00	$53,592.00	
ⓘ	Salary	3	5360	173	000	00	$53,592.00	$0.00	$53,592.00	
ⓘ	Other	3	5360	211	000	00	$202,590.00	$0.00	$202,590.00	
ⓘ	Other	3	6400	311	000	00	$2,191,464.63	$0.00	$2,191,464.63	
ⓘ	Other	3	8100	392	000	00	$689,963.17	$0.00	$689,963.17	
						Total:	**$18,498,645.80**	**$0.00**	**$18,498,645.80**	

Grant Details

Cabarrus County Schools (130) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

CCS has an extensive budget development process starting in October of each year and finalizing in April. It includes school level committees, school improvement teams, leveled committees, department committees and ultimately the budget committee. The budget committee is comprised of approximately 30 members. The membership includes at least 2 board members, 1 county commissioner, 4 county staff, 5 parents/community and and 16-18 CCS staff members (principals, teachers, TA's, cabinet). We use a prioritization process called Trego where each of the district objectives are weighed and measured against every budget request. The budget objectives are aligned with our strategic plan. With our first and second objectives being (1) safety, security, health and sanitation and (2) student learning experience, the results of our normal budget requests and prioritization aligned perfectly with the intent of ESSER II funds. The cabinet made the recommendation to apply ESSER funds to our already determined budget priorities. This was shared with principals, teacher reps, county and the board for feedback. The BOE approved the plan as submitted. Extended School Year Opportunities During the summer of 2021, CCS will offer two summer learning opportunities for students. Our Second Chance EOG/EOC Program will allow students who did not pass the EOG/EOC an opportunity for brief remediation and an opportunity to retake the state assessment. Our Jump Start

Program for students in grades K-12 in compliance with HB82. Students who are "at-risk" for failure will receive instruction for 150 hours in June and July. Instruction will be provided in small group and individualized formats to meet the needs of our students. Additionally, we will provide hands-on fun learning experiences for students so they will enjoy a "camp" feel during the summer. During the 2021-22 school year, we would like to expand our after school tutoring opportunities for students who are not on grade level. Small Group Instruction - School Day Elementary schools have mastered the ability to provide both whole group and small group instruction for students based on individual student needs. However, typically our middle and high schools provide whole group instruction with minimal differentiation. Learning Loss funds will be used to support the MTSS model by providing systems to provide a differentiated core instructional framework along with multiple opportunities for students to learn in small groups. More specifically, this funding will be used to employ part-time temporary small group instructors to work with students during the regular instructional block with the classroom teacher. This flexible group structure will allow students to receive instruction based on standards-based assessments and teacher observations. Professional Development The most effective way to improve teaching and learning is to improve the instructional practices of our teachers. We have planned professional development to address the CCS Strategic Plan in the area of early literacy with 80% or more of our students being on grade level in reading by the end of 3rd grade; small group instruction at the high school level; disciplinary literacy instruction in science and social studies; and conceptual understanding in mathematics. The frame of our work must all be culturally responsive and have tight accountability measures. The coordination of this professional development will be done by the added position "Professional Development Coordinator." Advanced Teacher Roles The articulated goals of state educational leaders as well as the CCS Strategic Plan is to ensure all students have a highly qualified teacher every day. The Advanced Teacher Roles plan will increase the reach of our most highly effective teachers while rewarding them financially for their impact on student achievement (high growth as defined by North Carolina's Education Value-Added Assessment System - EVAAS). Student Pathways All students need to be on the right path to graduate ready for both career and college. While all students do not need to go to a four-year college based on their career pathways, all students do need some type of post-secondary education (community college, trade school, certificate programs, etc.). We have purchased a tool to support students beginning in 5th grade with their career interest and corresponding educational pathway to high school graduation and beyond. We are in need of additional tools that will identify students and ensure that all students are taking the most rigorous courses available to them. This will support them regardless of their post high school goals and aspirations. We are considering programming such as AVID, Equal Opportunity Schools, and Pre-AP programs. Student Instructional Supplies and Materials In order to support the work detailed above, there will be specific student materials such as decodable readers for students in grades K-3 to meet our literacy goals, summer learning materials, etc. These materials will be purchased in additional to our regularly purchased instructional materials

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Teaching positions - targeting learning loss to all populations and special populations like EC and ESL. Selected teachers with have specific job responsibilities surrounding MTSS and a proactive approach to meeting the needs of our learners. Mental Health - the additional of psychologist, social work and guidance will assist students and families in dealing with and responding to COVID. Break Fix Technicians - will provide for the staff necessary to deploy and maintain one device per student. Custodial positions - the addition of custodial positions will help our schools with new and added cleaning and sanitization related to COVID. Mental Health Data Analyst - develop data tracking systems to assess, analyze and inform mental health deliver services. EC Mental Health Clinician - to employ a trauma-informed school-based mental health clinician to provide individual and group therapeutic services within Impact Classrooms across the district to address significant mental health and behavioral challenges Professional Development Coordinator - is critical to ensuring teaching and learning occurs at a high level. Secondary Academic Advisement Specialist - lead the district's efforts to promote the highest level of academic rigor, scholastic performance, and ensure that all graduation requirements are being met. Promote an academic culture in which all students are challenged to achieve to their highest, unique potential.

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.

$ 5,949,415.80 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

CCS has a robust student data analysis process including the use of multiple reliable and valid assessments in order to identify needs and provide corresponding support. Beginning with the 2021-22 school year, we will be administering

the iReady diagnostic assessment in both reading and math to all students in grades K-11. The information gained from this assessment will inform individual teachers, Professional Learning Communities, schools, and our district of learning gaps our students may have as a result of the learning impacts of COVID. The Curriculum and Instruction Department has developed protocols to review this data along with other critical data points that will guide our MTSS model to ensure a strong core instructional program along with systematic supplemental and intensive interventions. We will also use specific progress monitoring tools and protocols to review progress during specific times during the school year. All data is disaggregated to address our various subgroups.

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

CCS has a strong MTSS process in place. Our focus for the past two years has been strengthening core instruction to include evidence-based practices to ensure at least 80% of our students are meeting grade level expectations. Evidence-based practices include the use of the Science of Reading and Mathematical Practice and Concepts. CCS has developed Curriculum Guides based on the Understanding by Design process by Dr. McTighe. CCS will address learning loss via a summer program and after school program. At the district level, we collect and analyze quarterly benchmark data as compared to EVAAS data. Individual schools and teachers track individual student performance at least quarterly based on their current performance on benchmark assessments and their EVAAS. Students are tracked in quadrants, so teachers know how students are preforming based on their expected performance based on prior testing histories. Additionally, in SY2021-22, we will be able to use iReady diagnostic data in order to identify areas that we need to target in the event of learning deficiencies.

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

Prior to the pandemic, CCS was a Canvas district. Beginning with the 2020-21 school year, we moved our entire district to Canvas as our Learning Management System. We provided and continue to provide instructional videos to support students and families in Remote Leaning. We do not anticipate the implementation of Remote Learning beyond the current school year; however, we will support students and their families in the event we move into a Remote Learning situation in the future. Our district has technicians and other staff available to support all technology needs in order to support students regardless of the learning environment.

* (D) Tracking student attendance and improving student engagement in distance education;

All CCS teachers and administrators were required to participate in 10 hours of professional development using The Distance Learning Playbook by Doug Fisher, Dr. Nacy Frey, and Dr. John Hattie. Through these sessions, teachers and school teams developed processes to address student/teacher relationships, developing classroom management processes, communicating learning intentions, planning instructional units, developing engaging tasks, and the use of effective feedback, assessment, and grading. Throughout these sessions, we focused on strategies that yielded the

highest evidence-based effect size. Administrators have implemented these practices into in-person and remote classroom visits. CCS removed barriers to student attendance by providing every student with a district issued device, internet connection, LMS, and daily live teaching.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

At the district level, we collect and analyze quarterly benchmark data as compared to EVAAS data. Individual schools and teachers track individual student performance at least quarterly based on their current performance on benchmark assessments and their EVAAS. Students are tracked in quadrants, so teachers know how students are preforming based on their expected performance based on prior testing histories. Additionally, in SY2021-22, we will be able to use iReady diagnostic data in order to identify areas that we need to target in the event of learning deficiencies.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	Teaching positions - targeting learning loss to special populations like EC and ESL.	3 Years		$ 4,030,026.30

At the district level, we collect and analyze quarterly benchmark data as compared to EVAAS data. Individual schools and teachers track individual student performance at least quarterly based on their current performance on benchmark assessments and their EVAAS. Students are tracked in quadrants, so teachers know how students are preforming based on their expected performance based on prior testing histories. Additionally, in SY2021-22, we will be able to use iReady diagnostic data in order to i

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

| LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | * ⚪ Yes
 ◉ No | | | | $ |

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ◉ No				$
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	Mental Health - the additional of psychologist, social work and guidance will assist students and families in dealing with and responding to COVID.	3 Years		$ 4,099,932.01

				Student growth data will be apparent once mental health needs are addressed. At the district level, we collect and analyze quarterly benchmark data as compared to EVAAS data. Individual schools and teachers track individual student performance at least quarterly based on their current performance on benchmark assessments and their EVAAS. Students are tracked in quadrants, so teachers know how students are preforming based on their expected performance based on prior testing histories.	

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				$ 0.00
	* ◉ Yes ○ No	Hiring technology staff, custodians, indirect costs, teaching positions that focus on MTSS supports, hiring a secondary academic advisement specialist, and hiring a staff development coordinator	3 years	every student having a device, building cleanliness, student outcomes. At the district level, we collect and analyze quarterly benchmark data as compared to EVAAS data. Individual schools and teachers track individual student performance at	$ 14,266,553.69

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.				least quarterly based on their current performance on benchmark assessments and their EVAAS. Students are tracked in quadrants, so teachers know how students are preforming based on their expected performance based on prior testing histories. Additionally, in

Total ESSER III Allotment	$	22,396,512.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Cabarrus County Schools (130) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Cabarrus County Schools (130) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Precilla Santiago

Substantially Approved Dates

Cabarrus County Schools (130) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	**Substantially Approved Date**
FPMS-ARPA ESSER III PRC 181	Tuesday, August 24, 2021

Cabarrus County Schools (130) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Cabarrus County Schools (130) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Cabarrus County Schools (130) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

798275228

* Address:

4401 Old Airport Road Concord, NC 28025

* Superintendent:

Dr. John Kopicki

Key Personnel:

* Precilla Santiago

Kannapolis City Schools (132) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/2/2021 9:39:14 PM	Annie Parker	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
S	11/2/2021 9:39:14 PM	Annie Parker	Status changed to 'Chief Administrator Approved'.	S
☐	11/2/2021 9:39:04 PM	Annie Parker	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

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Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/2/2021 9:39:04 PM	Annie Parker	Status changed to 'Fiscal Representative Approved'.	S
S	11/2/2021 9:38:54 PM	Annie Parker	Status changed to 'Revision Completed'.	S
S	10/20/2021 3:03:32 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Kannapolis City Schools (132) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$3,963,362.00	$3,963,362.00
Carryover	$8,016,080.00	$8,016,080.00
Total	$11,979,442.00	$11,979,442.00

Budget

Kannapolis City Schools (132) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
132	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$3,963,362.00	$0.00
Carryover Amount:	$8,016,080.00	$8,016,080.00
Allotment Plus Carryover:	$11,979,442.00	$8,016,080.00
Total Budgeted:		$8,016,080.00
Total Remaining:	$3,963,362.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/12/2021 5:24 PM	Approved (Pending)		Dryman, Timothy			
7/30/2021 8:24 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$495,000.00	$0.00	$495,000.00		
ⓘ	Salary	3	5110	131	000	00	$110,000.00	$0.00	$110,000.00		
ⓘ	Other	3	5110	180	000	00	$450,000.00	$0.00	$450,000.00		
ⓘ	Other	3	5110	181	000	00	$2,000,000.00	$0.00	$2,000,000.00		
ⓘ	Other	3	5110	211	000	00	$233,707.50	$0.00	$233,707.50		
ⓘ	Other	3	5110	221	000	00	$240,060.00	$0.00	$240,060.00		
ⓘ	Other	3	5110	231	000	00	$12,652.00	$0.00	$12,652.00		
ⓘ	Salary	3	5210	121	000	00	$165,000.00	$0.00	$165,000.00		
ⓘ	Salary	3	5210	133	000	00	$88,000.00	$0.00	$88,000.00		
ⓘ	Other	3	5210	211	000	00	$19,354.50	$0.00	$19,354.50		

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ℹ️	Other	3	5210	221	000	00	$19,078.40	$0.00	$19,078.40	
ℹ️	Other	3	5210	231	000	00	$31,630.00	$0.00	$31,630.00	
ℹ️	Salary	3	5270	131	000	00	$110,000.00	$0.00	$110,000.00	
ℹ️	Other	3	5270	211	000	00	$8,415.00	$0.00	$8,415.00	
ℹ️	Other	3	5270	221	000	00	$23,848.00	$0.00	$23,848.00	
ℹ️	Other	3	5270	231	000	00	$12,652.00	$0.00	$12,652.00	
ℹ️	Salary	3	5320	131	000	00	$84,150.00	$0.00	$84,150.00	
ℹ️	Other	3	5320	211	000	00	$6,437.48	$0.00	$6,437.48	
ℹ️	Other	3	5320	221	000	00	$18,243.72	$0.00	$18,243.72	
ℹ️	Other	3	5320	231	000	00	$12,652.00	$0.00	$12,652.00	
ℹ️	Other	3	5330	411	000	00	$150,000.00	$0.00	$150,000.00	
ℹ️	Other	3	5330	418	000	00	$800,008.60	$0.00	$800,008.60	
ℹ️	Salary	3	5350	121	000	00	$480,000.00	$0.00	$480,000.00	
ℹ️	Salary	3	5350	142	000	00	$96,750.00	$0.00	$96,750.00	
ℹ️	Other	3	5350	180	000	00	$60,000.00	$0.00	$60,000.00	
ℹ️	Other	3	5350	191	000	00	$12,000.00	$0.00	$12,000.00	
ℹ️	Other	3	5350	211	000	00	$49,629.40	$0.00	$49,629.40	
ℹ️	Other	3	5350	221	000	00	$20,975.40	$0.00	$20,975.40	
ℹ️	Other	3	5350	411	000	00	$176,006.00	$0.00	$176,006.00	
ℹ️	Other	3	5350	418	000	00	$120,000.00	$0.00	$120,000.00	
ℹ️	Salary	3	5860	135	000	00	$220,000.00	$0.00	$220,000.00	
ℹ️	Other	3	5860	211	000	00	$16,830.00	$0.00	$16,830.00	
ℹ️	Other	3	5860	221	000	00	$47,696.00	$0.00	$47,696.00	
ℹ️	Other	3	5860	231	000	00	$25,304.00	$0.00	$25,304.00	
ℹ️	Equipment	3	5860	462	000	00	$1,000,000.00	$0.00	$1,000,000.00	

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ⓘ	Equipment	3	6540	541	000	00	$600,000.00	$0.00	$600,000.00	
						Total:	**$8,016,080.00**	**$0.00**	**$8,016,080.00**	

Grant Details

Kannapolis City Schools (132) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Prior to the district-wide meeting, each school met with teachers and parent representatives to complete a needs assessment addressing instructional loss. A districtwide needs assessment session was held on March 22, 2021 and June 17, 2021-- including district leaders from the following areas: Elementary, Secondary, Student Services, ESL, EC, Student Accountability, School Nutrition, HR, Finance, and Transportation. The Assistant and Assistant Superintendent were also in attendance. Each department had been requested to determine the most important educational needs prior to the session. The day-long process included protocols and decision making processes that allowed input from all areas. As each group shared top requests (anchored in data) to meet students needs through the context of their department, consensus with top needs as a result COVID-19 and a disruption to school learning environments emerged. The following needs were compiled for best addressing KCS student learning gaps resulting from the disruption in educational services: 1) A decrease in consistent K-12 attendance and a decrease in student achievement based on local and state MOY data. Lastly, using DESSA data, there are concerns for the overall well being of students - especially with social and emotional learning 2) Due to increases in class sizes to support both on campus and remote learning, there is a need for additional personnel. Additionally, there is a need to reduce large

class sizes, especially in our K-3 classrooms and at the secondary level to support small group instruction long-term. There is also a huge need to support our growing LatinX families/Spanish speaking families. 3) There is a need to replace digital devices that no longer support current online programs. Additionally, to support 1:1 with on campus and remote learning, there is a district need to purchase additional devices. 4) Teachers need continued support/professional development for both synchronous and asynchronous learning and personnel (Instructional Technology Facilitators) to support this. 5) Because KCS is a high low-income district and a growing population of English Learners, it can be difficult to recruit and retain high quality staff to best meet students' needs. The district has already encountered unexpected resignations throughout the year and are expecting more, including a large amount of early retirements. Our belief is that by incentivizing teachers and Instructional Assistants with increased supplement pay, it will assist with retention and sustain the Professional Development that has and will be offered to address schooling loss and instructional gaps (both academically and socially) 6) There is a need to address air quality in buildings and increase custodial supplies to support a healthy and safe building. There is also a need to improve facilities with improved water fountains/coolers to prevent any transmission of diseases and overall student/teacher health.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

1) Summer opportunities for identified K-12 students that will address learning loss due to COVID-19 school disruptions (attendance, classroom, local and state assessment data will be used to identify students based on required criteria) 2) Hiring additional classroom teachers to lower class size to better asses and meet individual needs beginning Fall 2021 due to learning gaps (both current and future due to continued COVID-19 impacts). This will also include 2 EL (English Learner) teachers to support our growing LatinX populating/ Spanish speaking families. 3) Increase number of student digital devices to support 1:1 learning; This includes replace current devices that are antiquated and no longer supporting online learning programs Additionally, hire 2 additional instructional Tech facilitators to support the on-boarding of new technology and to support teachers with needed professional development. 4) Continue to provide Blended Learning professional development for teachers to support engaging and rigorous on-line learning for students, both in-class and when remote. 5) Because KCS has a high number of low-income families and a growing population of English Learners, it can be difficult to recruit and retain high quality staff to best meet students' needs. Our belief is that incentivizing Teachers and iInstructional Assistants with additional supplement pay or bonus pay for 2021-22, it will support teacher retention and increase moral while responding to unprecedented circumstances. This need and analysis supports instructional gaps by retaining teachers who will

sustain new practices and professional development that has and will be offered to address schooling loss and instructional gaps (both academically and socially) 6) There is a need to address air quality in buildings and increase custodial supplies to support a healthy and safe building; therefore, air purification systems will be placed in facilities. There is also a need to improve facilities with improved water fountains/coolers to prevent any transmission of diseases and overall student/teacher heath.

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.

$ 2,395,888.40 * 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;

The district will continue to meet and adjust our current curriculum documents to best address instructional gaps for students throughout 2021-22. The Understanding by Design framework will be revisited and adjusted through the lens of meeting all students' needs, including SWD, ELs and any other at-risk students. All universal screeners and ongoing assessments are valid and approved by the district (mClass, iReady, and Fastbridge). There is strong collaboration (monthly meetings) between all departments (C & I, EC, ESL and MTSS) to ensure there is alignment with with strategies and assessments, to prevent over assessing and receiving duplicate data.

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

The district is strong with collaboration among all schools, ensuring that we are implementing evidence-based activities, yielding strong student outcomes. Through monthly meetings, there is district collaboration of curriculum unit planning, with a strong focus on differentiation and interventions. The MTSS coordinator (in collaboration with site Instructional Coaches) have created district-wide Intervention matrices as a specific resource to address learning gaps. Additionally, the district will be facilitating year-long professional development on differentiation and interventions, targeting when and what to use to meet the comprehensive needs of all students.

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

All communication is provided in English and Spanish. Additionally, the district has established a Remote Learning online site to support distance learning. Each school also has specific strategies, including putting all information on multiple social media sites. All schools will offer virtual parent sessions on Zoom (Curriculum nights, Sharing Helpful strategies, etc.) that are targeted to their school and often specific grade levels. The district has also hired a translator to support families in need.. With technology, our tech department created a hotline to support family members if they were having difficulties with digital devices. All of these measures will continue to stay in place as they have proven to be effective.

* (D) Tracking student attendance and improving student engagement in distance education;

Our Student Services coordinator and Social workers have created tracking documents to monitor attendance, both virtually and remote. When there are concerns, immediate action is taken with home visits and/or phone calls. If additional steps are needed, it elevates to the MTSS team, with ongoing strategies (contracts, establishing a mentor buddy, check-in and check-out protocols) are established. With online learning this year, student engagement is even more critical, therefore, the district has (and will continue) to offer professional development in this area. The PD is targeted for elementary, middle and high school. We have also created Virtual support teams to that teachers can exchange ideas if they are having trouble with attendance and student engagement with remote learning.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

KCS has implemented systems that support tracking of academic progress ... including before and during the pandemic. Our student accountability department has created spreadsheets that allow for all common assessment (both local and state) data to be warehoused. This allows for district viewing and the ability to observe not just specific grade level trends but also districtwide. We also have monthly Data Guru meetings that help facilitate these conversations and identify students that need specific interventions. One specific area that we observed through assessment and looking at district data is the need for targeted Phonics support in K-2. The learning gaps are greatly observed in this area.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how

you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ○ No	District maintenance will install new water stations for staff and students to reduce the risk of virus transmission and exposure to environmental heath hazards.	Summer & Fall 2021	An improved and a safer environment for our educators and students. Impact measures will be reduced health concerns during the school year and feedback from staff and students.	$ 200,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	The district will improve air quality with purchasing purification systems for all facilities in Kannapolis City Schools.	Summer & Fall 2021	Improved quality of air, supporting the work environment for educators and students. This will be monitored by our district maintenance department. This will also support teacher retention.	$ 600,000.00
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	To address learning loss for SWD, EL students and other students at risk, additional positions have been added to the district: EL coordinator and SWD Coach. These positions will help assist with implementing district-wide structures and initiatives to best address unique needs. (*The salaries were put in for 2 or 3 years years for sustainment)	2021-2022	For EL students, success measures will be an increase in ACCESS scores and an increase in students exiting at the end of 5th grade. For EC students, meeting IEP expectations, with the overarching goal of exiting the program. For other at-risk students, success measures are documented communication and the monitoring of support systems in place - i.e. MTSS process	$ 900,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⦿ No				$

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$
	* ○ Yes ⦿ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ⦿ Yes ◯ No		2021-2022	All KCS students will have digital access, for both on campus and remote learning. This will support equity among students/families.	$ 1,000,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		The district will purchase technology devices to support instruction, for both on campus and remote learning. Much of the devices (iPads and Chromebooks) are outdated and don't meet requirements to run new programs. Additionally, we will purchase software to support both remote learning and small group instruction when in the classroom.			

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ○ No	An additional social worker and psychologist will be hired to support the growing mental health needs across the district. (Salary was put in for 2 years to support sustainment).	2021-2022	Measures of success are better meeting students needs, with the district goal being less student referrals or when referred to a school problem solving team, putting goals/strategies in place to better support in a consistent and timely manner.	$ 247,945.00
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	KCS will offer multiple summer opportunities to address learning gaps with students. Funds are for staffing, resources needs such as supplies and intervention programs, and transportation costs.	Summer 2021		$ 2,605,700.00

				As required by House Bill 82, there will be pre and post assessments to determine impact of instructional sessions. These measures will include online assessment systems (Istation, iReady and Fastbridge) as well as locally created resources. Teacher and student surveys will also be administered requesting feedback.	
	* ⦿ Yes ◯ No	For recruitment and retention support, the district will incentivize by increasing supplements for teachers, The will increase our district's pay competitiveness 0with surrounding	2021 and beyond		$ 4,029,908.60

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.		with surrounding LEAs. Additionally, Instructional Assistants will receive an incentive bonus for the additional time and expectations that have been added to their responsibilities due to instructional losses among students. Additionally, we have planned for additional positions (teachers to reduce class size) and a tech coordinator to support the roll-out of new devices.		Impact is increased ability to recruit and retain teachers during this unprecedented time. Measures will be annual retention rate, transfer of professional development impacting student achievement and surveys to measure teacher morale.	
				Total ESSER III Allotment	$ 9,583,553.60

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Kannapolis City Schools (132) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Annie Parker

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, September 8, 2021

Kannapolis City Schools (132) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Kannapolis City Schools (132) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Kannapolis City Schools (132) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

807887794

* Address:

100 Denver Street Kannapolis, NC 28083

* Superintendent:

Kevin Garay

Key Personnel:

* Annie Parker

* Chris Triolo

Caldwell County Schools (140) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/19/2021 8:16:24 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Caldwell County Schools (140) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$6,733,521.00	$6,733,521.00
Carryover	$13,047,155.42	$13,047,155.42
Total	$19,780,676.42	$19,780,676.42

Caldwell County Schools (140) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
140	181	1	No	Yes	1.84 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$6,733,521.00	$6,733,521.00
Carryover Amount:	$13,047,155.42	$13,047,155.42
Allotment Plus Carryover:	$19,780,676.42	$19,780,676.42
Total Budgeted:		$19,780,676.42
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	10/27/2021 01:18 PM	Anderson, Nick

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/27/2021 1:18 PM	Approved (Pending)		Anderson, Nick			
10/19/2021 8:16 AM	Received		Admin, NCCCIP			
9/10/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/10/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/8/2021 10:38 AM	Approved (Pending)		Popp, James			
9/4/2021 8:38 AM	Received		Admin, NCCCIP			
9/2/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☑		3-5310-131-000-000-00	0	Budget is being returned for correction. Total must match the NCDPI Finance Carryover Amount and the CCIP application.
		☑		3-8100-392-000-000-00	0	Indirect cost cannot exceed 1.84% of NCDPI Finance Carryover Amount
9/2/2021 1:42 PM	Denied (Pending)		Popp, James			
7/16/2021 8:23 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5310	131	000	00	$210,000.00	$0.00	$210,000.00		
ⓘ	Other	3	5310	211	000	00	$16,065.00	$0.00	$16,065.00		
ⓘ	Other	3	5310	221	000	00	$49,875.00	$0.00	$49,875.00		
ⓘ	Other	3	5310	231	000	00	$17,562.30	$0.00	$17,562.30		
ⓘ	Other	3	5310	312	000	00	$25,000.00	$0.00	$25,000.00		
ⓘ	Other	3	5310	411	000	00	$3,665,000.00	$0.00	$3,665,000.00		
ⓘ	Other	3	5350	331	000	00	$195,000.00	$0.00	$195,000.00		
ⓘ	Other	3	5350	411	000	00	$327,000.00	$0.00	$327,000.00		
ⓘ	Salary	3	5360	116	000	00	$189,000.00	$0.00	$189,000.00		
ⓘ	Salary	3	5360	126	000	00	$780,000.00	$0.00	$780,000.00		
ⓘ	Salary	3	5360	142	000	00	$360,000.00	$0.00	$360,000.00		
ⓘ	Salary	3	5360	146	000	00	$90,000.00	$0.00	$90,000.00		
ⓘ	Salary	3	5360	171	000	00	$94,500.00	$0.00	$94,500.00		
ⓘ	Salary	3	5360	173	000	00	$81,000.00	$0.00	$81,000.00		
ⓘ	Other	3	5360	180	000	00	$270,000.00	$0.00	$270,000.00		
ⓘ	Other	3	5360	211	000	00	$142,634.25	$0.00	$142,634.25		
ⓘ	Other	3	6580	311	000	00	$500,000.00	$0.00	$500,000.00		
ⓘ	Other	3	6580	326	000	00	$5,688,000.00	$6,312,000.00	$12,000,000.00	amend budget for additional revenue received in esser3	
ⓘ	Other	3	8100	392	000	00	$224,125.69	$115,951.44	$340,077.13		

ⓘ Other	3	8200	399	000	00	$122,393.18	$305,569.56	$427,962.74
				Total:		$13,047,155.42	$6,733,521.00	$19,780,676.42

11/9/2021 11:49:14 AM

Grant Details

Caldwell County Schools (140) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1) Since the beginning of COVID-19 in March of 2020, Caldwell County Schools has learned of multiple areas needed: focus areas to enhance the educational experiences for the students of the district. Continuous meetings immediately began with district leadership at all levels: including the superintendent, associate superintendent, assistant superintendents, directors of all departments within the school system, to start the brainstorming process of how to move forward with the current situation and plan for an unknown future. Each department reached out to those involved in their areas to plan the way information could be gathered to determine needs and to be able to proceed with instruction and learning for all students. Initially, the district brought in or met virtually with principals, surveyed parents, students, and any other stakeholders imaginable (including community members, business partners, and the faith-based community) to identify needs. Through the process of working to provide for immediate needs, planning forward for if, or when, school was to begin, as well as if, or how, students would be engaged planning began to pinpoint and prioritize a plan of action. Regular meetings, conversations, and planning opportunities occurred, typically, on a daily basis. As the year has progressed and the system has been successful in having the majority of its students being instructed in person since the beginning of the school year, barriers and issues which have arisen

during this school year accelerating long range planning into short term actions. Data was needed and the central office became the "command central" to collect, compile, and analyze for what might lie ahead, especially during the summer months. This data collection process involved every department to determine departmental needs. Finally, the data was compiled to get an overall picture of the system, its needs, and how to prioritize and fund those needs. Data collection regarding student engagement, lack of sufficient time to completely teach all standards at a normal pace, a variety of learning choices and options were created to meet the current need. Simultaneously, data has been collected continuously throughout the year. The data overwhelmingly indicates a large portion of the students in Caldwell County Schools are not at target to be on level or meet proficiency at this point in the school year. Data (student outcome measures: formative, summative, criterion referenced, observational, attendance, social emotional data for students, discipline, and student engagement) clearly indicates student learning gaps have occurred simply due to the disruption and unintentional unpreparedness for such an event as was experienced. Implementation data has been and is being examined as well. 2) Through all of these experiences, and with all of the input gathered, the district intends to continue to keep the ultimate focus on the safety and prevention of the spread of COVID-19 by adding additional safeguards to lessen the opportunities for transmission of the virus: adding necessary equipment to schools that reduce student contact such as installing water bottle filling stations, ensuring the air quality is the most up-to-date and preventative system to reduce sickness; therefore, resulting in increased attendance so that students' learning will be more consistent. Additional sanitizing will continue until a time that no longer warrants the extreme measures currently in place. Summer learning programs will take place over at least the next three years, 2021-2024, for extended learning opportunities to fill gaps. Updated curriculum materials which raise the expectations of teachers, students, and parents, and meet the level of rigor and robustness necessary to keep students engaged with the capacity to exponentially close gaps due to the disruption of learning, will be secured with well-planned, detailed professional learning, coaching, and support as well as any technical assistance necessary to ensure the implementation yields maximum benefit and high levels of achievement and growth. The district will partner with outside agencies which have been vetted and use evidence, research-based best practices and strategies to work with principals and leadership for building capacity through instructional leadership aligned to districtwide innovations and goals. Those include addressing Mental Health Needs, Social Emotional Learning and Planning, Student Engagement, Instructional Design and Delivery, and any other needs that might arise through "the work." The goal of such a partnership will ultimately be building sustainability for capturing all strategies and plans through the MTSS Framework, continuous improvement, supporting the NC Star™ platform as the central tool for school improvement. Another area that has recently surfaced during the pandemic and has caused a disruption of continuity in learning and creating gaps, is working to improve a focus in the areas of Equity, Inclusion, Access, and Diversity. The district is investigating a partnership with the Dreambuilders™ organization to assist and support Caldwell County Schools to build capacity in that particular area which is becoming more prevalent within the community. Continued efforts to engage and communicate with families will be in place by adding additional resources necessary to enable

parents/guardians to conduct two-way conversations and communication. Connectivity issues, lack of appropriate devices, additional technical support personnel, understanding and education for students, teachers, and parents regarding the use of technology as a communication tool, instructional tool, along with educational software and programs necessary to create common language and consistency due to the onset of COVID-19 that will reduce barriers to teaching and learning, will be addressed through the federal funds available as well

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data (student outcome measures: formative, summative, criterion referenced, observational, attendance, social emotional data for students, discipline, etc.) overwhelmingly indicates student learning gaps have occurred simply due to the disruption and unintentional unpreparedness for such an event as was experienced. Implementation data has shown inconsistency in continuing with supplemental and intensive supports, student engagement is lower than normal, attendance has taken a huge hit and the district's ADM is projected to be much lower than pre-COVID-19 based on current enrollment as compared with previous years. Data revealed several huge deficits which were directly related to COVID-19 simply due to CDC guidelines with sanitizing, social distancing, Governor's Orders for students to be separated 6 feet apart, air ventilation systems in need of repair or overall replacement, alternate modes of teaching and learning, and various models of instruction: in person with appropriate safety protocols in place, hybrid learning models of 2 days in class and 3 days remote instruction, and an all remote option. Stress related issues increased at an exorbitant rate for students and adults alike, additional nurses, social workers, and other support staff are necessary to continue to minimize the transmission of the virus and keep the contact tracing intact. One of the initial and most difficult areas that data supported additional attention is in the area of technology in all aspects: connectivity issues in the remote areas of the county, the need of hot spots or boosters where internet reception was not reliable, an insufficient amount of individual devices to enable all students to work from a virtual format if needed, additional technicians to meet the work load created almost instantaneously, high quality software and programs to serve as Learning Management Systems, professional development for the seamless integration of technology and other digital mechanisms for administrators, teachers, students, parents, and other members of the community. Data has also revealed students are not performing at typical targets specifically due to the inconsistencies in the structures for teaching and learning which has caused wide gaps in academic, social and emotional, attendance, engagement, quality of work, and a decline in self-motivation and completion of work products. The gaps with special populations appear to be widening rather than narrowing causing the district to need to search for curriculums, materials, and other supports that reflect higher expectations, include appropriate rigor and are robust enough to not only peak

students' intrinsic desire to dig deeper and learn more, but to also become better decision makers through thinking, reasoning,, understanding, and building core knowledge regardless of the format, platform, or delivery method of the content. Regardless of continuous outreach efforts, data indicates parent and family engagement is an area where there need to be additional tools to continue to find alternate methods or avenues to engage families in the educational partnerships necessary for all students to experience. Finally, the state legislation is requiring each Public School Unit to offer a summer learning program for eligible students with specific guidelines and restrictions. Data also indicates parents want their children back in the schools in a setting that is safe from physical harm, is warm, welcoming, and inviting, shows caring attitudes and respect for the students and families, and will do all in their power to make the educationally journey one that is significant for their child(ren).

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.

$ 4,067,730.40 * 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;

The district will administer state required benchmark assessments, standardized testing required by the state, as well as district purchased competency based assessment systems with diagnostic and progress monitoring capacity. Other assessments that serve as placement or pre-assessments, formative assessments built-in, are adaptable, and provide target data such as Lexile Levels, Quantile Levels, and proficiency cut scores. These other assessments include but are not limited to specific programs and software programs which have the evidence based, research-based evidence for validity and reliability. Information gathered from these assessments, districtwide, will assist in streamlining the instructional framework and models as well as lesson designs for continuity across the system. Caldwell County Schools has a longstanding tradition of transient population and the theory is the more consistent we can be with our selection of instructional tools, pacing, and providing equity in the quality of instruction the more academic success all student will receive, regardless of special populations.

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

The first line of defense in closing achievement gaps since the interruption of learning with COVID-19 is to plan, organize, and implement a summer learning program as prescribed by the state to extend learning opportunities for students to "catch up" or fill in the gaps from the typical consistency they are accustomed to in a regular school year. Summer learning will occur in the month of June before students have a time to wind down from attending school (especially since the middle and high school levels have only be back to 4 day, in person instruction for one full semester), June 2 through July 2. The summer learning will be for all grade spans K-5, middle, and high school. Students will attend 5 days a week and will adhere to evidence-based activities through selected Summer Reading Programs that meet the criteria set forth with The Science of Reading. Math interventions in grades K-5 that promote thinking, reasoning, and understanding through a conceptual approach will be utilized to ensure all students in grades K-5 will build numerical reasoning for success. The intervention program selected is one of the most effective evidence based intervention programs available and strongly endorsed by the What Works Clearinghouse and Foundations of Math. The program is Do the Math, by Marilyn Burns. A middle level math recovery/intervention program has been selected to use in summer learning is MathLinks from the Center for Mathematics and Teaching. High School courses will be taught as they are typically taught with Credit Recovery as an option for summer learning as well. The second layer of addressing learning loss will be capitalizing on updated curriculum materials that raise expectations for administrators, teachers, students, and parents designed to build students' core knowledge and teach content areas of science and social studies/history through literacy instruction. The materials include embedded practices and protocols for teachers and students alike to use for the teaching of core social emotional competencies aligned to the CASEL Competencies. The curriculum is designed to align with The Science of Reading and incorporates the four domains of the ELA NCSCOS: Listening, Speaking, Reading, and Writing. These materials with a carefully and purposefully designed professional development plan and continuous support will set all students up for success with integrated art, music, and other types of texts. It is also available for a K-8 implementation which builds on itself from Kindergarten through grade 8. Mathematics is a weak area where students in the district need more opportunities to learn conceptually and gain an understanding for numerical reasoning before moving to more advanced concepts. The district will be working to find the evidence-based curriculum that will build that concept of seeing how the math in the world around them fits by their learning experiences. Specific math interventions such as the interventions intended to be used in the summer learning will be integrated throughout the elementary and middle schools for use with the standard treatment protocols in each school's MTSS Framework.

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

Communication efforts are being planned and outlined to ensure parents and families understand the opportunities available, know the processes involved in getting their children enrolled and attending, and how they can effectively

support students (even in a distance learning environment). Multiple outreach measures will be incorporated through parent tips sheets that accompany specific curriculum programs and materials, parent/teacher communications, virtual meetings, guides posted online and available in print format, and a repository of "how to" videos which are short manageable clips with screenshots and explicit directions. Information is always translated into the language that is the most convenient for parents to process and respond. The district hopes to purchase a software program that will translate two-way, in time communications so that both the sender and receiver will be able to share in their native tongue and it will automatically be translated for the receiver in his/her language, and vis-versa. Such supports will enable ongoing dialogue and the ability to develop relationships with a common goal of what is best for each and every child.

* (D) Tracking student attendance and improving student engagement in distance education;

There are some highly recommended outside agencies who partner with districts in developing the tracking systems and data capture for attendance and improving student engagement in both distance learning and in person instruction. It is the hope of the district to be able to contract some services with one of the vetted and highly regarded entities to assist in taking steps to build the district's capacity to make this process continuous and ongoing. Contracted services would be an allowable expense with ESSER funds and such entities have the necessary expertise and tool box of best practices to assist the district in planning for sustainability once their services are completed.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Diligence in building a consistent tracking system for academic progress for the summer learning program will consist of End of Year data from the competency based assessment system which is already in place with the district. At the end of the summer learning experience students will have the same assessment so that evaluation of program and instruction, student growth, and comparison data will be in place to look from several lens: as an entire district, in specific school sites, in specific classrooms, and at the individual level. In grade 3, there will be an additional opportunity to show proficiency with the state required RtA assessment as a pathway to meet state legislation.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ○ No	Water Bottle Filling Stations for all facilities Contracted services for installation of stations	2021-2024	# of water bottle filling stations installed to meet the CDC guidelines to slow spread of virus transmission	$ 1,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ◯ No	add bipolar ionization to existing/new hvac units add hvac controls to schools replace chiller/ac units at various schools/add controls replace BARD AC units	2021-2024	# of units updated and replaced as well as the addition of bipolar ionization to 100% of HVAC in all facilities	$ 6,082,529.10
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◯ Yes ⦿ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◯ Yes ⦿ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ⦿ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ⦿ No				$ ☐
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ⦿ No				$ ☐

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	Included in funds budgeted for Part C Learning Loss - see above	2021-2024	See outcome measures described in Part C Learning Loss as summer learning is a major component of closing the gaps for learning loss	$ 2,369,347.42
	* ○ Yes ○ No	Indirect Costs Unbudgeted Reserve	2021-2024	Amount of indirect costs paid out	$ 526,548.50

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.					
			Total ESSER III Allotment	$	8,979,425.02

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Caldwell County Schools (140) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Lesa Widener	

Substantially Approved Dates

Caldwell County Schools (140) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, July 19, 2021

Caldwell County Schools (140) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Caldwell County Schools (140) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Caldwell County Schools (140) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

807887794

* Address:

1914 Hickory Boulevard SW Lenoir, NC 28645

* Superintendent:

Dr. Don Phipps

Key Personnel:

> * Dr. Lesa Widener

Camden County Schools (150) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:03:44 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Camden County Schools (150) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$371,547.00	$371,547.00
Carryover	$746,889.08	$746,889.08
Total	$1,118,436.08	$1,118,436.08

Budget

Camden County Schools (150) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
150	181	0	No	No	2.54 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$371,547.00	$0.00
Carryover Amount:	$746,889.08	$746,889.08
Allotment Plus Carryover:	$1,118,436.08	$746,889.08
Total Budgeted:		$746,889.08
Total Remaining:	$371,547.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/01/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 8:10 PM	Approved (Pending)		Letchworth, Tina			
7/28/2021 9:27 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▼]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	126	000	00	$378,000.00	$0.00	$378,000.00		
ⓘ	Salary	3	5110	142	000	00	$54,000.00	$0.00	$54,000.00		
ⓘ	Other	3	5110	211	000	00	$33,048.00	$0.00	$33,048.00		
ⓘ	Other	3	5110	311	000	00	$75,000.00	$0.00	$75,000.00		
ⓘ	Other	3	5110	411	000	00	$10,000.00	$0.00	$10,000.00		
ⓘ	Other	3	5110	418	000	00	$20,000.00	$0.00	$20,000.00		
ⓘ	Equipment	3	5110	462	000	00	$24,681.81	$0.00	$24,681.81		
ⓘ	Salary	3	5210	126	000	00	$37,800.00	$0.00	$37,800.00		
ⓘ	Other	3	5210	211	000	00	$2,891.70	$0.00	$2,891.70		

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ⓘ	Other	3	5210	311	000	00	$2,500.00	$0.00	$2,500.00	
ⓘ	Other	3	5240	311	000	00	$2,500.00	$0.00	$2,500.00	
ⓘ	Salary	3	5420	116	000	00	$38,562.00	$0.00	$38,562.00	
ⓘ	Other	3	5420	211	000	00	$2,950.02	$0.00	$2,950.02	
ⓘ	Salary	3	5830	126	000	00	$24,000.00	$0.00	$24,000.00	
ⓘ	Other	3	5830	211	000	00	$1,836.00	$0.00	$1,836.00	
ⓘ	Salary	3	5840	131	000	00	$16,000.00	$0.00	$16,000.00	
ⓘ	Other	3	5840	211	000	00	$1,224.00	$0.00	$1,224.00	
ⓘ	Salary	3	6550	171	000	00	$5,000.00	$0.00	$5,000.00	
ⓘ	Other	3	6550	211	000	00	$382.50	$0.00	$382.50	
ⓘ	Other	3	8100	392	000	00	$16,513.05	$0.00	$16,513.05	
						Total:	**$746,889.08**	**$0.00**	**$746,889.08**	

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Camden County Schools (150) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1. Camden County Schools consulted with a variety of stakeholders to determine the most significant educational needs of the district. District administrators, school administrators, classroom educators, school-based counselors, school-based nurses, transportation personnel and cafeteria staff were consulted in the planning of the Summer Extension Learning plan. These consultative sessions were held both formally and informally to discuss the various moving parts regarding the Summer Extension Learning Plan and how each part affects the various departments across the district. 2. Camden County Schools will utilize student data collected from current classroom performance, attendance (both in-person and remote), EOG/EOC assessments, iStation, iReady, Star Reading, STAR Math, NCVPS, APEX/High school credit recovery, and pre and post Summer Extension Learning Program assessments to develop differentiated learning plans for students who have experienced the most significant learning loss and gaps due to COVID-related educational disruptions. The development of individual and small group learning plans will ensure that the district maintains a laser focus on ensuring that students and teachers have what they need to assess and address and close identified learning gaps.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Camden County Schools has identified the critical needs through a cumulative needs assessment process. (This data is based on the 2020-2021 school year and is being used for planning purposes only for SY 2022-2023 and SY 2023-2024. This information will be updated once available.) Based on the 2020-2021 school year, Camden County Schools identified 391 students at-risk of failure. *Based on the 2020-2021 school year, 161 students in grades K-3 were identified at-risk, which includes, 3rd grade students who had not met the Read-to-Achieve standards. Data used to identify these students included, but was not limited to, iStation end-of-year benchmark data, NC Check-in data, other formative assessments and classroom performance. *Based on the 2020-2021 school year, 49 students in grades 4-6 were identified as at-risk. Data used to identify these students included, but was not limited to, iReady end-of-year benchmark data, NC Check-in data, other formative assessments and classroom performance. *Based on the 2020-2021 school year, 34 students in grades 7-8 were identified as at-risk. Data used to identify these students included, but was not limited to, iReady end-of-year benchmark data, NC Check-in data, other formative assessments and classroom performance. *Based on the 2020-2021 school year, 147 students in grades 9-12 were identified as at-risk. Data used to identify these students included, but was not limited to, grades, observations, diagnostic and other formative assessments, state assessments and class failures. *Based on the 2020-2021 school year, Camden County Schools had 387 students participating in Plan C (remote instruction). If our district has to offer a remote instruction option for SY 2022 - 2023 and SY 2023-2024 , our district will potentially have 100 students applying for remote instruction. ESSER III funding will contract services with Pearson to assist with providing instructional services for any remote students returning in SY 2022 - 2023 and SY 2023- 2024. *Camden County Schools operates with Chromebooks as our main student devices. We currently have 1,836 student devices. Of these devices, most were purchased within the past 5 years. As we looked at the age of the devices, our replacement plan shows the greatest number of devices expiring during the 2021-2022 school year (1,068 devices expire by June 2022). The 2022 -2023 school year sees 736 devices expire and 23-24 has 536 devices. With the bulk of our devices expiring in the next school year, we would not be able to maintain the level of substantive educational experience our students have come to expect. We would not have enough devices to keep our student population equipped if we were to return to any type of remote learning during any of the covered school years.

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.

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$ 150,000.00 * 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;

Camden County Schools currently utilizes and will continue to utilize the following high-quality assessments as universal screeners and/or progress monitoring tools: *iStation (Grades K-3) *STAR Reading (Grades K-3) *STAR Math (Grades K-3) *iReady (Grades 4-8) *SchoolNet (All Grades/Content available) *NC Check-ins (All Grades/Content available) Data collected from the assessments named above will assist in the development of individual and small group learning plans. Student learning plans will ensure that the district maintains a laser focus on providing students and teachers with what they need to assess, address and close identified learning gaps. Student learning plans will be reviewed every 4 weeks and adjusted according to the student response to interventions.

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

Camden County has identified the following evidence-based, high-yield strategies as a district focus for instructional improvement: *Peer assisted learning *Guided instruction *Explicit instruction *Use of common academic language *Relevant and immediate feedback *Multiple exposures to new content *Scaffolding (control content complexity) *Promote metacognition ("Think - Alouds" and gradual release of complex tasks) Instructional walk-throughs at both the school and district level will incorporate these identified strategies. Data collected from instructional walk-throughs will be reviewed quarterly and used for district and school-based coaching.

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

To assist parents and families in their efforts to support student learning, Camden County Schools will: *Develop parent assistance centers (PACS) at each school *Create parent websites with tutorials on a variety of topics such as technology that their child and teacher use daily, examples of content lessons, instructional videos, etc. *Hold parent events either in-person or virtually at least 3 times per year *Create learning-to-go packs for additional skills practice at home

* (D) Tracking student attendance and improving student engagement in distance education;

Camden County Schools will utilize school counselor and social workers to assist with the following: *Monitor attendance of at-risk students *Monitor student progress for those at-risk students with academic contracts *Serve as the school/home liaison for at-risk students *Provide mental health support with coping skills in dealing with school related anxiety for at-risk students Camden County Schools will utilize attendance data, grades, progress reports, staff observation data/anecdotal notes and student/parent self-reporting to establish baseline performance and ensure student progress. Students progress will be tracked using the above named metrics with data reviewed weekly. Camden County Schools will provide students access to fully remote instructional options at all grade levels. Providing this option will allow students to experience distance education 100% remotely rather than a hybrid option which is currently being used at this time in most schools.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Camden County Schools will utilize student data collected from current classroom performance, attendance (both in-person and remote), EOG/EOC assessments, iStation, iReady, Star Reading, STAR Math, NCVPS, APEX/High school credit recovery, and pre and post Summer Extension Learning Program assessments to develop differentiated learning plans for students who have experienced the most significant learning loss and gaps due to COVID-related educational disruptions. The development of individual and small group learning plans will ensure that the district maintains a laser focus on providing students and teachers with what they need to assess, address and close identified learning gaps.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$ _____

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⦿ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⦿ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$

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SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ● No				$ _____
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ● No				$ _____
	* ● Yes ○ No	Camden County Schools will utilize ESSER III funds to support a Summer Extension Learning program for students at-risk of retention and greatest learning loss for	June 2022-August 2022; June 2023-August 2023; June 2024-August 2024	Camden County Schools will establish baseline data for at-risk students utilizing data collected from classroom performance, attendance (both in-person and	$ 580,376.03

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.		learning loss for SY 2022-2023 and 2023-2024. Funds will be used for: *Teacher pay, incentives and matching FICA for 60 general education teacher and 6 EC teachers (Over 3 years) *Instructional Assistant pay, incentives and matching FICA for 20 TAs (Over 3 years) *School counselor pay, incentives and matching FICA for 6 counselors (Over 3 years) *School nurse pay, incentives and matching FICA for 4 nurses (Over 3 years) *Site Coordinator pay, incentives and matching FICA for 6 coordinators (Over 3 years) *Transportation		in person and remote), EOG/EOC assessments, iStation, iReady, Star Reading, STAR Math, NCVPS, APEX/High school credit recovery, and pre and post Summer Extension Learning Program assessments. From baseline data, student growth can be determined and used to develop individual student learning plans for the next school year.	

		(Over 3 years) *Bus driver pay and matching FICA for 5 drivers (Over 3 years) *Supplies and materials supporting the summer learning program (Over 3 years) *Contract services for Speech Language (Over 3 years) *Contract services for Occupational Therapy (Over 3 years)			
	* ◉ Yes ○ No	*Indirect Costs	August 2021 - September 2024	N/A	$ 16,513.05

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.					
		Total ESSER III Allotment		$	596,889.08

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Camden County Schools (150) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Camden County Schools (150) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Monique Hicks

Substantially Approved Dates

Camden County Schools (150) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, September 24, 2021

Camden County Schools (150) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Camden County Schools (150) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Camden County Schools (150) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

30516843

* Address:

174 NC Hwy 343 N Camden, NC 27921

* Superintendent:

Dr. Joe Ferrell

Key Personnel:

* Monique Hicks
* Angel Lasher
* Sally Norfleet

Budget

Caswell County Schools (170) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
170	181	0	No	Yes	5.43 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$2,247,486.00	$0.00
Carryover Amount:	$4,543,580.00	$4,543,580.00
Allotment Plus Carryover:	$6,791,066.00	$4,543,580.00
Total Budgeted:		$4,543,580.00
Total Remaining:	$2,247,486.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/01/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 9:59 AM	Approved (Pending)		Charles, Alex			
7/23/2021 8:56 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	183	000	00	$1,546,425.00	$0.00	$1,546,425.00		
ⓘ	Other	3	5110	211	000	00	$118,300.50	$0.00	$118,300.50		
ⓘ	Other	3	5110	221	000	00	$335,265.75	$0.00	$335,265.75		
ⓘ	Salary	3	5210	133	000	00	$106,200.00	$0.00	$106,200.00		
ⓘ	Other	3	5210	211	000	00	$8,124.30	$0.00	$8,124.30		
ⓘ	Other	3	5210	221	000	00	$23,024.16	$0.00	$23,024.16		
ⓘ	Salary	3	5320	131	000	00	$188,000.00	$0.00	$188,000.00		
ⓘ	Other	3	5320	211	000	00	$14,382.00	$0.00	$14,382.00		
ⓘ	Other	3	5320	221	000	00	$40,758.40	$0.00	$40,758.40		
ⓘ	Other	3	5330	143	000	00	$150,630.00	$0.00	$150,630.00		

ⓘ	Other	3	5330	211	000	00	$11,523.00	$0.00	$11,523.00
ⓘ	Other	3	5330	221	000	00	$32,656.50	$0.00	$32,656.50
ⓘ	Salary	3	5360	126	000	00	$492,800.00	$0.00	$492,800.00
ⓘ	Salary	3	5360	135	000	00	$73,920.00	$0.00	$73,920.00
ⓘ	Salary	3	5360	142	000	00	$264,600.00	$0.00	$264,600.00
ⓘ	Other	3	5360	180	000	00	$166,264.00	$0.00	$166,264.00
ⓘ	Other	3	5360	211	000	00	$76,315.36	$0.00	$76,315.36
ⓘ	Salary	3	5830	131	000	00	$36,960.00	$0.00	$36,960.00
ⓘ	Other	3	5830	181	000	00	$7,392.00	$0.00	$7,392.00
ⓘ	Other	3	5830	211	000	00	$3,958.44	$0.00	$3,958.44
ⓘ	Other	3	5830	221	000	00	$11,218.14	$0.00	$11,218.14
ⓘ	Salary	3	5840	131	000	00	$36,960.00	$0.00	$36,960.00
ⓘ	Salary	3	5840	146	000	00	$200,000.00	$0.00	$200,000.00
ⓘ	Other	3	5840	181	000	00	$7,392.00	$0.00	$7,392.00
ⓘ	Other	3	5840	211	000	00	$19,258.44	$0.00	$19,258.44
ⓘ	Other	3	5840	221	000	00	$54,578.14	$0.00	$54,578.14
ⓘ	Other	3	5840	411	000	00	$60,509.71	$0.00	$60,509.71
ⓘ	Equipment	3	5860	462	000	00	$75,000.00	$0.00	$75,000.00
ⓘ	Other	3	6540	181	000	00	$13,154.40	$0.00	$13,154.40
ⓘ	Other	3	6540	211	000	00	$1,006.32	$0.00	$1,006.32
ⓘ	Other	3	6540	221	000	00	$2,851.92	$0.00	$2,851.92
ⓘ	Salary	3	6550	171	000	00	$67,200.00	$0.00	$67,200.00
ⓘ	Other	3	6550	180	000	00	$13,440.00	$0.00	$13,440.00
ⓘ	Other	3	6550	211	000	00	$6,168.80	$0.00	$6,168.80
ⓘ	Other	3	6550	221	000	00	$15,169.20	$0.00	$15,169.20

ⓘ	Other	3	7200	183	000	00	$21,840.00	$0.00	$21,840.00
ⓘ	Other	3	7200	211	000	00	$1,670.80	$0.00	$1,670.80
ⓘ	Other	3	7200	221	000	00	$4,734.80	$0.00	$4,734.80
ⓘ	Other	3	8100	392	000	00	$233,927.91	$0.00	$233,927.91
ⓘ	Other	3	8200	399	000	00	$0.01	$0.00	$0.01
						Total:	**$4,543,580.00**	**$0.00**	**$4,543,580.00**

Grant Details

Caswell County Schools (170) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Prior to creating ESSER funds budgets and plans, CCS analyzed data to prioritize district needs and met with stakeholder committees. These committees include ESSER fund, Title I Steering committee, district leadership committee, and SIT teams; stakeholders include principals, directors, parents, teachers, and instructional coaches. CCS plans to address learning loss needs created due to COVID including social emotional learning as well as educational achievement gaps. CCS teachers, instructional coaches and district leaders are assessing student learning on an ongoing basis, creating short, and long term plans to address student needs. CCS is utilizing multiple data points to assess student skill deficiencies. CCS started the 2020 - 21 instructional year under Plan C Remote Learning utilizing the district's 1:1 initiative K-12. The lack of the internet across the county and connectivity issues, students were supported by hotspots and the use of flash drives. The BOE approved a transition to in-person learning plan for all PreK-12 students on March 8. The district's Strategic Plan 2018 - 22, created a strategic footprint for the district aimed at student achievement and support. The 5 Strategic Goals include Academic Excellence, Healthy and Responsible Students and Community Partnerships, Recruitment and Retention of Highly Qualified Staff, Globally Connected and Innovative Learning, and Safe and Efficient Schools and Services for Students and Staff. Istation

reading data indicated 78% of K, 67% of 1st grade, 58% of 2nd grade, 43% of grade 3, 58%of grade 4, and 46% of grade 5 students fell in level 1 and 2 for student performance. Istation math data show 47% of K students, 49% of grade one, 75%of grade 3, 30% of grade four, and 87% of grade 5 students performed at level 1 or 2. iReady math results indicate 78% of 6th graders, 67% of 7th graders, and 58% of 8th graders, 58% of 2nd graders, 43% of 3rd graders, 58% of 4th graders, and 46% of 5th graders were in the level 1 or level 2 instruction. iReady reading results indicate 48% of 6th graders are performing 1 grade level below; 7th graders, 45% students are performing 1 grade below; and for grade 8 reading, 56% of students are performing 1 grade below. The preliminary percent of students at-risk for academic failure for the elementary school is 12.40%, ms 15%, and hs is 21.70%. For fall testing session in 2020-2021, of the 26 students who took math I, the proficiency rate is .08%, and math III students demonstrated 25.7% proficiency. In addition, biology students demonstrated 14.8% proficiency, and English II students demonstrated 47% proficiency. Recruiting and retaining teachers prove to be a challenge, especially when the district is embedded among other higher paying districts. Yearly, district and school leaders work in concert to retain teachers because of the lack of supplement provided in stark contrast to neighboring districts. In the 2018-19 fiscal year, with $300,000 appropriated for teacher supplements resulted in a 2.38%, or an average of $1,108 per teacher, supplement for all certified staff. The CCS Teacher Turnover Rate was 18.9%, 6% higher than the state average of 12.47%, with 61% of teachers resigning to teach in another LEA. The teacher turnover rate continues to increase from year to year; consequently, climbing from 5.10% to 6.53%. In 2019-20, 33 teachers left the district for various reasons. High teacher retention rates can adversely influence student achievement. The disparity of teacher supplements in surrounding districts ranges from $2, 231.00 to $5,142.00 in comparison to no current supplement in CCS. Twelve teachers left the district to teach in these surrounding districts. Caswell County Commissioners appropriated $300,000 in 2017-18, but did not appropriate any in 2018-19, 2019-20, or 2020-21. For the 2018-2019 fiscal year, the CCSBOE voted to fund the $300,000 for teacher supplements from fund balance. However, the budget does not allow for a continuation; thus, impacting teacher retention and inevitably student achievement. CCS has created a 1:1 initiative for K - 12 students that creates equality and equity and enhances student learning and engagement. With Chromebook license expiring in all 6 schools, the replacement of devices will be necessary to support and advance student learning. With a focus on utilizing technology during in-class, remote, and blended approaches, the district will need to leverage funds to purchase additional Chromebooks for students over the next two years. Integration of leveled content will support at-risk learners including low-income students, students with disabilities, EL learners, and students in the MTSS Process CCS has 6 schools. Stoney Creek Elementary was built in 1958, Oakwood Elementary was built in 1968 and an additional instructional wing constructed in 1994, North and South Elementary were built in 1991, and Dillard Middle School was built in 2001. Various repairs and replacements have been conducted in 1997, 2001, 2015, 2016, and 2019 including wall A/C units installed at Stoney Creek and the replacement of chillers South, North, and Oakwood. A Summer Learning Program will serve at risk students in grades K-12 from June 7-29 and July 12-August 3. The Summer Program will offer instruction for in person learners focusing on reading, math, and science to mitigate

learning loss and address student learning needs. In high school, credit recovery and EOC course support will be available. In addition, virtual learners in K-5 will be offered online individualized learning activities in reading and math through Istation. Students in grades 6-8 will be offered online activities in iReady Identification will be based on risk factors including learning loss, achievement, and addressing the learning needs of low income , EC, homeless, and EL Learners. Transportation, child nutrition, SEL support, and physical activity will be provided.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Analysis of Data to Support Funding Based on the development and review of the Comprehensive Needs assessment, the following needs have been prioritized: 1.Focus on the literacy and math skill development of students in K - 12; 2.Using data and process to inform instructional practices; 3.Provide identified students with extended learning opportunities; 4.Purchase digital resources to support remote and blended learning models; 5.Recruit and Retain highly qualified Professional Staff; 6.Conduct a facility needs assessment to address HVAC systems and air quality. To support and build upon the use of technology to differentiate, inform, and expand learning and educational programs for students at each of the district's six (6) schools, the district needs additional devices to create a one-to-one learning environment to support student learning K-12. Teacher recruitment and retention are necessary to provide quality instructional programs to students. All six(6) of the district's schools need additional training, supplies, equipment, and support to maintain the cleaning, disinfectant, and sanitization of classrooms, instructional spaces, and buses. There are opportunities for improved air quality due to the age of buildings and HVAC systems.   According to current data, students from K-12 are in need of reading and math intervention. Preliminary at-risk for academic failure percentages by school level are as follows: 12.40% for elementary; 15% for middle; and 21.70% for high school. As the grade level of the students increases so does the at-risk of academic failure rate. Per this essential data, students will receive academic and social-emotional remediation and enrichment. From kindergarten through grade 5, more than 30% of students are functioning one a level 1 or 2 instruction as well as performing below one grade level in reading. Moreover, at least 45% of middle school students are performing at least one grade level below. As preliminary indicators of performance, although the high school student EOC English II scores are at 47% which is higher than the prior year, only 77 students have tested thus far. Of the 22 math I students who tested .08% are proficient along with 25.7% proficient in math III. In comparison to last fall EOC results, prior to COVID, students performed as the following: English II 38%, Math I 49%. Math III 32%, and Biology 29%; thus, students were performing higher than years prior.   Reading and math intervention and remediation will continue to be a vital focus throughout the district to build upon student strengths in preparation for grade progression. The district has integrated the standards-aligned EngageNY as a vertical articulation for math and ELA curricula alignment from elementary through high school as one

answer to providing a commonality in terms to support student readiness and mastery. Pre-COVID, the district began to witness student successes with increased student achievement data. Furthermore, the benchmark data along with diagnostic data guides targeted areas of support; thus, driving the sessions and topics for summer programs along with embedded remediation and enrichment time throughout the elementary through high school day. To support remote and blended learning models, a one to one implementation is supported in every school. This one to one initiative was instrumental with helping our students adapt to remote learning as the pandemic presented throughout the year. To support the remote and blended learning, the district hired an instructional technology facilitator who provides district support for technology fundamentals and augmentations to increase student mastery of concepts as well as teacher mastery of technology delivery.   During the 2019-2020 school, elementary teachers were trained on GoogleClassroom and secondary teachers were trained on Canvas. The PD for these Learning Management Systems built the capacity of educators to facilitate remote and blended learning models. The district purchased flash drives for schools throughout the district to provide equitable access to instructional materials while learning both remotely and then blended. The district purchased digital support resources such as Screencastify to provide a seamless but condense video platform for teachers and student posting and access. In addition, the district purchased headsets with microphones, so students could experience a clearer sound quality when provided instruction. To provide reliable student access to technology, the district purchased chromebooks to replace outdated and damaged chromebooks. HotSpots and HUBS were purchased to provide accessibility to the WiFi. (Check)
For identified students, we provide students with structured math, reading, and science instructional support. Elementary and middle schools have integrated time during the instructional day to provide remediation and intervention to students for reading, math, and science support to strengthen areas of weaknesses. Moreover, students meet with teachers either virtual or in-person for one to one support along with whole group remediation and intervention needs. Additionally, during summer learning programs, students will engage in extended learning opportunities for math, reading, and science remediation and intervention. This identification process for elementary and middle grades include varying levels of support needed using the following formative and summative assessment performance: iStation, iReady, and EOGS. For the secondary level, performance on the End of Course and Career and Technical Final Exams are used to identify students in need of extended learning opportunities. Once students have completed instructional support in the summer programs, students will have the opportunity to take the math and science area State Assessments to demonstrate the increased levels of proficiency.

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.

$ 908,716.00 * 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;

Caswell County Schools will be addressing learning loss through tailored identification of students who are not successful in reading, math, science, EOGs and EOCs and CTE credentialing. Students will be invited to participate in the Summer Learning Programs based on multiple data points which include Competency Based Assessments (Istation K-5 , and iReady 6-8), EOC 9-12, EOGs 3-8, CTE credentialing, and high school credit recovery needs. The program will utilize available data and selection of at risk students who are displaying indicators or learning loss or demonstrating credit recovery needs in the preceding school year.   Addressing Learning Loss for identified students will occur during the district's Summer Learning Programs. Summer Programs will serve at risk students in grades K-12 including but not limited to low income, students with disabilities, homeless, in foster care, and EL learners. The Summer Programs will offer instruction for in-person learners focusing on reading, math, and science to mitigate learning loss and address student learning needs. In high school, credit recovery, EOC course support as well as CTE credentialing needs will be available. In addition, virtual learners in K-5 will be offered online individualized learning activities in reading and math through Istation. Students in grades 6-8 will be offered online activities in iReady Identification will be based on risk factors including learning loss, achievement, and addressing the learning needs of low income, EC, homeless, and EL Learners. Transportation, child nutrition, SEL support, and physical activity will be provided. Students in grades K-5 will have multiple points of data analysis to determine instruction and remediation. These include individual Istation scores, individual student EOG summaries, Words their Way Spelling Inventories, Text Reading Comprehension data, K-2 NCDPI formative assessment, as well as grades. Students in grades K-5 will be given the Istation Indicators of Progress (ISIP) for reading and math. They will take the ISIP in July as a progress monitoring indicator as well as at the end of summer learning camp as a summative of learning. Students in grades 3-8 will also participate in any reassessments opportunities available in Reading, Math, and Science EOGs. Students in grades 9-12 will be administered the English II, Biology, Math I, Math III EOCs and CTE credentialing support. Grade level iReady assessments will be available for students in grades 6-9. In addition, EOC assessments, credit recovery modules for students in grades 9-12 as well as credentialing support through the credentialing camp. Summer learning instruction will occur with focused remediation, intervention and small group instruction. Instruction will be differentiated to improve student achievement levels and address learning gaps in skill development. Student learning data will drive the placement of students in the learning setting, small group development, and to determine content of

instruction. Summer 2022 Program K - 12 Students will attend a 7-week instructional program engaging in learning activities as well as a variety of enrichment including STEM, art, and theater. Three Signature practices daily using inclusive practices utilizing SEL engaging strategies and use optimistic closure. SEL activities will be integrated into math, science, art, and language arts instruction where appropriate utilizing the NC SEL Standards Mapping Document. Each grade level will include science, math whole group and small group time as well as whole group literacy (shared reading and interactive read alouds), guided reading groups, Levelled Literacy Intervention, word study, independent learning stations, remediation/intervention and vocabulary integration. All grades will integrate fiction and nonfiction text including science integration. Transportation and meal service will be provided (breakfast and lunch).   Students in grades 9-12 will have the opportunity to complete course remediation in English II, Math I, Math III, and Biology. The purpose of these sessions will be to improve functional skills and access to enrichment alongside credit recovery and credentialing opportunities. Students will be provided standard-aligned instruction and curricula in preparation for successful outcomes. The standards will be aligned to test specifications per each EOC provided by NCDPI. Summer 2023 Program K - 12 Students will attend a 7-week instructional program engaging in learning activities as well as a variety of enrichment including STEM, art, and theater. Three Signature practices daily using inclusive practices utilizing SEL engaging strategies and use optimistic closure. SEL activities will be integrated into math, science, art, and language arts instruction where appropriate utilizing the NC SEL Standards Mapping Document. Each grade level will include science, math whole group and small group time as well as whole group literacy (shared reading and interactive read alouds), guided reading groups, Levelled Literacy Intervention, word study, independent learning stations, remediation/intervention and vocabulary integration. All grades will integrate fiction and nonfiction text including science integration. Transportation and meal service will be provided (breakfast and lunch).   Students in grades 9-12 will have the opportunity to complete course remediation in English II, Math I, Math III, and Biology. The purpose of these sessions will be to improve functional skills and access to enrichment alongside credit recovery and credentialing opportunities. Students will be provided standard-aligned instruction and curricula in preparation for successful outcomes. The standards will be aligned to test specifications per each EOC provided by NCDPI.

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

The district will utilize evidence-based practices for addressing learning loss for identified students and is a critical feature in improving learning outcomes. School and district MTSS teams will be an integral part of data analysis and creating systems of support for students both academically and socially emotionally. MTSS systems of support as well as summer learning programs will focus on providing student academic support to mitigate learning loss achievement gaps. When teachers combine their expertise as content knowledge experts with explicit instruction and practices and programs backed by research, the likelihood a child will grow academically is increased tenfold. Teachers will utilize explicit instruction in areas where student data demonstrates a need. Teachers and leadership will use continuous

formative assessment in analyzing all available data and collect data on an ongoing basis to assess student learning, determine instructional needs, and plan next steps in instruction and program needs. Program plans include tiered support, progress monitoring, and transition planning for academic and social emotional needs of identified students. Students learning will be progress monitored throughout summer learning and the school year; the data will be used to identify and address learning loss via multiple data points such as Istation Indicators of Progress, standards and skill mastery assessments, text reading comprehension growth, teacher observation, MTTS data and other data points available. School and district MTSS programs will employ evidence based programs such as Heggerty for phonemic Awareness core instruction as well as BRIDGE the Gap for phonemic awareness intervention; FUNdations for core phonics along with FUNdations double dose and specific phonics intervention, Guided Reading and Fountas and Pinnell Classroom Literacy (K-2) Shared Reading and Interactive Read aloud along with Engage NY ELA (3-8) for core ELA instruction and Levelled Literacy Intervention for text comprehension support in grades K-5. In math and reading, IStation and iReady provide individualized adaptive computer instruction as well as intervention for specific skill deficits. Eureka math provides core math instruction (K-12). To provide a continuum for 9-12, Engage Caswell, adapted from Engage NY and led by a state math assessment writer in collaboration with Caswell 9-12 math teachers, will continue to be implemented during the summer programs as pre-COVID scores demonstrate increased levels of proficiency. Core instruction and tiered support provided will be analyzed and monitored for fidelity through MTSS, SIT, and PLC data analysis. These data analysis sessions will drive next steps and needed resources to locate and address learning gaps. Effective classroom practices in reading acquisition from the Science of Reading will continue to drive K-3 reading instruction and all grades reading intervention and support needs. Effective evidence based classroom practices will remain at the forefront of analysis of walkthrough data, teacher survey data, and professional development planning. Due to Covid-19, students, parents, and staff have experienced education and life events differently than ever before. School closures and other experiences during this pandemic may contribute to or trigger certain behaviors. Stressors are likely to increase for students and families during this time. These stressors have the possibility to lead to changes in mental health. A high number of impact procedures are put in place to protect and provide SEL support for the students and their families including: - Systematic check-ins - Parent/Teacher referral forms - Targeted small groups on specific topics impacting students ex. Anxiety - Individualized counseling sessions based on needs assessments ? Intentional SEL guidance lessons - Student/Family Needs Assessments - Utilizing trauma informed strategies within the classroom. - Supports will be put into place for including training modules to assist teachers in classroom implementation strategies. - Class Meetings "Morning Meetings" to promote connectedness and communication - Resource mapping of available resources for students and families.

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

In support of strengthening student academic achievement, the district developed a parent and family engagement policy that establishes the district's expectations and objectives for meaningful parent and family engagement and guides the strategies and resources which strengthen school and parent partnerships in the district. The goal of CCS is to foster the participation of parents and families in meaningful communication regarding student learning and other associated school activities that ensure parents play an integral role in assisting with their child's learning in traditional, blended, and virtual education settings. The school district works to provide assistance to parents and families in understanding state and district academic information connected to student learning and progress. Program topics include gaining knowledge about the challenging state academic standards, local academic assessments, as well as the required assessments for North Carolina students, including alternative forms of assessment. In addition, the school district will coordinate pages on the district and school websites that will contain resources and materials to assist and support parents working with their children at home. To assist parents with understanding and supporting distance learning, the district holds informational meetings for parents and families (virtual) to discuss all aspects of distance learning, including technology issues, connectivity, instructional delivery models, and assessments. The district's instructional technology department supports distance learning and provides parents access to instructional videos and other resources posted on the district's webpage under Remote Learning Resources for Parents and Students. Remote Learning Resources include Chromebook Use, Tech Tips for students and parents, using Google Classroom as well as Canvas, and resource videos including topics on connecting to Wi-Fi, completing assignments, opening courses, and navigating, and both Learning Management Systems. To address Social and Emotional support at home, the district's Reopening Plan offers parents guidance on working with their children during school closures and during remote learning. Information included in the reopening plan provides specific information on warning signs, risk factors, and preventive and reactive actions. The parent's role in crisis management is clearly defined and examples and actions are explained. Resource mapping has been included to give parents the most updated resources available in the community as well as information for local, state, and national organizations. The resources are located on the district's webpage.

* (D) Tracking student attendance and improving student engagement in distance education;

Student attendance is analyzed regularly during each marking period. Schools have developed systems of parent notification and reaching out to students on a regular basis to increase engagement associated with student achievement. Schools have utilized recognition, PBIS rewards, engagement, social and emotional engagement techniques as well as other strategies to connect with parents, motivate students and increase attendance. These practices will be shared and become more widespread. Teachers and schools use various modes of communication for both students and parents. Parents are educated on the importance of student engagement and attendance. Attendance needs are communicated to parents through phone calls, notes, emails, texts, formal traditional letters, and parent conferences. Daily attendance is recorded in grades K-5. In grades 6-12 student attendance in individual

courses is recorded. Parents are contacting on a regular basis to emphasize the importance of good attendance as it relates to student achievement and progress. Students who are chronically absent as well as those who are experiencing barriers (food insecurities, transportation, medical, or mental health needs) to attendance are referred to school counselors and social workers to conduct meetings with parents to discuss attendance and to identify any barriers that exist. Social Workers conduct home visits and virtual meetings to engage parents and to discuss available community resources for the student and/or the family to meet identified needs. The district's DropOut Prevention and Re-engagement specialist worked with identified middle and high school students experiencing attendance related issues or to reconnect students during remote learning. The retrieval process targeted over-aged and under-credited students as well as students needing a new pathway towards graduation including alternative programs, credit recovery, and other district approved completion programs. School Resource Officers provide an additional layer of support and engagement by conducting home visits and wellness checks for identified students. Wellness checks are conducted for those students and households that were not regularly participating in remote learning, turning in flash drives of completed work, or checking in with assigned teachers or principal. CCS has identified individuals who needed connectivity support during distance learning. Due to the district's 1:1 initiative, HotSpots were distributed to families identified as having connectivity issues and access. Additionally, CCS partnered with 4 churches in the community where connectivity was an issue. Wifi access points were installed and students could be provided access to the internet to increase participation and re-engage.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Mitigating learning loss and promoting academic achievement due to school closures will require a long range plan supported by student data, the administration of assessments to accurately reflect the students current achievement levels and identification of skill and learning gaps. School and district MTSS teams will be an integral part of data analysis and creating systems of support for students academically developing evidence based interventions based on the analysis of students adata. MTSS systems of support as well as summer learning programs will focus on providing student academic support to mitigate learning loss achievement gaps. Student learning data is integral to determining learning loss. Analysis of previous summative learning assessment data along with pretests will be analyzed to determine current needs and areas of learning loss. Comparing pretest and summative assessment results to those of pre-pandemic cohorts can produce the identification of learning loss trends and help to indicate if learning loss is diminishing for future cohorts taking the same assessment. Summative assessments such as benchmarks, EOGs and EOC results can be used in this fashion. Summative Assessments and standards mastery assessments can be utilized to determine where learning loss has occurred. Once gaps are located, foundational skills which might need to be built or remediated can be identified so the gaps can be addressed as soon as possible. Students grades are housed in Powerschool and available to compare all individual pre-pandemic student achievement versus present

achievement. School SIT teams and MTSS teams identify data points for each course, student learning group, and subject to compare pre-pandemic grades to current learning trends.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ◯ No	In response to the COVID-19 virus and to improving environmental health and air quality in schools and district buildings, the district will make prioritized maintenance, replacement, and upgrades to HVAC systems based on assessment including but limited to control systems, heating and air conditioning systems, and filtering to improve environmental health for student and staff.	July 1, 2022 - September 30, 2024	By September 30, 2024, the district will improve attendance rates of students and staff and increase classroom instructional time by improving the Indoor Air Quality at each designated school and school building following the recommendations and priorities of the district Needs Assessment.	$ 450,000.00
	* ◉ Yes ◯ No	In response to COVID-19 and associated grant, provide Federal Funding Program Oversight through personnel and contracted financial services to include compliance with	July 1, 2022 - September 30, 2024		$ 400,876.94

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.		compliance with Federal and State requirements in accordance with approved application, budget, and the conditions of the award including Federal Guidelines and regulations, grant management, and progress reporting. In response to COVID-19 and to mitigate the spread of the virus, the district will hire 2 school nurse positions (RNs) to provide: -health education and training -conduct health screenings -administer COVID-19 tests and immunizations -coordinate health services and related mitigating strategies as part of the reopening plan. In preparation to create a healthy learning		By September 30, 2024, Oversight personnel will collect, monitor, analyze, and submit monthly grant fiscal reports and narratives to the CFO and Superintendent for approval By June 30, 2023, improve attendance rates of students and staff and increase instructional time by: - providing health awareness trainings - making health referrals based on assessments and screenings - coordinating reopening strategies - purchase PPE, hand hygiene and cleaning supplies to support reopening strategies.	

		environment for students and staff, the district will: -purchase hand sanitizer and additional cleaning supplies for schools and district buildings. -purchase PPE including face masks/shields, gowns, gloves, and eye protection based on NCDHHS guidelines.			
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	IIn response to school closures and associated learning loss, school level problem solving teams will: -Identify student academic needs using multiple data sources and assessments -Determine appropriate evidence-based strategies to provide identified students with	July 1, 2022 - September 30, 2024	By September 30, 2024, identified students participating in in-school and after school tutoring opportunities will increase academic achievement levels on state, local, and competency based assessments.	$ 31,633.62

		students with extended learning opportunities including remediation and intervention support -Provide individual and small group learning services to improve student achievement levels and address learning gaps in skill development of at-risk students including low income, students with disabilities, EL students, and homeless students. - Provide learning service models including in-school and extended day tutoring -Review of collected data to evaluate effectiveness			
	* ⦿ Yes ○ No	In response to school closures, the district will employ Specialized Instructional	July 1, 2022 - September 30, 2024	By September 30, 2024, - increase student attendance at each school. -	$ 380,488.86

| IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts. | | Support Personnel to: Psychologist/MTSS Coordinator - Support students' learning, social/emotional development, and mental/behavioral health using MTSS problem solving models, academic/social-emotional learning assessments, and the delivery of evidenced-based interventions - Conduct comprehensive psychological and educational evaluations Dropout Prevention Specialist - Work with school level teams, develop a strategic plan and associated strategies to identify potential dropouts, engage students and parents, and develop individual | | decrease dropout rate by using evidence based strategies included in individual graduation plans. - increase the number of evidenced based interventions provided as part of the MTSS process. - increase student achievement levels K - 12 as measured by state, local, and competency based assessments in reading and math. - increase connections and referrals of students and parents to mental health and behavioral support services | |

		develop individual plans and alternatives for addressing over-aged, under-credited students at-risk of dropping out. School Social Worker - Conduct reliable assessments of students to inform the design of interventions to remove barriers to learning, provide crisis intervention services, and connect students and families to resources including food, transportation, and mental health services.			
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No	In response to school closures and in preparation for reopening schools, the district will update	July 1, 2021 - June 30, 2022		$ 30,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		will update classroom digital devices for teachers to: - support the presentation of digital instruction and content; - use of digital technologies in a variety of professional activities including teaching and learning, classroom management, and professional development; - increase student engagement by providing meaningful and relevant learning experiences; - differentiate instruction; and - support the integration of STEM and SEL activities.		By June 30, 2022, the district will purchase digital devices for staff to engage student and increase student achievement as measured by state, local, and competency based assessment K - 12.	
MENTAL HEALTH SERVICES: Providing mental health services and supports.			September 1, 2021 - September 30, 2023		$ 30,000.00

| | * ⦿ Yes
○ No | In response to school closures and to address social emotional learning as part of the district's reopening plan for students and addressing the social emotional core competencies, the district will provide a professional development program for staff including but not limited to in the following areas: -Trauma Informed Strategies and Practices for Classrooms and Schools; -Mental Health First Aid; -Restorative Practices; -Suicide Recognition and Prevention; and -Integrating SEL Strategies into the curriculum | | By September 30, 2023, Caswell County School staff will participate in a professional development program to support the social emotional needs of students at school and in the classroom, improve student academic achievement as measured by state, local and competency based assessments, improve classroom behavior and school discipline, and improve school attendance. | |

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				$
	* ◉ Yes ○ No		July 1, 2021 - September 30, 2024		$ 2,311,864.58

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.		In preparation for the Federal Grant Funding associated to COVID-19, provide indirect costs including but limited to utilities, general expenses, and administrative expenses of administering the grant. In response to school closures due to COVID -19 and the district's needs assessment regarding teacher attrition and turnover rates, the district will provide yearly stipends over the next three years for certified teachers to recruit and retain highly qualified staff at the district level.		The indirect cost will support the district's administration, maintenance, and continuity of services as outlined in the submitted grant application. By September 30, 2024, the district will increase student achievement for K-12 students over a three-year period based on local and state assessments. By September 30, 2024, the district will decrease the LEA Teacher attrition rate over a three-year period based on the NCDPI Report to the General Assembly: State of Teaching Profession report.	
				Total ESSER III Allotment	$ 3,634,864.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Caswell County Schools (170) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Catawba County Schools (180) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/5/2021 3:37:18 PM	JR Sigmon	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
S	11/5/2021 3:37:18 PM	JR Sigmon	Status changed to 'Chief Administrator Approved'.	S
☐	11/5/2021 3:37:10 PM	JR Sigmon	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

11/9/2021 11:50:26 AM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/5/2021 3:37:10 PM	JR Sigmon	Status changed to 'Fiscal Representative Approved'.	S
S	11/5/2021 3:37:02 PM	JR Sigmon	Status changed to 'Revision Completed'.	S
☐	11/5/2021 3:12:35 PM	JR Sigmon	We have amended our ESSER III budget to include all the funding at this time. The changes can be found in the 'Other' category of the chart of allowable expenses. We have added recruitment and retention bonuses for approval. We also changed our unbudgeted reserves and indirect costs. Thanks! JRS	C
S	10/20/2021 3:03:52 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Catawba County Schools (180) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$8,960,532.00	$8,960,532.00
Carryover	$18,094,790.19	$18,094,790.19
Total	$27,055,322.19	$27,055,322.19

Budget

Catawba County Schools (180) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
180	181	1	No	No	2.45 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$8,960,532.00	$8,960,532.00
Carryover Amount:	$18,094,790.19	$18,094,790.19
Allotment Plus Carryover:	$27,055,322.19	$27,055,322.19
Total Budgeted:		$27,055,322.19
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/08/2021 07:46 AM	Admin, NCCCIP

Budget History

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/8/2021 7:46 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/9/2021 1:33 AM	Approved (Pending)		Popp, James			
7/28/2021 9:28 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$884,700.00	$0.00	$884,700.00		
ⓘ	Other	3	5110	180	000	01	$0.00	$100,000.00	$100,000.00	OTHER ESSA ELIGIBLE ACTIVITES: The COVID-19 virus has affected our employees in an unprecedented way. Due to the number of staff and students being quarantined and contracting COVID-19, our staff has been asked to do more than we have ever asked in the past. All staff members have had to cover for their co-workers, increasing the number of hours they have to work and in many cases, doing two jobs at once. We are also short-staffed due to positions being unfilled. We want to show our employees that CCS is a place where they want to work and not move to another job or nearby county. Our	ⓘ

employees have stepped up to do more with less people and we want to retain the employees we have and reward them for their extra duties. Retention Bonus Eligibility RequirementsAll active employees employed before September 1, 2021 and active as of December 10, 2021 are eligible for the December bonus.All active employees employed before February 1, 2022 and active as of May 20, 2022 are eligible for the May bonus.Retention Bonus DistributionEligible full-time (benefited) employees will receive a retention bonus of $1,000 on December 10, 2021 and $1,000 on May 20, 2022. Eligible part-time employees will receive a retention bonus of $500 on December 10, 2021 and $500 on May 20, 2022. Substitute Retention BonusSubstitute Bonus (includes substitute teachers and school nutrition substitutes): 5-9 days worked in a month - $50 bonus; 10-14 days worked in a month - $100 Bonus; 15-16 days worked in a month - $150 bonusSubstitute Retention Bonus DistributionWill be paid for August 23 - October 9 (pay periods) on November 23 payroll and monthly thereafter, one pay period in arrears (ie. bonus for November pay period will be paid on December paycheck).Recruitment/Signing

									Bonus$1,000 for certified staff after 90 days$500 for non-certified staff after 90 daysRecruitment/Signing Bonus DistributionWill be paid on paycheck following the 90th day of
ⓘ	Other	3	5110	181	000	00	$70,776.00	$0.00	$70,776.00	
ⓘ	Other	3	5110	183	000	01	$0.00	$3,798,000.00	$3,798,000.00	OTHER ESSA ELIGIBLE ACTIVITES: The COVID-19 virus has affected our employees in an unprecedented way. Due to the number of staff and students being quarantined and contracting COVID-19, our staff has been asked to do more than we have ever asked in the past. All staff members have had to cover for their co-workers, increasing the number of hours they have to work and in many cases, doing two jobs at once. We are also short-staffed due to positions being unfilled. We want to show our employees that CCS is a place where they want to work and not move to another job or nearby county. Our employees have stepped up to do more with less people and we want to retain the employees we have and reward them for their extra duties. Retention Bonus Eligibility RequirementsAll active employees employed before September 1, 2021 and active as of December 10, 2021 are eligible for the December bonus.All active employees employed before

							February 1, 2022 and active as of May 20, 2022 are eligible for the May bonus.Retention Bonus DistributionEligible full-time (benefited) employees will receive a retention bonus of $1,000 on December 10, 2021 and $1,000 on May 20, 2022. Eligible part-time employees will receive a retention bonus of $500 on December 10, 2021 and $500 on May 20, 2022. Substitute Retention BonusSubstitute Bonus (includes substitute teachers and school nutrition substitutes): 5-9 days worked in a month - $50 bonus; 10-14 days worked in a month - $100 Bonus; 15-16 days worked in a month - $150 bonusSubstitute Retention Bonus DistributionWill be paid for August 23 - October 9 (pay periods) on November 23 payroll and monthly thereafter, one pay period in arrears (ie. bonus for November pay period will be paid on December paycheck).Recruitment/Signing Bonus$1,000 for certified staff after 90 days$500 for non-certified staff after 90 daysRecruitment/Signing Bonus DistributionWill be paid on paycheck following the 90th day of	
ⓘ	Other	3	5110	211	000	00	$73,093.86	$0.00	$73,093.86	
ⓘ	Other	3	5110	211	000	01	$0.00	$298,197.00	$298,197.00	
ⓘ	Other	3	5110	221	000	00	$212,784.48	$0.00	$212,784.48	
ⓘ	Other	3	5110	221	000	01	$0.00	$845,814.60	$845,814.60	

ⓘ	Other	3	5110	231	000	00	$114,282.90	$0.00	$114,282.90	
ⓘ	Salary	3	5360	126	000	00	$2,862,720.00	$0.00	$2,862,720.00	
ⓘ	Salary	3	5360	127	000	00	$46.00	$0.00	$46.00	
ⓘ	Salary	3	5360	128	000	00	$10.00	$0.00	$10.00	
ⓘ	Other	3	5360	143	000	00	$168,000.00	$0.00	$168,000.00	
ⓘ	Salary	3	5360	171	000	00	$200,000.00	$0.00	$200,000.00	
ⓘ	Salary	3	5360	173	000	00	$172,800.00	$0.00	$172,800.00	
ⓘ	Salary	3	5360	174	000	00	$230,400.00	$114,280.00	$344,680.00	NO CHANGE TO PLAN - ADJUST SUMMER LEARNING TO 20% OF TOTAL BUDGET AFTER FULL ALLOCATION
ⓘ	Other	3	5360	180	000	00	$326,400.00	$0.00	$326,400.00	
ⓘ	Other	3	5360	180	000	01	$960,000.00	$0.00	$960,000.00	
ⓘ	Other	3	5360	211	000	00	$302,968.68	$0.00	$302,968.68	
ⓘ	Other	3	5360	211	000	01	$73,440.00	$0.00	$73,440.00	
ⓘ	Equipment	3	5860	462	000	00	$9,200,000.00	$0.00	$9,200,000.00	
ⓘ	Salary	3	6580	175	000	00	$1,134,000.00	$0.00	$1,134,000.00	
ⓘ	Other	3	6580	181	000	00	$45,360.00	$0.00	$45,360.00	
ⓘ	Other	3	6580	211	000	00	$90,221.04	$0.00	$90,221.04	
ⓘ	Other	3	6580	221	000	00	$262,643.58	$0.00	$262,643.58	
ⓘ	Other	3	6580	231	000	00	$190,243.08	$0.00	$190,243.08	
ⓘ	Other	3	6580	411	000	00	$30,000.00	$0.00	$30,000.00	
ⓘ	Other	3	6580	422	000	00	$23,930.74	$0.00	$23,930.74	
ⓘ	Other	3	8100	392	000	00	$432,082.39	$126,380.70	$558,463.09	
ⓘ	Other	3	8200	399	000	00	$33,887.44	$3,677,859.70	$3,711,747.14	
						Total:	**$18,094,790.19**	**$8,960,532.00**	**$27,055,322.19**	

11/9/2021 11:50:26 AM

Grant Details

Catawba County Schools (180) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1. A survey was sent out by district leadership to all principals in the PSU. A screencast of information related to ESSER II and ESSER III funds was to be shared with all employees for input into priorities for ESSER II/III funds. This information was also to be shared and discussed with each school improvement team, with the school improvement team chair collecting the ideas for use from constituents. One survey was completed by each school and returned to district leaders. Eligible areas for allowable use were listed on the screencast and survey, with questions asked about the school's prioritized needs related to each area as a result of Covid. A virtual meeting was then conducted with all building level administrators for additional conversations concerning funding needs. Our PSU is also developing a new strategic plan, and input was collected from every constituent group to provide their suggestions for each area of the plan including the areas of instruction, social/emotional well being, technology, culture and maintenance. This information is also being used in conjunction with needs assessed that are specifically related to Covid, and compared to the assessment listed in the first paragraph. We are conducting feedback virtual parent and student meetings the last week of May to further gather input from parents and students. Data collected from these meetings will be used in amendments to this plan for future purchases. 2. Our PSU will use NC Check-In data, EOG/EOC scores and

formative assessment data to help address student learning gaps. This information will be compared to pre-Covid information to determine where the greatest areas of learning loss have occurred. After needs are determined, intensive research based interventions and instruction will be delivered by trained personnel, in appropriate group settings, to address these gaps and losses. Post assessments (both formative and summative) such as iStation and I-Ready will then be administered to determine the effectiveness of our interventions and next steps in the improvement cycle.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

As a result of our needs assessment primarily related to ESSER and the use of funds to address learning gaps/losses related to the disruption in the educational process, our findings are as follows: 1. Overwhelmingly, the number one priority for funding is learning loss from Covid. Open ended responses call for funding in the areas of an extensive Summer School, remediation/tutoring funds to hire tutors, a more intense instructional before and after school program to help maximize student time to combat learning loss, and funding to improve our Pre-K programming to ensure we can mitigate social emotional issues created by these younger children being at home this past year. 2. The next priority that was reported in the needs assessment is resources provided to administrators to meet the individual needs of their particular schools related to Covid and learning loss. Requests in this area centered around funding again to reduce class size and provide tutoring needs for students who have learning loss due to Covid. As a part of this priority, an identified need was a district wide consistent assessment tool for students in grades K-8 with resources embedded to help personalize instruction for students. This tool will be very important for diagnosing student learning loss in terms of needs for reteaching in standards. 3. The third priority was social emotional learning and supports for students due to the severe mental health issues that have progressed due to Covid. Recommendations from constituents centered around ensuring that we have behavioral specialists in place next school year for regular education students with severe needs due to Covid. 4. The fourth main priority for funding centered around technology and ensuring that our end of life devices are replaced during the next three years of ESSER funding. Due to Covid, our chromebooks have been used extensively at home and school and have suffered from damage that occurs from transporting them to and from school. During the next three years, we will need to ensure funding for devices to make sure students have needed instructional tools. Based on our PSU assessments and surveys related to district strategic planning, these are the prioritized areas of concern: Prioritized areas center around recovering learning loss due to Covid, mitigating logistical issues related to air quality and cleaning to ensure Covid transmission is at a minimum, and technology priorities for the funding of needed online tools and devices that will help students with learning loss due to

Covid. End-of-year formative and summative assessment data will not be available before the grant is due. It is difficult to determine exactly what our academic/educational needs will be until we have that data. Overall, we have approximately a 20% failure rate for the district, which indicates the need for credit recovery efforts and strategies/resources to be put in place to help with 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.

$ 5,411,064.68 * 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, online assignments, and technology questions. The pandemic, although it forced more parent involvement, may have given educators the perfect opportunity to become more of a "partner" with parents in their own child's learning, and to bridge the gap between home and school. We will seize this opportunity to improve our communication with and assistance to our parents/guardians. We will ensure that parents are an integral partner in the Summer Learning Program.

* (D) Tracking student attendance and improving student engagement in distance education;

Students in most schools in our PSU already had a requirement during the pandemic for "checking in" on a daily basis to record attendance for PowerSchool. For those still choosing to engage in distance/remote education in the coming years, this will continue to be a requirement. When students have the "choice" of an online education, they have usually chosen that for a particular reason (in a normal school year). For that reason, and when parents give them the alternative of doing well or going back to in person learning, students may be more likely to attend sessions, complete work and stay on track. No one really had the choice for a while, and therefore, students already not doing well with in person learning, found it even easier for being disengaged when learning remotely. Also, every teacher was a distance education teacher for some portion of this past year. They are not all skilled at providing distance learning, and it required immediate response. It was hard for them to keep students engaged when they did not know what they were doing, how some of the technology worked, what to do when students had no connectivity, etc. Our PSU will take this opportunity to discuss at our meetings and staff developments the challenges teachers faced with remote learning,

and then to design training/instruction in how to deal with these issues. We may be able to utilize our teachers who have been providing remote instruction to lead some of these sessions. For educators who teach remotely all of the time, they understand how to provide guidance and consequences for students (and parents) when engagement becomes a problem. They have policies and procedures to address those issues. We just need to instruct all of our teaching staff in those methods and procedures should they become necessary again. Professional development will be presented to help more teachers learn additional engagement strategies for students with a special focus on special populations related to TSI School designation. Daily attendance will be taken in our Summer Learning Program and efforts will be made to entice students to attend all days of the 6 week program.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Pre-pandemic data that exists on current students will be gathered and studied. If there is no "before Covid data," such as with kindergarteners, the data can be compared with a typical year's data for a past student cohort group. After end-of-year assessments are performed, this new data will be examined, disaggregated and compared to the pre-pandemic information. Academic facilitators, district learning leaders, and teachers/classroom support will carefully determine the priority areas of need. Appropriate interventions and instruction will be chosen and administered, and then assessments administered again. We will be looking for improvements in scores that indicate a closing of the learning gap, and the ability of students to perform on grade level. The district is committed to providing "data dives" for teachers on a quarterly basis to compare district wide assessments. During our Summer Learning Program, we will use I-Ready assessment tools to pre-assess and post-assess students to measure the progress of learning and to ensure that we know exactly where to start with students in the fall.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No	Maintenance Support for Salaries Increased inspections, testing and repair of air quality systems (HVAC, filtering, purification, etc.) in order to keep our air quality as high as possible, will be	2021-2022	Decrease in number of Covid transmissions which will lead to less adult and student quarantines, positively affecting instruction.	$ 1,776,398.44

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		as possible, will be necessary. This will increase the number of hours our already stretched thin workers will be required to log, or possibly the addition of more staff. This may also need to include a reserve of substitute workers familiar with our maintenance services in order to continue when our regular employees may be out due to short term or long term illness. Our goal is to keep the air pure and free of contaminants, especially the Covid virus and it's ever changing variants. This will require more frequent inspections/testing systems, replacement of filters, cleaning			

		ducts, and making sure air flow is maintained when HVAC systems may be compromised or in need of repair.			
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | * ◉ Yes ○ No | Funds will be used to purchase Chromebooks to replace end of life devices during the next three years. Due to Covid, chromebooks have been utilized for all instruction consisting of instruction at home and at school. Due to maximized usage, the existing Chromebooks are approaching end of life at a much quicker rate and the damage rate has increased exponentially this school year. We will need to purchase 17,500 Chromebooks over the three year period. | 2021-2022, 2022-2023, 2023-2024 | Reports on status of end of life devices and replacement plans Student satisfaction survey in terms of quality of chromebook and its functionality | $ 9,200,000.00 |
| MENTAL HEALTH SERVICES: Providing mental health services and supports. | * ○ Yes ◉ No | | | | $ |

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. It is imperative that we offer Summer Learning opportunities to all students whose parents wish to take the steps necessary to assist their child in closing the gaps that this year long interruption in educational services due to Covid has caused.	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 Attendance percentages for students during the six week summer school	$ 0.00

		It will be advised that ALL students performing below grade level based on end of year assessments, take the opportunity to attend. Any other students who wish to attend will be welcomed. This will increase the need for transportation, meals, medical screening, etc. as more students will likely attend this summer as compared to a normal year. Funding for Summer Learning is addressed in Part C above.			
	* ⦿ 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	2021-2022 School Year		$ 10,667,859.07

| **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. | | 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 allotted for face to face and virtual students with the goal of schools being able to reduce class size in the traditional classes when these fully virtual students are pulled out and placed with these new positions. We will target on the learning loss that has occurred due to COVID this year. We plan to sustain this plan by taking positions from the traditional allotments as soon as learning gaps have been filled | | Test scores from traditional classrooms and all virtual classrooms Traditional classroom class sizes (reduced class sizes) Parent Surveys --- all virtual students | |

and schools can afford the larger class sizes. ($1,355,637.24) - Recruitment & Retention Incentives: In an effort to address the decrease in our work force due to the stress & mental strain from COVID pandemic, we will implement bonuses for our current and new employees. The bonuses will be given after 90 days of employment in the amount of $1000.00 twice a year for ALL full time employees. (Part time employees will receive $500.00 twice a year.) Substitutes will also be given a bonus based on the number of days they work per month. The sub bonuses will be

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	bonuses will be given in $50, $100, & $150 increments per month. $5,042,011.60 $3,711,747.14 - Unbudgeted Reserve $558,463.09 - Indirect Costs		

	Total ESSER III Allotment	$	21,644,257.51

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.

* ☑ **LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)**
An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Catawba County Schools (180) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Deanna Finger	
	JR Sigmon	

Substantially Approved Dates

Catawba County Schools (180) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, July 28, 2021

Catawba County Schools (180) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Catawba County Schools (180) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Catawba County Schools (180) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058296

* Address:

P.O. Box 1010 Newton, NC 28658

* Superintendent:

Dr. Matthew Stover

Key Personnel:

* DeAnna Finger
* J. R. Sigmon
* Karla Miller

Hickory City Schools (181) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:03:55 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Hickory City Schools (181) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,826,914.00	$2,826,914.00
Carryover	$5,716,197.00	$5,716,197.00
Total	$8,543,111.00	$8,543,111.00

Budget

Hickory City Schools (181) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
181	181	0	No	No	3.44 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$2,826,914.00	$0.00
Carryover Amount:	$5,716,197.00	$5,716,197.00
Allotment Plus Carryover:	$8,543,111.00	$5,716,197.00
Total Budgeted:		$5,716,197.00
Total Remaining:	$2,826,914.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/10/2021 04:45 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/10/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/10/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/2/2021 10:09 PM	Approved (Pending)		Popp, James			
7/29/2021 9:11 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	131	000	00	$148,500.00	$0.00	$148,500.00		
ⓘ	Salary	3	5110	148	000	00	$580,500.00	$0.00	$580,500.00		
ⓘ	Other	3	5110	211	000	00	$55,768.50	$0.00	$55,768.50		
ⓘ	Other	3	5110	221	000	00	$33,070.95	$0.00	$33,070.95		
ⓘ	Other	3	5110	231	000	00	$21,137.76	$0.00	$21,137.76		
ⓘ	Other	3	5110	418	920	00	$70,000.00	$0.00	$70,000.00		
ⓘ	Equipment	3	5110	462	920	00	$1,500,170.00	$0.00	$1,500,170.00		
ⓘ	Other	3	5330	143	000	00	$2,031,750.00	$0.00	$2,031,750.00		
ⓘ	Other	3	5330	211	000	00	$155,428.95	$0.00	$155,428.95		
ⓘ	Other	3	6540	411	920	00	$32,689.24	$0.00	$32,689.24		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Equipment	3	6540	461	000	00	$500,085.00	$0.00	$500,085.00		
ⓘ	Equipment	3	6580	541	000	00	$300,000.00	$0.00	$300,000.00		
ⓘ	Other	3	8100	392	000	00	$180,222.25	$0.00	$180,222.25		
						Total:	$5,609,322.65	$0.00	$5,609,322.65		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6610	153	000	00	$71,415.12	$0.00	$71,415.12		
ⓘ	Other	3	6610	211	000	00	$5,463.25	$0.00	$5,463.25		
ⓘ	Other	3	6610	221	000	00	$15,904.14	$0.00	$15,904.14		
ⓘ	Other	3	6610	231	000	00	$14,091.84	$0.00	$14,091.84		
						Total:	$106,874.35	$0.00	$106,874.35		

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Grant Details

Hickory City Schools (181) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Hickory Public Schools used several processes to develop the Needs Assessment. The administrative services staff reviewed data, recommendations from the ABC Collaborative and current protocols to begin the process of identifying needs. The Facilities Director conducted an onsite review of each building based in light of the ABC Collaborative's recommendations and identified potential opportunities to improve air quality, reduce the risk of spread of the virus and other potential COVID related facility needs at schools. Each principal was given a survey to complete with their leadership team to identify their specific needs. This data was shared with a districtwide committee which include district administrative staff, principals, teachers, classified staff, and community members. The committee reviewed recommendations and had opportunities to add suggestions and recommendations. Following the meeting participants were asked to rate the level of need in each allowable category. In addition, we met with our Regional NCDPI Support Team twice to get outside feedback on our plans and received recommendations on potential opportunities noted from that team. Data considered in developing this needs assessment included student academic data, such as iReady reading and math assessment, benchmark assessments, attendance and behavior data. We also reviewed DLMI and digital resources to determine needs in the event that we need to quarantine students or return to remote learning.

Utlizing the lens of MTSS, we examined the current implementation of the process and the resources need In addition, we reviewed recommendations from national experts on addressing social-emotional wellness after the pandemic. This process will continue through the life of the grant as we monitor our progress and adjust initial planning. Hickory Public Schools plan to address learning loss focuses on improving the MTSS process in every school across the district. The first step in this process is ensuring a strong evidence based core in reading and math is in place in every classroom. We will be hiring MTSS/SEL Coordinators who will spearhead the effort at each school. HPS currently uses iReady to assess reading and math K-8. This allows us to identify standards that students have not mastered as well as track growth. We will implement a data system that allows the district, schools and teachers to monitor students SEL screening, behavior and academic screening. They will track data with the leadership of the school and deploy evidence-based interventions. We leverage the strengths of our PLC process. We will hire tutors/interventionists to directly work with students in implementing the interventions and assist in shoring up core instruction. Furthermore we will continue our Modern Teacher initiative to improve instruction

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data show that over 1,180 students are at risk for retention due to attendance or academic performance. That is almost 30% of our district. However, even those students who are not at risk, demonstrate gaps in mastery of standards. Since the return to Plan A, the rate and severity of behavior referrals has increased significantly when compared to pre-pandemic data. Principals report that teachers are struggling with addressing behaviors effectively.. Kintegra Behavioral Health has seen a significant increase in the number of referrals of students in our schools. Although we have Second Step SEL curriculum across the district in K-8, we need assistance and coordination to support implementation. HPS lacks a reliable SEL screener that could be used with students and needs to improve SEL intervention capabilities. In examining the core instructional model HPS lacks a consistent core reading and math curriculum. This leads to each individual school determining literacy and math curriculum and standard protocol of interventions. These gaps provide a patchwork, which make it difficult to implement an effective MTSS effectively using data to determine effectiveness of interventions. As a small district, this leaves significant challenges for the district to support the MTSS process. In order to address learning loss, HPS needs to invest in the full systemic process of MTSS. Facilities review demonstrated that four schools have older HVAC systems that do not adequately draw in outside air. Dedicated Outdoor Air Systems would significantly improve the quality of the air and introduce outside air, a key recommendation from the ABC collaborative to reduce the potential spread of the COVID virus. In addition, two of these schools need a BMS upgrade in the HVAC system which would also improve air quality.

Furthermore, most schools lack "touchless" toilets, soap dispensers and paper towel dispensers. Adding these to schools will reduce the opportunity for students to spread the virus. Other facilities upgrades could also improve air quality and reduce the spread of the virus. These could include window replacements and installation of UV/Static air cleaners to improve indoor air quality. Each of the schools lacks furniture for outdoor learning or eating. This is a recommendation of the ABC Collaborative to reduce the potential of spread, especially while eating. The move to remote learning, demonstrated that Hickory lacks a plan for refreshing digital technology. Our DLMI indicates the immediate need for 700 student devices to be able to comfortably allow for 1:1 instruction. Over the next few years we will need dedicated funding to refresh student educational devices in case quarantines or variants of the virus move us to remote learning in the future. Software and digital platforms will need to be in place to ensure that our students have access to their teachers if they are quarantined or we need to return remote learning. The additional devices have lead to the need for an additional technology assistant to provide quick troubleshooting when something isn't working. This will assist in the prevention of further 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.

$ 2,187,179.00 * 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;

HIckory Public Schools uses iReady reading and math assessments in grades K-8 to assess student progress and assist educators in identifying student needs. In addition, grade level benchmarks are administered in grades 3-8. High School teacher utlize course benchmark assessments for EOC courses and schoolnet to assess for other courses. HPS provides access to Edgenuity for grades 6-8, which also has built in assessment aligned to the course standards. With the addition of the MTSS/SEL coordinators, this will provide schools the opportunity to have an additional resource to be focused on the data and assist in ensuring students have access to differentiation or

intervention as needed. The MTSS/SEL coordinator will utilize a data system that incorporates academic, behaviour, attendance and SEL screening data to assist the school in problem solving decisions.

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

MTSS is an evidenced based process that if properly implemented will meet the comprehensive needs of students. HPS plans to adopt new common curriculum in both reading and math to support the core instruction of our MTSS process. In selecting curriculum we will look to programs with an evidence base to support. The tutors/interventionists highered will use evidence based programs/models for intervention. The comprehensive nature of meeting students needs will be through a data platform that not only screens students in SEL, but then provides evidenced based programs for intervention. Additionally, it pulls in student academic, attendance and behavior information to assist teams in addressing the full nature of what is going on with students. The process will be monitored at the district level to ensure quality implementation. In addition, HPS is further implementing the Modern Teacher process with an evidenced based model of personalizing student learning. District and school staff will be monitoring the data to determine how well the core instruction and interventions are meeting the needs of students.

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

HPS staff have worked hard to make sure parents have the information they need to support their students in person and through distance learning modes. We will continue that work. All schools send home weekly phone calls and texts to keep parent informed of what is going on at their school. Schools also use different apps to share information as a school and for individual teachers/classes. Parents have access to PowerSchool Parent Portal to be able to access student grade information on a regular basis. District and School websites have posted information on ways parents can support their students.

* (D) Tracking student attendance and improving student engagement in distance education;

The MTSS data tracking system pulls in attendance and will be tracked during the regular meetings at the school. MTSS/SEL coordinator will identify any students with greater than 10% absences no matter the reason and will work with school teams on intervention. The modern teacher model assists teachers in evaluating where students are in relation to standards and provides the instructional voice and choice to students to assist them in engaging with the curriculum in ways that meet their personal interests. This improves student engagement. The modern teacher process in focused on digital convergence and is fully compatible with distance education.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Principals and MTSS/SEL coordinators will examine student performance in several ways to identify students that experienced learning loss. Attendance will be one factor, as students with significant attendance issues are likely to have experienced loss. Comparison of iReady data for students in grades K-8 will be an additional opportunity to track potential loss. Comparing student grades pre and post pandemic is another opportunity. The MTSS data system also allows principals to monitor academic performance and track implementation and outcomes of the interventions implemented. These are key pieces of data that are currently challenging to support as it primarily happens on paper. Our intent is to place this information in a data system that easily provides information across the district and at the school level.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	Installation of touchless toilets and urinals to reduce transmission of virus	June 2021 through June 2023	Improved sanitation Installation of the toilets and Urinals	$ 500,085.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	Installation of Dedicated Outdoor Air Systems at 2 schools	June 2021 through June 2023	Improved Air Quality Installation of the DOAS systems.	$ 300,000.00

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	Hire NC Ed Corp reading tutors for 5 elementary schools for grades K-3. (6/22 through	August 2022 through June 2024	Improved Reading Proficiency Documented Intervention Plans	$ 624,908.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Purchase of sanitation supplies to ensure disinfection	August 2022 through June 2024	100% of schools report sufficient sanitizing supplies.	$ 40,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ● Yes ○ No	Refresh student computer devices to maintain 1:1 access in the event of quarantine or return to remote/distance learning. Provision of software to maintain quality learning Platforms	August 2022-August 2024	DLMI data demonstrates that 100% of students have an up to date device to support their learning.	$ 1,570,170.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ● Yes ○ No	Hire District SEL Coordinator to coordinate SEL services and interventions	Ausust 2021 through June 2024	SEL Plans SEL Intervention Improved Social-Emotional Screening data	$ 141,336.00

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				$
	* ⦿ Yes ○ No	ESSER Project Manager (July 2022-June 2024) Indirect Cost Unbudgeted Reserve	June 2021 through June 2024	Full compliance with monitoring and record keeping	$ 352,519.00

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.					
				Total ESSER III Allotment	$ 3,529,018.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Hickory City Schools (181) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Hickory City Schools (181) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Tim Sims	

Substantially Approved Dates

Hickory City Schools (181) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, August 4, 2021

Hickory City Schools (181) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Hickory City Schools (181) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Hickory City Schools (181) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058619

* Address:

432 4th Avenue SW Hickory, NC 28602

* Superintendent:

Dr. Bryan Taylor

Key Personnel:

* Timothy Sims, Director of Federal Programs

11/9/2021 11:54:58 AM

Newton Conover City Schools (182) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:03:57 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Newton Conover City Schools (182) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,820,651.00	$1,820,651.00
Carryover	$3,389,333.89	$3,389,333.89
Total	$5,209,984.89	$5,209,984.89

Budget

Newton Conover City Schools (182) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
182	181	0	No	No	3.44 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,820,651.00	$0.00
Carryover Amount:	$3,389,333.89	$3,389,333.89
Allotment Plus Carryover:	$5,209,984.89	$3,389,333.89
Total Budgeted:		$3,389,333.89
Total Remaining:	$1,820,651.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/10/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/10/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/10/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/8/2021 11:09 AM	Approved (Pending)		Popp, James			
8/19/2021 8:38 AM	Received		Admin, NCCCIP			
8/16/2021 4:49 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☑		3-5110-121-000-000-00	0	PRC 181 is denied and returned for corrections per email request from Tammy Brown on 8/12/2021
8/16/2021 11:52 AM	Denied (Pending)		Popp, James			
7/15/2021 8:18 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	312	000	00	$30,250.00	$0.00	$30,250.00		
ⓘ	Other	3	5110	418	000	00	$181,943.00	$0.00	$181,943.00		

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ⓘ	Salary	3	5210	121	000	00	$36,050.00	$0.00	$36,050.00
ⓘ	Salary	3	5210	142	000	00	$24,759.00	$0.00	$24,759.00
ⓘ	Other	3	5210	181	000	00	$3,626.77	$0.00	$3,626.77
ⓘ	Other	3	5210	211	000	00	$4,929.34	$0.00	$4,929.34
ⓘ	Other	3	5210	221	000	00	$15,303.50	$0.00	$15,303.50
ⓘ	Other	3	5210	231	000	00	$13,032.00	$0.00	$13,032.00
ⓘ	Salary	3	5330	131	000	00	$168,199.00	$0.00	$168,199.00
ⓘ	Salary	3	5330	135	000	00	$153,865.60	$0.00	$153,865.60
ⓘ	Other	3	5330	143	000	00	$40,486.35	$0.00	$40,486.35
ⓘ	Other	3	5330	181	000	00	$25,896.26	$0.00	$25,896.26
ⓘ	Other	3	5330	211	000	00	$29,666.07	$0.00	$29,666.07
ⓘ	Other	3	5330	221	000	00	$91,932.49	$0.00	$91,932.49
ⓘ	Other	3	5330	231	000	00	$33,319.76	$0.00	$33,319.76
ⓘ	Other	3	5350	333	000	00	$1,000.00	$0.00	$1,000.00
ⓘ	Other	3	5350	411	000	00	$20,000.00	$0.00	$20,000.00
ⓘ	Other	3	5350	459	000	00	$8,000.00	$0.00	$8,000.00
ⓘ	Salary	3	5360	126	000	00	$675,382.40	$0.00	$675,382.40
ⓘ	Salary	3	5360	142	000	00	$53,878.20	$0.00	$53,878.20
ⓘ	Salary	3	5360	171	000	00	$11,147.28	$0.00	$11,147.28
ⓘ	Other	3	5360	180	000	00	$294,845.32	$0.00	$294,845.32
ⓘ	Other	3	5360	211	000	00	$79,196.34	$0.00	$79,196.34
ⓘ	Other	3	5400	312	000	00	$35,000.00	$0.00	$35,000.00
ⓘ	Other	3	5860	344	000	00	$4,500.00	$0.00	$4,500.00
ⓘ	Other	3	5860	411	000	00	$822,666.29	$0.00	$822,666.29

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ⓘ	Other	3	5860	418	000	00	$57,491.00	$0.00	$57,491.00
ⓘ	Salary	3	6400	152	000	00	$82,914.58	$0.00	$82,914.58
ⓘ	Other	3	6400	181	000	00	$2,487.44	$0.00	$2,487.44
ⓘ	Other	3	6400	211	000	00	$6,533.26	$0.00	$6,533.26
ⓘ	Other	3	6400	221	000	00	$20,282.98	$0.00	$20,282.98
ⓘ	Other	3	6400	231	000	00	$11,598.48	$0.00	$11,598.48
ⓘ	Salary	3	6540	173	000	00	$69,520.80	$0.00	$69,520.80
ⓘ	Other	3	6540	181	000	00	$2,085.63	$0.00	$2,085.63
ⓘ	Other	3	6540	211	000	00	$5,477.90	$0.00	$5,477.90
ⓘ	Other	3	6540	221	000	00	$17,006.53	$0.00	$17,006.53
ⓘ	Other	3	6540	231	000	00	$16,290.00	$0.00	$16,290.00
ⓘ	Other	3	6550	311	000	00	$70,000.00	$0.00	$70,000.00
ⓘ	Other	3	6550	331	000	00	$24,000.00	$0.00	$24,000.00
ⓘ	Other	3	8100	392	000	00	$109,078.00	$0.00	$109,078.00
ⓘ	Other	3	8200	399	000	00	$35,692.32	$0.00	$35,692.32
						Total:	**$3,389,333.89**	**$0.00**	**$3,389,333.89**

11/9/2021 11:56:10 AM

Grant Details

Newton Conover City Schools (182) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Newton Conover City Schools desires to create an exceptional educational experience for our students and works to prepare students to be successful in their post-secondary careers. In these efforts, we attempt to work with students, parents, and community members to create a positive learning environment in which all students can be successful. Our leadership team along with school leaders, teachers, and other stakeholders collaborated to develop an assessment of needs district-wide as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction. Surveys were used to collect input from the various stakeholders including administration (central office and school - level), school based personnel (certified and classified), parents/families, and the Board of Education members. The district leadership team continues to review data, identify priority areas that the district can address with ESSER resources, and select resources in response to the needs. Planning was not isolated to ESSER II and III funds. Rather leadership identified priority needs and then aligned strategies/use of funds to available funding (including but not limited to ESSER I, II, III, non-federal funds, etc.) maximizing various funding sources. Since the identified needs span across many areas, the data used to prioritize the use of funds were extensive to include, but not limited to: student academic data (EOC data, various computer

based progress monitoring tools, BOG 3, CASE 21 Benchmark Data); student engagement data (Canvas usage, Google Classroom usage, attendance); district's implemented return to in-person instruction plan to include numbers of students served in-person and remote; student and employee attendance rates; district vacancy and substitute coverage rates; instructional personnel process and perception data (professional development evaluations; and instructional coaches data based on teacher interactions and school requests. Newton Conover City Schools leadership team will measure the impact of the district's response by using student data and other measures to monitor progress and make recommendations if the outcomes are not achieved or not trending to result in the desired outcomes so that adjustments are made to address learning recovery. We will implement a summer learning program for all identified students that show a deficit in learning due to Covid. We will measure the success of the summer learning programs by looking at attendance rates, progress monitoring and growth on assessments as well as the number of Credit Recovery.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Newton Conover City Schools data indicates a learning loss for our students. Elementary Reading has a decrease of 9% in 3rd grade, 25.8% in 4th grade, and 4.3% in 5th grade. Middle School Reading shows a decrease in reading of 4.3% in 6th grade. 6.6% in 7th grade, and 12.9% in 8th grade. Math proficiency in elementary shows a decrease of 10.7% in 3rd grade, 6.8% in 4th grade, and 9.9% in 5th grade. In middle school math, a deficit is shown of 7.6% in 6th grade, 13.5% in 7th grade, and 17.7% in 8th grade. Science is showing a decrease of 7.3%5th grade and 6.8% in 8th grade. High School EOC courses show a deficit of 30.67% in Math I, 12.83% in English II, and 16.67% in Biology. According to first semester data, almost 30% of students at NCHS were failing two or more CORE classes. This data shows a need for Reading and Math programs for K-8 students including Istation, IReady, Wonders, myperspectives, envision math. At the high school level, we need to utilize Edmentum for credit recovery. In addition, the data analysis shows that we will hire an instructional coach at the middle school level to facilitate coaching on personalizing learning to ensure that students receive the instruction that they need. Since the pandemic, we have had to change our teaching and have partnered with Modern Teacher. By working with MT we are aligned with a strategy officer, provided with a framework for achieving digital convergence. The pandemic has made improving personalized learning and leveraging technology to support high-quality instruction an immediate need. In addition, our Low-Performing School will employ two additional teachers to lower class size to effectively meet the needs of the students where the data shows a significant loss in academics since COVID. Tutoring sessions will be offered during/after school. To respond to learning loss, NCCS would need to hire an additional 3 TAs to support teachers and students (working with

behavior and academic needs). Our data shows that administrative teams have provided support for over 11% of our student population in the areas of SEL and managing behaviors which shows the need to hire two behavior interventionists and a TSI Intensive Interventionist. These three positions will help the staff with Tier 2 and 3 students in the multi-system of support. Due to COVID, we have more students than ever before who are disengaged in school and who are not attending school. Now, more than ever, schools need to be able to gain access to a variety of reports in a quick and timely manner to identify students who are at-risk in order to make a plan of support and to ensure students do not fall through the cracks. Level Data will provide two-dozen-plus reporting categories including: Attendance Summaries; Gradebook Analysis; Contact Tracing;Mapping Student Home Addresses; Student Access to Technology; Incident Management; and Lunch Status. To prevent the spread of Covid, Newton-Conover City Schools Facilities Department needs to purchase additional air filters that need to be changed more frequently to provide cleaner air in all buildings. The coils also need to be cleaned more often to provide better overall air quality. Due to the limited number of maintenance staff, these additional services will need to be contracted out. The facilities management department reports that there is a need for an additional 2.5 positions in order to complete their daily assigned school-wide cleaning manifests at the level that is required as mandated by the CDC. In addition, the facilities department needs to purchase supplies(PPE equipment, CDC approved chemicals, gloves, etc) to keep the campuses safe. In a response to Covid, NCCS will look at ways to address the needs of the special populations. According to the data, we will need to hire an additional ESL teacher for our middle school. With the lack of instruction due to only being in school for 2 days a week, learning loss has increased with ESL students. This means that there will be an increase of ESL students in the middle school who will need additional services. Another way NCCS will target specific groups will be to partner with Hunt Institute and Dream Builders to provide staff development. Since March 13, 2020 we have had 151 teachers quarantined. Since February 8, 2020 we have had 892 students quarantined. Since March 13, 2020 we have experienced between 900-2900 of our students utilizing the remote learning option for instruction. We need to hire two level III technology technicians to support the increased amount 1,247 Chromebooks for students and 316 laptops for staff and becoming 1:1 in grades K-12. We have added many programs and subscriptions to help mitigate learning loss and increase safety and engagement as well as expanded Gaggle so that it now covers students K-12. In addition to this, NCCS understands that all students must be equipped with a working Chromebook and a hotspot if needed in the event the system has to quarantine the school, class, or district or a student becomes quarantined due to COVID. NCCS will need to continue to refresh the fleet of Chromebooks as their warranty expires or the devices reach their expiration date. So far this school year, Canvas has been launched over 708,000 times and Google Classroom has been launched over 340,000 times which proves that we need these available. All of these online tools(Little Sis, Classlink, Canvas, Google Workspace, Peardeck, and Securly) will be needed to provide online instruction. As a response to learning loss and the data analysis, a summer Learning will be necessary for identified students.

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.

$ 692,300.94 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Newton Conover City Schools will be using the Iready and mclass assessments K-8 to provide the /teachers/parents information about the academic progress of their students. Iready provide the teachers individualized lessons to address the specific needs of each student in the classroom. Teachers will be able to create groups of students to work with in small groups to improve academic gaps that match. Teachers will also be able to work one-on-one with each student to help them grow in the areas of weakness. These programs provide additional avenues for teachers to access that will guide them with specific interventions to put into place to address the areas that are of concern. NCCS teachers will be able to quickly identify the students who need to move in the RTI process to Tier 2 and 3 by utilizing these assessments. In addition to this, we will utilize the CASE 21 benchmarks for grade 2-12 to provide teachers with information related to each student's progress in October, January, and April of each school year. After we receive the data, each school completes an analysis of the data to determine the overarching strengths and weaknesses of each grade level. In High School, we will utilize the CCRA, Case 21 Benchmark and school net assessments to help identify areas of weaknesses for students and then develop a plan of action to attack those concerns. Our ESL and EC departments will work with the teachers to ensure they understand the need for differentiation and/or accommodations to meet the needs of these populations. The ESL/EC teachers will meet with the regular education teachers to discuss the ESL/EC students so that they are working as a team to address the students needs. NCCS teachers will provide tutoring to the at risk population to fill gaps.

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

NCCS will be implementing the following activities: Wonders Reading program for K-5, Myperspectives reading program for grades 6-8, Equip Math assessments at elementary, Istation for grade K-5, Iready for Grade 6-8, Envisions Math for 6-8. Edmentum for High School, SEL help with Interventionist, behavior support with interventionist and a rigorous summer learning program. As we are looking at the academic gaps in Literacy at the elementary and secondary levels due to COVID, we have identified the need to purchase a program that will address all levels of students in literacy. This program (Wonders)will be able to meet the academic needs of ESL students and EC students. Specific lessons are available to address the academic vocabulary, phonics, phonemic awareness, comprehension, fluency, and vocabulary. We would purchase either Wonders, Wit and Wisdom, or CKLA for K-5. For our middle school, we would purchase My Perspectives from SAVVAS to provide a personalized literacy program that is aligned to the North Carolina Standard Course of Study. Lessons can be personalized for students who are at-, below-, or above-grade level. My Perspectives provides students with age-appropriate, ability-aligned learning opportunities in ELA.. We would also need to offer professional development on each of these programs. Through partnering with Modern Teacher and being part of the Modern Teacher network, our district will be aligned with a strategy officer, provided with a framework for achieving digital convergence, and have the opportunity to partner with and learn alongside over 160 districts across the US in improving the quality of modern public education. i-Ready Learning is a collection of rigorous reading and mathematics instructional resources designed to address every student's learning needs, accelerate growth, and enable all students to access grade-level learning. Students will engage in motivating, personalized instruction, learning games, and other resources. NCCS will need to continue to use this program to support the academic needs due to COVID of the 6-8 students. Istation assesses the National Reading Panel's "Big Five" foundational essentials. Schools get actionable and insightful data that measures phonemic awareness, phonics, fluency, comprehension, and vocabulary, as well as many other skills. Due to COVID, our at-risk students need direct instruction that Istation provides to help them close academic gaps. As we are looking at the academic gaps in Math to COVID, we have identified the need to purchase a program that will address all levels of students in math at the 6-8 level. Middle school will work with envision math. These programs will be able to meet the academic needs of all students including specifically the ESL students and EC students. Envisions math (middle school) will provide a personalized math provide aligned to the North Carolina Standard Course of Study. Lessons can be personalized for students who are at-, below-, or above-grade level. Moreover, teachers have a great deal of autonomy in how they develop their lessons using the vast array of standards-aligned resources available to them. Envisions provides students with age-appropriate, ability-aligned learning opportunities in Math. We would also need to offer professional development on each of this program. We will be implementing the Science of Reading during the next few years. This will increase the reading programs in our school buildings. We will utilize Sanford Harmony as well as the SEL 3 Signature Practice Playbook to address social and emotional needs from our students. We will utlize Letterland phonics, espark and Brainpop for reading and math in the elementary level. These programs will address the learning gaps.

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

NCCS will provide the remote learning plan for parents to access on the website to gain information and resources for remote learning. Parents will be able to keep abreast of assignments by using the Canvas parent Observer option as well as the Parent Portal that is attached to Powerschool. We will provide tutoring opportunities for any identified students in order to help mitigate the learning loss from COVID. Schools will continue to hold parent conferences, Zoom meetings, sending notes home, using the one call now, using class dojo or remind to inform parents about their child's academic performance. If school is open, we will continue to do face to face meetings with parents such as parent teacher meetings, student led conferences, etc.

* (D) Tracking student attendance and improving student engagement in distance education;

NCCS schools have identified all disengaged students as well as students with failing scores. They will continue to track attendance and engagement at all levels K-12. The schools have created a engagement protocol that they are utilizing to make the best decisions related to the individual student needs. Our MTSS process will continue to be utilized to address the academic, social, or behavioral needs of the at-risk students. We are working with NCed CORP and have hired people to help make home visits, help with homework, and help in all ways with the disengaged students. Our principals, administrators, and school counselors are making home visits to encourage students to complete assignments, participate in remote learning, or be active in all Zoom sessions. In addition, we have partnered with Kintegra Health to help with some of the social and emotional needs of our students.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Each of our schools are tracking their students to ensure academic progress is being made. They will continue to look at formative assessments, summative assessments, benchmarks, EOCs, EOGs, and classwork to determine success. We will use the Iready and Istation data that is available for grades K-8 to determine gaps in academics.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

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IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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	As a result of COVID, additional safety and sanitizing procedures have been implemented throughout our school buildings, and, therefore, an 2.5 custodians is desperately needed to carry out these additional duties. Survey administrators	By September 30, 2024	Survey administrators and custodial staff about joint training on the continuous implementation of best sanitation practices in the schools, and how to monitor the completion of daily cleaning manifests as well as report concerns to custodial staff.	$ 180,380.85

and custodial staff about joint training on the continuous implementation of best sanitation practices in the schools, and how to monitor the completion of daily cleaning manifests as well as report concerns to custodial staff. Partner with Hunt Institute to provide training on Put on Your Own Oxygen Mask First: Leading and Managing with Resiliency is designed to support our site-based administrators as they work with their staff to support and bolster the school's resilience as well as Answering the

		as Answering the Equity Call: Guaranteeing Racially-Equitable Inputs and Outcomes Always - P			
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	In response to Covid, we have had such an increase in devices, use and additional programs that we are in need of two level III technology technicians. We have had a large increase in	By September 30, 2024	Number of work orders completed each year, survey about technology	$ 123,816.74

		devices for both students and teachers. We have added 1,247 Chromebooks for students and 316 laptops for staff. We are now 1:1 in grades K-12. Due to the increase of devices and overall technology use, there is an increase in support needed in our schools. We have added many programs and subscriptions to help mitigate learning loss and increase safety and engagement. We have expanded Gaggle so that it now covers students K-12.			

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$
	* ⦿ Yes ○ No	In response to Covid, all students must be equipped with a working Chromebook in the event the system has to quarantine the school, class, or district or a student becomes quarantined due to COVID. NCCS will need to continue to refresh the fleet	By September 30, 2024	Technology Work Logs, Number of log in on specific platforms	$ 847,166.29

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		refresh the fleet of Chromebooks as their warranty expires or the devices reach their expiration date. All of these online tools(Little Sis, Classlink, Canvas, and Google Workspace) will be needed to provide continuous learning if/when students have to move into a remote setting.			
	* ◉ Yes ○ No	In response to COVID, NCCS will purchase: 1 - Securly which allows for teachers to work with individual students or small groups of students and continue to monitor all students in the class. 2 - Peardeck offers	By September 30, 2024	Teacher survey about securly and peardeck, Gaggle reports, and checkout of hotspots	$ 33,891.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Peardeck offers teachers the opportunity to see student responses in real time and build interactive presentations that are either teacher paced or student-paced, depending on the way the presentation is designed which helps with learning loss. 3- Gaggle- we have an increase in students using technology inappropriately especially in the area of questionable content. Social emotional issues are able to be addressed quicker with this product. 4 - Hotspots are offered to our students who are working virtually to ensure they			

		have reliable internet for completing online work. 5. Letterland Phonics online, Espark and Brainpop will help the gaps in reading and math Teacher survey about securly and peardeck, Gaggle reports, and checkout of hotspot			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Since we have had a disruption in the regular schedule for students due to COVID, we are noticing a change in behaviors of students. Newton-Conover City Schools would like to hire two new, additional staff members (one to serve students in grades K-5 and one to serve	By September 30, 2024	Logs from Behavior Interventionist	$ 178,641.89

		one to serve students in grades 6-12) to provide behavior and emotional support in our schools. These educators will support Tier 2 & Tier 3 students in the MTSS process by providing home visits, facilitating 1:1 support sessions, working with parents and families, supporting teachers with strategies, and providing other supports as needed. These educators will be provided with opportunities to go through a variety of SEL and MTSS training to ensure they are equipped to support students and families.			

| 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 | In response to learning loss, we will hold summer learning for two school year. K-12 students that have been identified either by failing classes or by the data sources of Istation, Iready, EOC etc will be invited to attend. NCCS will hire teachers at a flat rate of 35.00 per hour and noncertified at a flat rate of 20.00. Bonuses will be paid at a rate of 300.00 per week for employees if they work all 4 days of the week. Noncertified will receive a 200.00 per week if they work all 4 days. We will have a 6 week program at K-8 and 5 weeks at high school. | By September 30, 2024 | student performance on EOGs, EOCs, Benchmarks (Oct., March, Jan) Iready and Istation results | $ 1,188,365.86 |

| | | We will provide 150 hours of instruction. In addition to this we will ensure that math and reading are taught to K-2 while 3-8 is taught reading, math, and science. There will be a physical activity period, field trips, and snacks. High school will have credit recovery and offer initial credit for other classes as well as have an elective. We will incorporate SEL practices throughout the summer learning program. | | | |

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	Indirect Cost Unbudgeted Reserve	By September 30, 2024	Indirect Cost Unbudgeted Reserve	$ 144,770.32
				Total ESSER III Allotment	$ 2,697,032.95

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Newton Conover City Schools (182) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Newton Conover City Schools (182) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Tammy Brown

Newton Conover City Schools (182) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 29, 2021

Newton Conover City Schools (182) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Newton Conover City Schools (182) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Newton Conover City Schools (182) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058874

* Address:

605 North Ashe Avenue Newton, NC 28658

* Superintendent:

Dr. Aron Gabriel

Key Personnel:

* Tammy Brown

11/9/2021 11:56:10 AM

Chatham County Schools (190) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/2/2021 9:33:54 AM	Carol Little	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/2/2021 9:33:54 AM	Carol Little	Status changed to 'Chief Administrator Approved'.	S
☐	11/2/2021 9:33:47 AM	Carol Little	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/2/2021 9:33:47 AM	Carol Little	Status changed to 'Fiscal Representative Approved'.	S
	11/2/2021 9:33:38 AM	Carol Little	Status changed to 'Revision Completed'.	S
	10/20/2021 3:03:59 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Chatham County Schools (190) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$3,983,637.00	$3,983,637.00
Carryover	$8,057,111.00	$8,057,111.00
Total	$12,040,748.00	$12,040,748.00

Budget

Chatham County Schools (190) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Received ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
190	181	1	No	No	3.32 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$3,983,637.00	$3,983,637.00
Carryover Amount:	$8,057,111.00	$8,057,111.00
Allotment Plus Carryover:	$12,040,748.00	$12,040,748.00
Total Budgeted:		$12,040,748.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	10/20/2021 08:20 AM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/20/2021 8:20 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/10/2021 11:16 AM	Approved (Pending)		Eddy, Melissa			
9/2/2021 8:41 AM	Received		Admin, NCCCIP			
8/31/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☑		3-5110-121-000-000-00	0	Returning at the request of the district per email from C.Little 8/31/21
8/31/2021 1:48 PM	Denied (Pending)		Eddy, Melissa			
7/9/2021 8:14 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$882,396.00	$0.00	$882,396.00		✏️
ⓘ											✏️

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	Salary	3	5110	135	000	00	$882,396.00	$0.00	$882,396.00	
ⓘ	Salary	3	5110	142	000	00	$1,185,840.00	$0.00	$1,185,840.00	✎
ⓘ	Other	3	5110	180	000	00	$0.00	$2,847,500.00	$2,847,500.00	Bonus Pay ✎
ⓘ	Other	3	5110	211	000	00	$225,723.36	$217,843.74	$443,567.10	✎
ⓘ	Other	3	5110	221	000	00	$639,644.64	$0.00	$639,644.64	✎
ⓘ	Other	3	5110	231	000	00	$594,000.00	$0.00	$594,000.00	✎
ⓘ	Other	3	5110	311	000	00	$315,000.00	$0.00	$315,000.00	✎
ⓘ	Other	3	5110	411	000	00	$33,042.27	$8,672.58	$41,714.85	Supplies & Materials ✎
ⓘ	Salary	3	5270	121	000	00	$294,132.00	$0.00	$294,132.00	✎
ⓘ	Other	3	5270	211	000	00	$22,501.10	$0.00	$22,501.10	✎
ⓘ	Other	3	5270	221	000	00	$63,766.90	$0.00	$63,766.90	✎
ⓘ	Other	3	5270	231	000	00	$39,600.00	$0.00	$39,600.00	✎
ⓘ	Salary	3	5310	121	000	00	$588,264.00	$0.00	$588,264.00	✎
ⓘ	Other	3	5310	211	000	00	$45,002.20	$0.00	$45,002.20	✎
ⓘ	Other	3	5310	221	000	00	$127,533.80	$0.00	$127,533.80	✎
ⓘ	Other	3	5310	231	000	00	$79,200.00	$0.00	$79,200.00	✎
ⓘ	Salary	3	5320	131	000	00	$588,264.00	$0.00	$588,264.00	✎
ⓘ	Other	3	5320	211	000	00	$45,002.20	$0.00	$45,002.20	✎
ⓘ	Other	3	5320	221	000	00	$127,533.80	$0.00	$127,533.80	✎
ⓘ	Other	3	5320	231	000	00	$79,200.00	$0.00	$79,200.00	✎
ⓘ	Salary	3	5830	131	000	00	$147,066.00	$0.00	$147,066.00	✎
ⓘ	Other	3	5830	211	000	00	$11,250.55	$0.00	$11,250.55	✎
ⓘ	Other	3	5830	221	000	00	$31,883.45	$0.00	$31,883.45	✎
ⓘ	Other	3	5830	231	000	00	$19,800.00	$0.00	$19,800.00	✎
ⓘ										✎

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	Other	3	5850	411	000	00	$35,000.00	$0.00	$35,000.00	
ⓘ	Salary	3	6110	113	000	00	$147,066.00	$0.00	$147,066.00	✎
ⓘ	Salary	3	6110	151	000	00	$100,674.00	$0.00	$100,674.00	✎
ⓘ	Other	3	6110	180	000	00	$0.00	$525,000.00	$525,000.00	Bonus Pay	✎
ⓘ	Other	3	6110	211	000	00	$18,952.11	$40,164.00	$59,116.11	✎
ⓘ	Other	3	6110	221	000	00	$53,707.89	$0.00	$53,707.89	✎
ⓘ	Other	3	6110	231	000	00	$39,600.00	$0.00	$39,600.00	✎
ⓘ	Salary	3	6940	113	000	00	$251,451.00	$0.00	$251,451.00	✎
ⓘ	Other	3	6940	211	000	00	$19,236.00	$0.00	$19,236.00	✎
ⓘ	Other	3	6940	221	000	00	$54,513.00	$0.00	$54,513.00	✎
ⓘ	Other	3	6940	231	000	00	$19,800.00	$0.00	$19,800.00	✎
ⓘ	Other	3	6940	332	000	00	$0.00	$1,000.00	$1,000.00	Travel Reimbursement	✎
ⓘ	Other	3	7200	180	000	00	$0.00	$200,000.00	$200,000.00	Bonus Pay	✎
ⓘ	Other	3	7200	211	000	00	$0.00	$15,300.50	$15,300.50	✎
ⓘ	Other	3	8100	392	000	00	$249,068.73	$128,156.18	$377,224.91	✎

Total: $8,057,111.00 $3,983,637.00 $12,040,748.00

Grant Details

Chatham County Schools (190) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Process for developing Needs Assessment and Plan: Chatham County Schools (CCS) has continuously gathering and analyzing data since April 2020 to determine best practices in meeting our students, staff and community needs due to the pandemic. Informal needs assessments occurred monthly to determine if CCS needed to modify instruction and back to school plans to best meet stakeholder needs. Stakeholders were invited to BOE meetings for public comment on all back to school plans as plans changed throughout the semester. Several stakeholder surveys were conducted using K12 Insights, a leader in educational analytics to assess current progress and seek input for the future. Throughout the summer and fall semester of 2020 CCS staff worked with school personnel and district leadership to quickly identify glaring needs and planned for ESSER I funds through the analysis of academic data and feedback from stakeholders. As the semester continued staff around the district was able to gather school benchmark data, course failure data, attendance (or lack of participation data), social emotional health data (referrals to counselors and social workers), etc. Academic Services and Instructional Support staff analyzed these needs and developed a list of curricular and intervention needs. In January 2021 a survey was sent to the federal programs family advisory council for input on what went well with the first semester and needs for the remainder of the year. In addition certain

stakeholder groups (PreK staff, ESL staff, Instructional Coaching staff, district leadership, school leadership) were asked to complete surveys asking for feedback on the current year and input for future spending. Upon completion surveys were compiled and presented to district and school leadership. Each group was able to organize compiled needs into district and individual school priorities that would best meet the needs of our students and teachers. The district leadership team (principals, directors, cabinet members, and assistant principals) were given the opportunity to complete a survey providing needs analysis and suggestions for how to spend ESSER funding. This data was then compiled and used to hold 2 individual group meetings to then narrow the focus and prioritize the needs. The results from both groups activities and consensus building exercises were used to develop the final budget and final application. How we intend to address and attend to student learning gaps: Chatham County Schools uses a comprehensive assessment system to help determine student needs. This system encompasses cumulative state assessment data, universal screening data in reading and math for grades K-8, selective screening data for our struggling high school students, common formative assessment data, progress monitoring data, individual diagnostic data, and attendance data. MTSS teams evaluate this data on an ongoing basis to determine what learning gaps may exist across grade levels, within classrooms, and among individual students. As a district MTSS team, we recently evaluated the most current student outcome data within our assessment system to determine what gaps exist in math and reading due to the impact of COVID-19. We compared the needs indicated by this data (which, for example, indicated a significant discrepancy between last year's math data and this year's math data) to the current instructional and curricular materials available to our students. The district will purchase intervention materials and provide specialized professional development for specific subjects and specific grade levels as needed per this evaluation. All school MTSS teams follow a similar process throughout the year to determine if Core instructional supports need to be adjusted to target class wide learning loss as indicated by assessment data and also which students should receive supplemental or intensive supports during an intervention block during the school day (as all schools in Chatham County have this time allotted in their master schedules). Interventionists and teachers will be provided with evidence-based intervention materials and trained on implementation of these materials to ensure fidelity. It is our intention to continue these data evaluation conversations in an ongoing manner so that we can monitor student progress and close any learning gaps that our students face. Additional specific subgroup and area information on our needs assessment and analysis can be found here:https://docs.google.com/document/d/1uZ0UNM8zkBBK1xBK-G078z4cjtcVC39J_j3auZfPd7k/edit?usp=sharing

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Through the analysis of our subgroup data and department data in Part A CCS plans to utilize the funds to support our high needs subgroups (migrant, EC, McKinney Vento, ESL, Black, economically disadvantaged and Latinx), students not meeting proficiency based on our STAR assessments, mental health services for students, HVAC systems, Virtual programming and supporting our alternative program. The comprehensive needs assessment and analysis prepared in Part A allowed Chatham County Schools to prepare more detailed information for Part B and can be found here, https://docs.google.com/document/d/1JX-dOv_6x-7MAzC6HhE11xZmzuMYU0QGi5DzMKM8r5M/edit?usp=sharing. This information helps provide a description of how the funds will be utilized in alignment with the needs analysis and to Part C below.

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.

$ 5,282,418.00 * 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;

Chatham County Schools currently uses a variety of student assessments within the Renaissance assessment system, namely STAR Early Literacy, STAR Math, STAR Reading, and STAR curriculum-based measures in both reading and math. Students are regularly assessed throughout each school year to inform teachers of what grade level skills and standards they have mastered or have yet to master, which enables teachers to differentiate instruction so that specific needs of students are met. This assessment suite also allows us to monitor student growth, hence enabling professional learning teams to evaluate the effectiveness of instruction and make any necessary adjustments to ensure all students are learning at an appropriate rate. All of the assessments within the Renaissance platform are research-based, valid, and reliable.

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

Chatham County Schools (CCS) has the infrastructure to support the implementation of evidence-based activities. Using our MTSS Curriculum, Instruction, Environment and Assessment matrix schools have evidence-based core curriculum and tiered intervention curriculum to use when working with students. Each K-8 school has a curriculum coach to assist in training teachers in using curriculum as well as support the MTSS model for monitoring and tracking student progress in order to determine needs of students. With ESSER III funds each high school will receive a MTSS position to monitor, track and arrange interventions for students in need. In addition, each K-8 school will receive an additional certified staff (from funds other than ESSER to utilize based on the needs of the individual school) to provide interventions and/or support around addressing the learning gaps of students. In the area of literacy the district will hire an instructional program facilitator specifically to train and support teachers with literacy instruction in grades K-8. In addition all schools with K-2 will receive additional instructional assistants in order to lower the teacher to student ratios to allow for at least two adults during literacy blocks. All assistants will be trained in literacy rotations and interventions to ensure high fidelity of implementation. Through ESSER II funds the district will be purchasing additional evidence based intervention kits to build our MTSS Curriculum, Instruction, Environment and Assessment resources for schools.

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

Chatham County Schools will hire an interpreter/translator to work with our largest second language families who speak Spanish. Our second language population is one subgroup in great need of support academically. With constant communication and training provided by the district and schools the families will have a better understanding of what is occurring to close the learning gaps and assist their children at home. This position will also give our families a contact person in case they have additional questions or concerns. This position will work with all families (those attending school in person and virtually). CCS will use ESSER III funds to provide funding for a separate Virtual Academy for those students and families who want the option to participate virtually. We will have a separate school number for our Virtual School. This school will be a member school of our district and utilize similar supports as do the in-person schools. The Virtual School will have administrative oversight and stand alone virtual teachers and staff to support all virtual academy students and families. MTSS structures and supports will be expected in Virtual Academy to ensure we are meeting the needs of all the students and families enrolled.

* (D) Tracking student attendance and improving student engagement in distance education;

Student academic data will be monitored and tracked by MTSS school teams as well as the district team through Performance Matters. Student attendance will be tracked through Power School. Student discipline will be tracked through Educators Handbook. The district MTSS coordinator will work with schools to ensure each site is monitoring student progress consistently throughout the each semester through MTSS meetings, kid talk meetings, School

Improvement Team meetings, etc. In addition to the MTSS coordinator CCS will hire an equity specialist to specifically work with school leaders and teachers in addressing the learning gaps with our most at risk populations. This position will provide training to help teachers and administrators plan culturally relevant and engaging lessons for all students. In addition this position will work with the district MTSS coordinator to monitor and track our students and most specifically our low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. All in-person and virtual academy students will be monitored and provided intervention resources as needed. CCS will also hire a digital teaching and learning facilitator to assist teachers (in all schools including virtual academy) with engaging instructional practices in an online environment. The facilitator will help teachers create a combination of synchronous and asynchronous opportunities for students to provide a flexible learning environment resulting in increased student engagement. The virtual academy will work the same as brick and mortar buildings with school leadership monitoring student performance and acting in accordance to our MTSS structure to provide appropriate supports and interventions.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Chatham County Schools uses a comprehensive assessment system to help determine student needs. This system encompasses cumulative state assessment data, universal screening data in reading and math for grades K-8, selective screening data for our struggling high school students, common formative assessment data, progress monitoring data, individual diagnostic data, and attendance data. MTSS teams evaluate this data on an ongoing basis to determine what learning gaps may exist across grade levels, within classrooms, and among individual students. As a district MTSS team, we recently evaluated the most current student outcome data within our assessment system to determine what gaps exist in math and reading due to the impact of COVID-19. We compared the needs indicated by this data (which, for example, indicated a significant discrepancy between last year's math data and this year's math data) to the current instructional and curricular materials available to our students. The district will purchase intervention materials and provide specialized professional development for specific subjects and specific grade levels as needed per this evaluation. All school MTSS teams follow a similar process throughout the year to determine if Core instructional supports need to be adjusted to target class wide learning loss as indicated by assessment data and also which students should receive supplemental or intensive supports during an intervention block during the school day (as all schools in Chatham County have this time alloted in their master schedules). Interventionists and teachers will be provided with evidence-based intervention materials and trained on implementation of these materials to ensure fidelity. It is our intention to continue these data evaluation conversations in an ongoing manner so that we can monitor student progress and close any learning gaps that our students face.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ○ No	*Training and support for beginning teachers with blended learning, serving students with learning gaps *adding two ESL teacher positions to reduce teacher:student ratio to serve ESL students	June 2020 through September 2023	*STAR assessment data *STAR data specifically addressing K-2 literacy *Student attendance data *Student discipline data *Teacher classroom subgroup data (using the above data points) *High School course passing/failing rates *High school graduation rates *High school dropout rates *Communication log and information in Spanish to families *ACCESS scores	$ 735,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ○ No	Purchasing of additional PPE to maintain indoor requirements for personal protection for students and staff	June 2020 through September 2023	PPE and other supplies utilized by schools	$ 35,000.00

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
	* ○ Yes ◉ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ◉ No				$
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	*Adding three social workers to provide mental health supports to students and staff in schools *Adding a counselor to provide mental health supports to students and staff in schools	June 2020 through September 2023	CCS will track and monitor student grades, attendance, discipline records and DESSA information (gradesK-8) for all students served through the mental health contracted services	$ 840,000.00

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				$
	* ◉ Yes ○ No	*supports for 6-12 alternative ed program *indirect cost and unbudgeted *hiring incentives due to increased number of unfilled positions *retention bonuses to maintain current employee positions *additional educational supplies	June 2020 through September 2023	*Alternative Ed program SIP, enrollment and course tracking, mental health support tracking	$ 5,148,330.00

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.					
				Total ESSER III Allotment	$ 6,758,330.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Chatham County Schools (190) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Carol Little	

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, November 2, 2021

Chatham County Schools (190) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Chatham County Schools (190) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/9/2021 1:28:01 PM

GAN Organization Data

Chatham County Schools (190) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

77821643

* Address:

P.O. Box 128 Pittsboro, NC 27312

* Superintendent:

Dr. Randy Bridges

Key Personnel:

> * Carol M Little

Cherokee County Schools (200) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:04:04 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Cherokee County Schools (200) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,655,113.00	$2,655,113.00
Carryover	$5,352,499.01	$5,352,499.01
Total	$8,007,612.01	$8,007,612.01

Budget

Cherokee County Schools (200) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Received ▼

Mark Plan As Required: ☑

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
200	181	1	No	Yes	3.06 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$2,655,113.00	$2,655,113.00
Carryover Amount:	$5,352,499.01	$5,352,499.01
Allotment Plus Carryover:	$8,007,612.01	$8,007,612.01
Total Budgeted:		$8,007,612.01
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/09/2021 07:34 AM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 7:34 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/16/2021 5:20 PM	Approved (Pending)		Perrotta, Paul			
9/4/2021 8:13 AM	Received		Admin, NCCCIP			
8/30/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☑		3-5110-127-000-000-00	0	Returned at LEAs request.
8/30/2021 1:13 PM	Denied (Pending)		Charles, Alex			
7/29/2021 8:17 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	127	000	00	$110,000.00	$0.00	$110,000.00		✏️
ⓘ	Salary	3	5110	135	000	00	$72,000.00	$0.00	$72,000.00		✏️
ⓘ	Other	3	5110	162	000	00	$5,000.00	$0.00	$5,000.00		✏️
ⓘ	Other	3	5110	163	000	00	$10,000.00	$0.00	$10,000.00		✏️

11/9/2021 12:12:38 PM

	Type		Code				Amount 1	Amount 2	Amount 3	Description	
ⓘ	Other	3	5110	180	000	00	$0.00	$621,000.00	$621,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✎
ⓘ	Other	3	5110	192	000	00	$100,000.00	$0.00	$100,000.00		✎
ⓘ	Other	3	5110	211	000	00	$22,720.50	$47,506.50	$70,227.00		✎
ⓘ	Other	3	5110	221	000	00	$61,137.60	$3,384.00	$64,521.60		✎
ⓘ	Other	3	5110	231	000	00	$16,869.44	$1,946.56	$18,816.00		✎
ⓘ	Other	3	5110	232	000	00	$10,000.00	$3,500.00	$13,500.00	Worker's Compensation for retention bonuses.	✎
ⓘ	Other	3	5110	311	000	00	$500,000.00	$0.00	$500,000.00		✎
ⓘ	Other	3	5110	312	000	00	$183,843.83	$0.00	$183,843.83		✎
ⓘ	Other	3	5110	418	000	00	$211,291.10	$0.00	$211,291.10		✎
ⓘ	Equipment	3	5110	461	000	00	$10,000.00	$0.00	$10,000.00		✎
ⓘ	Other	3	5120	180	000	00	$0.00	$60,000.00	$60,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working	✎

									through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses.The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ⓘ	Other	3	5120	211	000	00	$0.00	$4,590.00	$4,590.00		✏
ⓘ	Other	3	5120	232	000	00	$0.00	$500.00	$500.00	CTE - Employer's Workers' Comp Ins	✏
ⓘ	Other	3	5130	180	000	00	$0.00	$15,000.00	$15,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✏

ⓘ	Other	3	5130	211	000	00	$0.00	$1,147.50	$1,147.50		✎
ⓘ	Other	3	5130	232	000	00	$0.00	$100.00	$100.00	Program Enhancement Teachers - Employer's Workers' Comp Ins	✎
ⓘ	Other	3	5210	180	000	00	$0.00	$147,000.00	$147,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✎
ⓘ	Other	3	5210	211	000	00	$0.00	$11,245.50	$11,245.50		✎
ⓘ	Other	3	5210	232	000	00	$0.00	$800.00	$800.00	EC - Employer's Workers' Comp Ins	✎
ⓘ	Other	3	5230	180	000	00	$0.00	$3,000.00	$3,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is	✎

ℹ️								required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ℹ️	Other	3	5230	211	000	00	$0.00	$229.50	$229.50		✏️
ℹ️	Other	3	5230	232	000	00	$0.00	$25.00	$25.00	Pre-K - EC - Employer's Workers' Comp Ins	✏️
ℹ️	Other	3	5240	180	000	00	$0.00	$15,000.00	$15,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✏️
ℹ️	Other	3	5240	211	000	00	$0.00	$1,147.50	$1,147.50		✏️
ℹ️	Other	3	5240	232	000	00	$0.00	$100.00	$100.00	Speech & Language - Employer's Workers' Comp Ins	✏️
ℹ️											✏️

	Other	3	5260	180	000	00	$0.00	$6,000.00	$6,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ⓘ	Other	3	5260	211	000	00	$0.00	$459.00	$459.00		✏
ⓘ	Other	3	5260	232	000	00	$0.00	$50.00	$50.00	AIG-Employer's Workers' Comp Ins	✏
ⓘ	Other	3	5310	180	000	00	$0.00	$27,000.00	$27,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is	✏

										October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ⓘ	Other	3	5310	211	000	00	$0.00	$2,065.50	$2,065.50		✏
ⓘ	Other	3	5310	232	000	00	$0.00	$150.00	$150.00	Alternative K-12 - Employer's Workers' Comp Ins	✏
ⓘ	Other	3	5320	180	000	00	$0.00	$6,000.00	$6,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✏
ⓘ	Other	3	5320	211	000	00	$0.00	$459.00	$459.00		✏
ⓘ	Other	3	5320	232	000	00	$0.00	$50.00	$50.00	Social Work & Attendance - Employer's Workers' Comp Ins	✏
ⓘ	Other	3	5330	180	000	00	$0.00	$27,000.00	$27,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit	✏

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										to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ⓘ	Other	3	5330	211	000	00		$0.00	$2,065.50	$2,065.50		✏
ⓘ	Other	3	5330	232	000	00		$0.00	$200.00	$200.00	Remedial & Suppl K-12 - Employer's Workers' Comp Ins	✏
ⓘ	Other	3	5340	180	000	00		$0.00	$27,000.00	$27,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in	✏

									either the full time or part time categories.	
ℹ	Other	3	5340	211	000	00	$0.00	$2,065.50	$2,065.50		✏
ℹ	Other	3	5340	232	000	00	$0.00	$800.00	$800.00	Pre-K Readiness - Employer's Workers' Comp Ins	✏
ℹ	Other	3	5350	180	000	00	$0.00	$15,000.00	$15,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✏
ℹ	Other	3	5350	211	000	00	$0.00	$1,147.50	$1,147.50		✏
ℹ	Other	3	5350	232	000	00	$0.00	$100.00	$100.00	Extended Day/Year Instr - Employer's Workers' Comp Ins	✏
ℹ	Other	3	5350	411	000	00	$50,000.00	$0.00	$50,000.00		✏
ℹ	Salary	3	5360	126	000	00	$640,000.00	$0.00	$640,000.00		✏
ℹ	Salary	3	5360	142	000	00	$96,000.00	$0.00	$96,000.00		✏
ℹ	Other	3	5360	143	000	00	$19,200.00	$0.00	$19,200.00		✏
ℹ	Other	3	5360	180	000	00	$120,000.00	$0.00	$120,000.00		✏

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ⓘ	Other	3	5360	211	000	00	$66,952.80	$0.00	$66,952.80		✏
ⓘ	Other	3	5360	232	000	00	$25,000.00	$0.00	$25,000.00		✏
ⓘ	Salary	3	5400	129	000	00	$0.00	$6,297.96	$6,297.96	School Leadership - Salary - Held Harmless Salary Principal Mentor	✏
ⓘ	Other	3	5400	180	000	00	$0.00	$64,500.00	$64,500.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✏
ⓘ	Other	3	5400	211	000	00	$0.00	$5,416.04	$5,416.04		✏
ⓘ	Other	3	5400	221	000	00	$0.00	$1,440.97	$1,440.97		✏
ⓘ	Other	3	5400	231	000	00	$0.00	$7,056.00	$7,056.00		✏
ⓘ	Other	3	5400	232	000	00	$0.00	$500.00	$500.00	School leadership - Employer's Workers' Comp Ins	✏
ⓘ	Other	3	5410	180	000	00	$0.00	$36,000.00	$36,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working	✏

									through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ⓘ	Other	3	5410	211	000	00	$0.00	$2,754.00	$2,754.00		✏️
ⓘ	Other	3	5410	232	000	00	$0.00	$200.00	$200.00	School Leadership - Employer's Workers' Comp Ins	✏️
ⓘ	Other	3	5420	180	000	00	$0.00	$9,000.00	$9,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in	✏️

									either the full time or part time categories.	
ℹ	Other	3	5420	211	000	00	$0.00	$688.50	$688.50		✏
ℹ	Other	3	5420	232	000	00	$0.00	$50.00	$50.00	School Leadershp - Employer's Worker's Comp Ins	✏
ℹ	Other	3	5810	180	000	00	$0.00	$12,000.00	$12,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✏
ℹ	Other	3	5810	211	000	00	$0.00	$918.00	$918.00		✏
ℹ	Other	3	5810	232	000	00	$0.00	$65.00	$65.00	Educational Media - Employer's Workers' Comp Ins	✏
ℹ	Other	3	5820	180	000	00	$0.00	$9,000.00	$9,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A	✏

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										signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ⓘ	Other	3	5820	211	000	00	$0.00	$688.50	$688.50		✏️
ⓘ	Other	3	5820	232	000	00	$0.00	$310.00	$310.00	Student Accounting - Employer's Workers' Comp Ins	✏️
ⓘ	Salary	3	5830	131	000	00	$250,000.00	$0.00	$250,000.00		✏️
ⓘ	Other	3	5830	180	000	00	$0.00	$54,000.00	$54,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in	✏️

									either the full time or part time categories.	
ⓘ	Other	3	5830	211	000	00	$19,125.00	$4,131.00	$23,256.00		✏️
ⓘ	Other	3	5830	221	000	00	$54,200.00	$3,000.00	$57,200.00		✏️
ⓘ	Other	3	5830	231	000	00	$31,630.20	$3,649.80	$35,280.00		✏️
ⓘ	Other	3	5830	232	000	00	$0.00	$250.00	$250.00	Guidance Services - Employer's Workers' Comp Ins	✏️
ⓘ	Other	3	5840	180	000	00	$0.00	$30,000.00	$30,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✏️
ⓘ	Other	3	5840	192	000	00	$0.00	$36,000.00	$36,000.00	Health Services - Additional Responsibility Stipend	✏️
ⓘ	Other	3	5840	211	000	00	$0.00	$5,049.00	$5,049.00		✏️
ⓘ	Other	3	5840	221	000	00	$0.00	$8,236.80	$8,236.80		✏️
ⓘ	Other	3	5840	231	000	00	$0.00	$21,168.00	$21,168.00		✏️
ⓘ	Other	3	5840	232	000	00	$0.00	$400.00	$400.00	Health Services -	✏️

ⓘ										Employer's Workers' Comp Ins	
ⓘ	Other	3	5850	180	000	00	$0.00	$36,000.00	$36,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✏
ⓘ	Other	3	5850	211	000	00	$0.00	$2,754.00	$2,754.00		✏
ⓘ	Other	3	5850	232	000	00	$0.00	$1,225.00	$1,225.00	Safety & Security - Employer's Workers' Comp Ins	✏
ⓘ	Other	3	5860	411	000	00	$200,000.00	$0.00	$200,000.00		✏
ⓘ	Equipment	3	5860	462	000	00	$1,377,500.00	$0.00	$1,377,500.00		✏
ⓘ	Equipment	3	5860	542	000	00	$505,033.07	$0.00	$505,033.07		✏
ⓘ	Other	3	6110	180	000	00	$0.00	$15,000.00	$15,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to	✏

										continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ℹ	Other	3	6110	211	000	00		$0.00	$1,147.50	$1,147.50		✏
ℹ	Other	3	6110	232	000	00		$0.00	$510.00	$510.00	Regular Curricular Support & D - Employer's Workers' Comp Ins	✏
ℹ	Other	3	6200	180	000	00		$0.00	$6,000.00	$6,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✏
ℹ												✏

	Other	3	6200	211	000	00	$0.00	$459.00	$459.00	
ⓘ	Other	3	6200	232	000	00	$0.00	$50.00	$50.00	Spec Pop Support & Develop. - Employer's Workers' Compensation
ⓘ	Other	3	6300	180	000	00	$0.00	$3,000.00	$3,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.
ⓘ	Other	3	6300	211	000	00	$0.00	$229.50	$229.50	
ⓘ	Other	3	6300	232	000	00	$0.00	$20.00	$20.00	Alternative Progs Support & Develop. - Employer's Workers' Comp Ins
ⓘ	Salary	3	6400	152	000	00	$50,400.00	$0.00	$50,400.00	
ⓘ	Other	3	6400	180	000	00	$0.00	$12,000.00	$12,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A

										signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ⓘ	Other	3	6400	211	000	00	$3,855.60	$918.00	$4,773.60		✎
ⓘ	Other	3	6400	221	000	00	$10,926.72	$604.80	$11,531.52		✎
ⓘ	Other	3	6400	232	000	00	$0.00	$350.00	$350.00	Technology Support - Employer's Workers' Comp Ins	✎
ⓘ	Other	3	6540	180	000	00	$0.00	$75,000.00	$75,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in	✎

										either the full time or part time categories.	
ℹ	Other	3	6540	211	000	00	$0.00	$5,737.50	$5,737.50		✏
ℹ	Other	3	6540	232	000	00	$0.00	$4,100.00	$4,100.00	Custodial/Housekeeping - Employer's Workers' Comp Ins	✏
ℹ	Other	3	6550	180	000	00	$0.00	$45,000.00	$45,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✏
ℹ	Other	3	6550	211	000	00	$0.00	$3,442.50	$3,442.50		✏
ℹ	Other	3	6550	232	000	00	$0.00	$1,525.00	$1,525.00	Transportation - Employer's Workers' Comp Ins	✏
ℹ	Other	3	6580	180	000	00	$0.00	$24,000.00	$24,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A	✏

										signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ⓘ	Other	3	6580	211	000	00	$0.00	$1,836.00	$1,836.00		✏
ⓘ	Other	3	6580	232	000	00	$0.00	$1,000.00	$1,000.00	Maintenance - Employer's Workers' Comp Ins	✏
ⓘ	Other	3	6580	311	000	00	$300,000.00	$0.00	$300,000.00		✏
ⓘ	Other	3	6610	180	000	00	$0.00	$21,000.00	$21,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in	✏

									either the full time or part time categories.	
ⓘ	Other	3	6610	192	000	00	$0.00	$18,000.00	$18,000.00	Extra Duty Stipend	✎
ⓘ	Other	3	6610	211	000	00	$0.00	$2,983.50	$2,983.50		✎
ⓘ	Other	3	6610	221	000	00	$0.00	$4,118.40	$4,118.40		✎
ⓘ	Other	3	6610	232	000	00	$0.00	$1,300.00	$1,300.00	Financial Services - Employer's Workers' Comp Ins	✎
ⓘ	Other	3	6710	180	000	00	$0.00	$6,000.00	$6,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✎
ⓘ	Other	3	6710	211	000	00	$0.00	$459.00	$459.00		✎
ⓘ	Other	3	6840	180	000	00	$0.00	$3,000.00	$3,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to	✎

									continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	
ⓘ	Other	3	6840	211	000	00	$0.00	$229.50	$229.50		✎
ⓘ	Other	3	6840	232	000	00	$0.00	$100.00	$100.00	Health Support - Employer's Workers' Comp Ins	✎
ⓘ	Other	3	6940	180	000	00	$0.00	$3,000.00	$3,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✎
ⓘ	Other	3	6940	211	000	00	$0.00	$229.50	$229.50		✎

View	Type	Funding	Purpose	Object	Local	00	Budget	Amendment	Revised	Change Justification	DPI
ⓘ	Other	3	6940	232	000	00	$0.00	$20.00	$20.00	Leadership - Employer's Workers' Comp Ins	✎
ⓘ	Other	3	7200	180	000	00	$0.00	$90,000.00	$90,000.00	COVID-19 Retention Bonuses are only eligible for current employees who commit to continue working through the end of the 2021-22 school year. A signed commitment to continue working through the end of the 2021-22 school year is required prior to payment of any COVID-19 Retention Bonuses. The Retention Bonus Plan time period is October 01 through June 2022. Retention bonuses will be paid in either the full time or part time categories.	✎
ⓘ	Other	3	7200	211	000	00	$0.00	$6,885.00	$6,885.00		✎
ⓘ	Other	3	7200	232	000	00	$0.00	$4,000.00	$4,000.00	Nutrition Services - Employer's Workers' Comp Ins	✎
ⓘ	Other	3	8100	392	000	00	$120,251.31	$54,598.64	$174,849.95		✎
ⓘ	Other	3	8200	399	000	00	$0.00	$817,410.71	$817,410.71		✎

Total: $5,252,937.17 $2,652,846.68 $7,905,783.85

304 - Andrews Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6540	173	000	00	$33,600.00	$0.00	$33,600.00		✎
ⓘ	Other	3	6540	211	000	00	$2,570.40	$0.00	$2,570.40		✎

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6540	221	000	00	$7,284.48	$403.20	$7,687.68		✏
ⓘ	Other	3	6540	231	000	00	$6,326.04	$729.96	$7,056.00		✏
						Total:	**$49,780.92**	**$1,133.16**	**$50,914.08**		

330 - Murphy Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6540	173	000	00	$33,600.00	$0.00	$33,600.00		✏
ⓘ	Other	3	6540	211	000	00	$2,570.40	$0.00	$2,570.40		✏
ⓘ	Other	3	6540	221	000	00	$7,284.48	$403.20	$7,687.68		✏
ⓘ	Other	3	6540	231	000	00	$6,326.04	$729.96	$7,056.00		✏
						Total:	**$49,780.92**	**$1,133.16**	**$50,914.08**		

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Grant Details

Cherokee County Schools (200) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Cherokee County Schools, a district in the Western Appalachian Mountains and spread across 385 square miles of rugged terrain, faced the challenge of teaching face-face and remotely for students in quarantine as we embarked to master hybrid instruction.Two ESSER advisory meetings were held to review unfinished learning of students impacted by school closings during the global pandemic. The Needs Assessment Plan was conducted by teachers, school administrators, the executive committee, parents, and community stakeholders. Data used to determine needs was collected from attendance, discipline reports, social worker intake forms, nursing reports, SRO reports, iReady BOY-EOY reports, EOG EOY data,technology surveys, and teacher/parent/administrator surveys. While there is a significant learning gap; (75% students are 1 grade or more level behind), we will continue to focus on what CCS intends to assess/address student learning gaps using Edmentum, iReady, MTSS constructs, attendance, discipline referrals, and EOG to determine success in student achievement to recover unfinished learning. Needs were determined as following: 1. Learning loss: (75% students 1 or more grade level behind according to iReady and EOG data) 2. Instructional Coaches are needed in in high schools, K-12 Science, Math, and general content areas to support teachers with technology 3. Best practice professional development incorporating hybrid learning to assist

students learning remotely and in quarantine; 4. Curriculum Engineers in content/grade level areas to support teachers as an additional duty -CCS established the curriculum engineers to provide additional support across grade levels to enhance instruction/collaborate/ and share best practices for remote, teaching while maintain social distancing and sanitation requirement and face-face learning. After surveying teachers, this will continue as all suggested their instructional practice improved as a result. 5. Beginning Teacher Support Program with NCBTSP to attract and retain high quality teachers in the era of the global pandemic. There is a teacher shortage and many are leaving the profession due to protocols, masks, social distancing requirements. Contracted service provided to coach teachers to offer interventions and strategies for accelerated learning to catch up students due to learning ost to COVID. 6. iReady will be used as a high quality diagnostic to track growth of learning recovery lost due to COVID. 7.Guidance/Mental Health Services are needed with the influx of attendance, discipline, and behavioral issues mitigating trauma and neglect due to familial hardships due to COVID. 8. Another area of need was in technology for devices for students and teachers. Due to COVID an immediate need for learning without devices to do work remotely, hold conferences with teachers remotely, and meet with parents in quarantine more devices emerged. The stakeholders agreed hotspots, Kajeet mobile hotspots to position throughout the community for student usage are becoming limited again for students/teachers needing connectivity. Also personnel and students do not have devices to work remotely with appropriate software for Google Meetings and software for instructional purposes. Technology is needed for student devices, infrastructure, cyber security, connectivity, hot spots, personnel devices, virtual labs, cameras, smart boards for interacting with manipulatives and understanding content while maintaining social distancing practices in response to and in preparation for learning during COVID-19 shutdowns. Justifications for technology: MalwareBytes is advanced endpoint protection for the entire district. This software is a three year quote to keep our computers and users safe so that we do not experience downtime and can increase the amount of machines available to kids and staff so that they can use them without worry. The software prevents users from entering sites that may contain programs designed to steal their information or simply flood them with advertisements. Students will have more quality time available for completing assigned tasks. They will also have the ability to install this on their family's devices thereby giving them more opportunities for using technology to recover losses and extend learning. ($71,291.10) 3 year quote iPads are used by K-2 as a primary technology resource. The device provides the easiest access for early literacy and ease of use by caregivers when rendering setup assistance on home networks. The devices support the use of iReady assessments and the follow-up assignments in the area of ELA. Having access to these devices and quick replacements allow students to work at home and school on devices. These curriculum-connected devices also provide a channel of communication for students and families with the school to monitor progress and identify areas of need. ($180,000) 500 devices + cases + tax The pandemic has exerted extraordinary demands on our core student device, the Chromebook. The use of devices at home over an extended period of time has created a backlog of repair needs and a shortage of available devices. Keeping devices and replacements available in grades 3-12 eliminates one key variable in addressing learning loss-- the availability of technology at both

school and home. We plan on replacing all student and staff devices over a three year cycle while maintaining the accidental damage and protection repair policy. Additionally, the old devices are incapable of downloading necessary software for students learning remotely due to COVID. ($1,197,500) device plus case for all students, staff, and replacement pool = 2,500 devices Adding SMART boards to math classrooms across the district K-12 allows students the opportunity to see, hear, and touch mathematical concepts and problems. in an applicable manner while maintaining social distancing requirements. Teachers will be able to create new cont

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

It was determined using iReady, attendance, discipline referrals, and social worker reports students who chose to stay in remote learning were significantly behind students who attended school face-face. More specifically, schools on an AB schedule were lower achieving, splintering the learning gap. The issue of equitable learning was discussed, it was determined using iReady data a correlation exists between schools using best practices of Learning Focused with fidelity (anchor charts, essential questions unpacking standards, and distributive summarizing) performed better than school that did not. A school showing significant growth was HDam, who implemented these practices and strategies with fidelity. The team agreed to continue the partnership with Learning Focused to accelerate learning throughout the entire district to support teachers with accelerated learning strategies. In addition to performing in the high growth high proficiency category, HDam also outperformed the state median for EOG proficiency in all subject areas. This performance in the era post COVID proves accelerated learning strategies are effective and necessary to mitigate unfinished learning due to COVID.
https://docs.google.com/spreadsheets/d/1AWhK1MvelJP3wCUHPoI4ydoBEfQlnq7WjAdGnDzG3vw/edit?usp=sharing
Data from Curriculum Engineer attendance showed student performance, especially for remote/quarantined students, improved in classrooms of teachers who participated in the weekly collaborative to unpack standards, cover classes for each other virtually in the event of a teacher absence, and when the school closes for remote learning due in response to COVID. Student iReady data shows a significant amount of growth (42%) in classrooms where teachers participated versus those who did not . Surveys from stakeholders indicate this program "helped them survive" this year with the weekly professional development, curriculum mapping, and hybrid instruction/Canvas coaching sessions we adopted this year. Beginning Teacher surveys indicate BT's insist on a continued partnership with the NCBTSP service for coaching teachers during the pivotal time of acquiring learning loss and to meet the pressures of being tasked to catch kids up. Retaining teachers in our rural area is challenging, and beginning teachers indicate on surveys that they lack skills implementing classroom management with online LMS. NCBTSP assists in the retention

of Beginning Teachers and offers coaching through this partnership. Additional support is needed in the area of mental health (SEL) as the rate of discipline referrals, DSS reports, and attendance issues increased this year. Teacher surveys indicate they no longer feel equipped to handle the emotional traumatic issues/behavioral issues, and the number of counselor referrals/ attendance issues have increased, indicated this need is significant. A technology survey indicated a significant need for personnel and student devices.Technology is an area of significant need as teachers lack devices that can use software necessary for blended instruction, virtual parent conferences, and attend virtual professional development sessions. Students also need devices as they embark on remote learning and face-face learning while practicing social distancing requirements with devices that can utilize and download the software necessary to practice cooperative learning at a reasonable distance.

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.

$ 2,277,594.34 * 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;

iReady will be used and funded as a research based diagnostic (418) to track student academic progress for K-8 learners. iReady was adopted by CCS for 2020-21 school year. The interventions and lessons in the teaching toolbox were proven to accelerate unfinished learning due to COVID -19 as indicated on diagnostic reports. iReady has an at home component teachers and parents can collaborate about, supporting students at home and within the classroom. CCS will continue to purchase iReady for the 2021-2022 SY -2024.

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

The Covid-19 pandemic shutdown halted student learning, despite educator efforts to teach remotely. Barriers to remote learning included; limited device accessibility, the challenge of internet connectivity due to mountainous terrain, and teacher preparedness with blended instruction and social distancing requirements. The district realized teachers

needed additional support to combine best practice with the implementation of hybrid instruction, while still closing the unfinished learning gap in students in an equitable manner to ensure educational equity. The Curriculum Engineers was developed to offer virtual professional development for teachers throughout the district on accelerating learning strategies to recover learning lost due to COVID. Engineers will be taking this on for a stipend as this is an additional duty. ID-19 ; providing pacing, best practices to overcome the challenges of teaching remotely to quarantined students, and collaborate on lessons to revise to meet the demands of social distancing protocols. Teachers need additional professional development for interventions/instruction with social distancing requirements and in the area of hybrid blended learning as teachers were frustrated (how can we teach our students when we can not be close to them?). CCS established the curriculum engineers to provide additional support across grade levels to enhance instruction for remote and face-face learners. After surveying teachers, this practice will continue as all suggested their instructional practice improved as a result and evidence shows teachers who participated in Curriculum Engineer program and collaborated had a higher number of students showing proficiency in student iReady scores as the weekly professional development promoted more strategies to enhance student engagement, growth, and accelerated learning. Learning Focused professional development strategies will be implemented throughout the district to assist teachers to transform teaching in a hybrid learning environment and combining best practice to accelerate learning for students who have unfinished learning due to COVID-19. https://learningfocused.com/teacher-professional-development/ CCS will be using this profesisonal development for three years as it has been proven to accelerate learning, catching students up. (311) A contracted service budgeted for three years is the continued partnership with the NCBTSP - coaching service to retain beginning teachers who are needing assistance with coaching and strategies to catch students up from the learning loss of COVID-19. (311) Curriculum Engineers and Master Instructional coaches (subs budgeted) will continue assisting teachers with instruction combining hybrid learning with best practice - CCS is doing F-F with online learning in every classroom to impact student growth positively, subs will be budgeted for Master Teachers. This will impact student learning as teachers acquire new skills and employ new strategies and collaborate across a broad district.(192) The Curriculum Engineers offers virtual professional development for teachers throughout the district; providing pacing, best practices to overcome the challenges of teaching remotely to quarantine, strategies to engage parents remotely, interventions to accel students to recover learning. The additional duty will be supplemented. A bonus to recruit math teachers will be offered - hard to find positions due to teachers being quarantines in highly qualified areas such as Calculus - CCS will contract with Elevate K12 - (sole source) to provide teachers to students during teacher absences. The Coronavirus-19 global pandemic shutdown halted student learning, despite educator efforts to teach remotely. Barriers to remote learning included teacher readiness with blended instruction and social distancing requirements. CCS faces the challenge of teaching face-face and remotely for students in quarantine. Two Master Teachers are hired to model to teachers how to combine best practice with the implementation of hybrid instruction, while still closing the unfinished learning gap in students in an equitable manner to ensure educational equity during COVID-19. Subs are budgeted for MT's.

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

CCS will use devices/internet/social media/funding to mail materials to students, provide outreach through home visits on the learning bus, and host virtual events.

* (D) Tracking student attendance and improving student engagement in distance education;

Canvas, iReady, Edlio are being used to track student/teacher engagement. Teachers have been frustrated due to the lack of engagement with students who are remote learners. Grades and assessments indicate either students are performing well above grade level (due to extra assistance outside of independent work) or doing nothing at all, failing classes. Curriculum Engineers and Instructional coaches will assist teachers with instruction combining hybrid learning with best practice -CCS is doing F-F with online learning in every classroom. Provide additional professional development and support for improved instruction is a need. Additional guidance counselors will conduct outreach and home visits to target students' needs and provide assistance to families. The attendance has progressively gotten worse due to mandated quarantines due to exposure to COVID, even if the student is healthy. The aforementioned resources are necessary in order to provide learning in response to quarantines.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

iReady and the conversion to EVAAS is being studied, MTSS supports using iReady interventions and provide activities for parents to use at home in response to learning lost due to COVID.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⊙ Yes ○ No	Following an inspection, repairs will only be performed if related to the prevention of, response to, or preventing the spread of COVID-19	July 2021-2024	Student attendance, enrollment, and health reports will be used to measure impact. Our goal is an increase in student attendance and a decrease in home school enrollment by 25%.	$ 300,000.00
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	An additional computer technician was hired to assist with the demands of technology in response to preparation of another COVID shutdown and to assist remote learners.	July 2021-June 2022	CCS aims to see an increase in connectivity rates and student engagement rates as indicated by technology surveys - our goal is 25% increase in student familiarity.	$ 50,400.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	Two additional custodians are needed to assist with sanitation efforts in high enrollment schools.	June 2021-September 2024	Student attendance and COVID exposure tracking sheets will indicate an increase in student attendance by 25% and a decrease in students needing to be quarantined due to exposure of COVID.	$ 99,561.84

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
	* ○ Yes ◉ No				$

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LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ⊙ Yes ○ No	Please see data analysis section for tech breakdown. The present devices are unable to install software necessary for student learning, hotspots are becoming limited again for students needing connectivity, and teachers need	July 2021-July 2024		$ 1,182,533.72

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		teachers need devices capable of downloading software necessary to teach remotely for students learning in quarantine and remotely. Technology is needed for student devices, infrastructure, cyber security, connectivity, hot spots, personnel devices, virtual labs. MalwareBytes is advanced endpoint protection for the entire district. This software is a three year quote to keep our computers and users safe so that we do not experience downtime and can increase the amount of machines available to kids		Student attendance, parent participation, iReady diagnostic, student retention rate, EOG scores will determine impact on students and learning recovered with the target outcome of 25%.

		and staff so that they can use them without worry. The software prevents users from entering sites that may contain programs designed to steal their information or simply flood them with advertisements. Students will have more quality time available for completing assigned tasks			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ◯ No		July 1 2021 - Sept 2024	Attendance, student retention rates, trends in discipline referrals, and student graduation rates will be analyzed to determine learning achieved	$ 354,955.00

		2 Guidance Counselors are needed to conduct outreach, track non participatory students, and assist families throughout the district affected by the trauma of unemployment of global pandemic. Survey and office referrals indicate sociol-emotional needs are outgrowing the skill set teachers have to meet needs.			

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	Extended school day/summer learning is needed to accelerate learning. The budget was prepared to be comparable with bonuses should we be required to offer one for teachers again by the state to recruit and retain administrators/ teachers to recover learning lost due to COVID.	June 2024	iReady assessments, student retention rates, data from summer learning programs indicating growth and gap closure. the target outcome on student impact will be measured through iReady.	$ 967,202.80
	* ⦿ Yes ◯ No	Unbudgeted reserve/indirect costs	June 2021- July 2024	Unbudgeted reserve/indirect costs	$ 120,251.31

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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.					
				Total ESSER III Allotment	$ 3,074,904.67

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Cherokee County Schools (200) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Cherokee County Schools (200) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	jeana hardin	Julie Higdon

Substantially Approved Dates

Cherokee County Schools (200) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, August 3, 2021

Cherokee County Schools (200) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Cherokee County Schools (200) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Cherokee County Schools (200) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

150489763

* Address:

911 Andrews Rd Murphy NC, 28906

* Superintendent:

Dr. Jeana Conley

Key Personnel:

* Julie Higdon

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/11/2021 10:35:56 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,673,393.00	$1,673,393.00
Carryover	$3,381,761.00	$3,381,761.00
Total	$5,055,154.00	$5,055,154.00

Budget

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Denied ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
210	181	1	No	No	3.53 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$1,673,393.00	$0.00
Carryover Amount:	$3,381,761.00	$3,381,761.00
Allotment Plus Carryover:	$5,055,154.00	$3,381,761.00
Total Budgeted:		$3,381,761.00
Total Remaining:	$1,673,393.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied (Pending)	11/09/2021 11:40 AM	Evans, Allie

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 11:40 AM	Denied (Pending)		Evans, Allie			
11/9/2021 11:39 AM			Evans, Allie	3-5110-187-000-000-00	0	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
10/11/2021 10:35 AM	Received		Admin, NCCCIP			
10/1/2021 4:47 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/29/2021 10:01 PM	Approved (Pending)		Letchworth, Tina			
9/29/2021 1:17 PM	Received		Admin, NCCCIP			
9/2/2021 4:45 PM	Denied	✔	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		✔		3-5110-131-000-000-00	0	Returned at LEAs request.
9/2/2021 9:27 AM	Denied (Pending)		Charles, Alex			
7/30/2021 10:28 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	187	000	00	$8,425.00	$0.00	$8,425.00		✏ Budget returned to

										allow for adjustment to reflect final 1/3 installment amount.
ⓘ	Other	3	5110	211	000	00	$644.51	$0.00	$644.51		✎
ⓘ	Other	3	5110	221	000	00	$1,826.54	$0.00	$1,826.54		✎
ⓘ	Other	3	5110	411	000	00	$100,000.00	$0.00	$100,000.00		✎
ⓘ	Equipment	3	5110	462	000	00	$45,000.00	$0.00	$45,000.00		✎
ⓘ	Salary	3	5210	135	000	00	$61,882.00	$0.00	$61,882.00		✎
ⓘ	Salary	3	5210	181	000	00	$1,728.00	$0.00	$1,728.00		✎
ⓘ	Other	3	5210	211	000	00	$4,866.17	$0.00	$4,866.17		✎
ⓘ	Other	3	5210	221	000	00	$13,790.65	$0.00	$13,790.65		✎
ⓘ	Other	3	5210	231	000	00	$6,326.00	$0.00	$6,326.00		✎
ⓘ	Salary	3	5350	198	000	00	$875.00	$0.00	$875.00		✎
ⓘ	Other	3	5350	211	000	00	$66.94	$0.00	$66.94		✎
ⓘ	Other	3	5350	221	000	00	$189.70	$0.00	$189.70		✎
ⓘ	Other	3	5500	411	000	00	$65,000.00	$0.00	$65,000.00		✎
ⓘ	Salary	3	5840	131	000	00	$45,500.00	$0.00	$45,500.00		✎
ⓘ	Salary	3	5840	181	000	00	$1,830.00	$0.00	$1,830.00		✎
ⓘ	Other	3	5840	211	000	00	$3,620.75	$0.00	$3,620.75		✎
ⓘ	Other	3	5840	221	000	00	$10,261.14	$0.00	$10,261.14		✎
ⓘ	Other	3	5840	231	000	00	$6,326.00	$0.00	$6,326.00		✎
ⓘ	Salary	3	5860	135	000	00	$2,128.37	$0.00	$2,128.37		✎
ⓘ	Other	3	5860	211	000	00	$162.82	$0.00	$162.82		✎
ⓘ	Other	3	5860	221	000	00	$461.43	$0.00	$461.43		✎
ⓘ	Other	3	5860	414	000	00	$35,000.00	($35,000.00)	$0.00	$35,000 broken down by site code, for cost of Library Books. See 3.5110.181.414. (312) (306) (316)(304)	✎

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Equipment	3	5860	462	000	00	$139,262.50	$0.00	$139,262.50		✏
ⓘ	Other	3	5870	311	000	00	$18,147.50	$0.00	$18,147.50		✏
ⓘ	Other	3	5870	312	000	00	$10,000.00	$0.00	$10,000.00		✏
ⓘ	Equipment	3	6400	462	000	00	$44,000.00	$0.00	$44,000.00		✏
ⓘ	Equipment	3	6540	461	000	00	$416,000.00	$0.00	$416,000.00		✏
ⓘ	Other	3	6570	522	000	00	$1,223,235.00	$0.00	$1,223,235.00		✏
ⓘ	Other	3	6570	532	000	00	$40,000.00	$0.00	$40,000.00		✏
ⓘ	Other	3	6580	311	000	00	$63,000.00	$0.00	$63,000.00		✏
ⓘ	Other	3	6580	411	000	00	$2,373.05	$0.00	$2,373.05		✏
ⓘ	Other	3	8100	392	000	00	$67,830.64	$0.00	$67,830.64		✏

Total: $2,439,759.71 ($35,000.00) $2,404,759.71

304 - Chowan Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	00	$75,000.00	$0.00	$75,000.00		✏
ⓘ	Other	3	5110	414	000	00	$0.00	$2,500.00	$2,500.00	Library Books (originally budgeted in 3.5860.181.414.000)	✏
ⓘ	Other	3	5110	418	000	00	$33,359.38	$0.00	$33,359.38		✏
ⓘ	Salary	3	5270	143	000	00	$12,500.00	$0.00	$12,500.00		✏
ⓘ	Other	3	5270	211	000	00	$956.25	$0.00	$956.25		✏
ⓘ	Salary	3	5830	131	000	00	$55,590.00	$0.00	$55,590.00		✏
ⓘ	Salary	3	5830	181	000	00	$1,551.00	$0.00	$1,551.00		✏
ⓘ	Other	3	5830	211	000	00	$4,073.70	$0.00	$4,073.70		✏
ⓘ	Other	3	5830	221	000	00	$11,544.82	$0.00	$11,544.82		✏
ⓘ	Other	3	5830	231	000	00	$6,326.00	$0.00	$6,326.00		✏
ⓘ	Other	3	5860	418	000	00	$22,408.53	$0.00	$22,408.53		✏
ⓘ	Salary	3	6110	135	000	00	$49,725.00	$0.00	$49,725.00		✏
ⓘ	Salary	3	6110	181	000	00	$1,386.00	$0.00	$1,386.00		✏

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6110	211	000	00	$3,640.33	$0.00	$3,640.33		✎
ℹ	Other	3	6110	221	000	00	$10,316.64	$0.00	$10,316.64		✎
ℹ	Other	3	6110	231	000	00	$6,326.00	$0.00	$6,326.00		✎
ℹ	Other	3	6570	532	000	00	$35,000.00	$0.00	$35,000.00		✎
						Total:	$329,703.65	$2,500.00	$332,203.65		

306 - D F Walker Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5110	121	000	00	$59,110.00	$0.00	$59,110.00		✎
ℹ	Other	3	5110	211	000	00	$4,521.92	$0.00	$4,521.92		✎
ℹ	Other	3	5110	221	000	00	$12,815.05	$0.00	$12,815.05		✎
ℹ	Other	3	5110	231	000	00	$6,326.00	$0.00	$6,326.00		✎
ℹ	Other	3	5110	414	000	00	$0.00	$5,000.00	$5,000.00	Library Books (originally budgeted in 3.5860.181.414.000)	✎
ℹ	Salary	3	5260	181	000	00	$1,830.00	$0.00	$1,830.00		✎
ℹ	Other	3	5260	211	000	00	$140.00	$0.00	$140.00		✎
ℹ	Other	3	5260	221	000	00	$396.74	$0.00	$396.74		✎
ℹ	Salary	3	5830	131	000	00	$41,511.89	$0.00	$41,511.89		✎
ℹ	Salary	3	5830	181	000	00	$1,155.00	$0.00	$1,155.00		✎
ℹ	Other	3	5830	211	000	00	$3,033.61	$0.00	$3,033.61		✎
ℹ	Other	3	5830	221	000	00	$8,597.20	$0.00	$8,597.20		✎
ℹ	Other	3	5830	231	000	00	$12,652.00	$0.00	$12,652.00		✎
ℹ	Other	3	5860	418	000	00	$51,300.00	$0.00	$51,300.00		✎
						Total:	$203,389.41	$5,000.00	$208,389.41		

312 - John A Holmes High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$64,858.00	$0.00	$64,858.00		✏
ⓘ	Salary	3	5110	181	000	00	$1,650.00	$0.00	$1,650.00		✏
ⓘ	Other	3	5110	211	000	00	$4,746.07	$0.00	$4,746.07		✏
ⓘ	Other	3	5110	221	000	00	$13,450.27	$0.00	$13,450.27		✏
ⓘ	Other	3	5110	231	000	00	$12,652.00	$0.00	$12,652.00		✏
ⓘ	Other	3	5110	414	000	00	$0.00	$25,000.00	$25,000.00	Library Books (originally budgeted in 3.5860.181.414.000)	✏
ⓘ	Salary	3	5260	121	000	00	$65,510.00	$0.00	$65,510.00		✏
ⓘ	Other	3	5260	211	000	00	$4,666.50	$0.00	$4,666.50		✏
ⓘ	Other	3	5260	221	000	00	$13,224.80	$0.00	$13,224.80		✏
ⓘ	Other	3	5260	231	000	00	$6,326.00	$0.00	$6,326.00		✏
ⓘ	Other	3	6550	551	000	00	$13,000.00	$0.00	$13,000.00		✏
						Total:	$200,083.64	$25,000.00	$225,083.64		

316 - White Oak Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$5,500.00	$0.00	$5,500.00		✏
ⓘ	Salary	3	5110	181	000	00	$1,647.00	$0.00	$1,647.00		✏
ⓘ	Other	3	5110	211	000	00	$546.74	$0.00	$546.74		✏
ⓘ	Other	3	5110	221	000	00	$1,549.47	$0.00	$1,549.47		✏
ⓘ	Other	3	5110	231	000	00	$6,326.00	$0.00	$6,326.00		✏
ⓘ	Other	3	5110	414	000	00	$0.00	$2,500.00	$2,500.00	Library Books (originally budgeted in 3.5860.181.414.000)	✏
ⓘ	Other	3	5130	411	000	00	$50,000.00	($10,326.73)	$39,673.27	Moved $10,364.66 to 3.5340.181.121.316 (+supporting benefits) to support a portion of teachers salary for NC Pre-K expansion	✏

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$45,032.00	$0.00	$45,032.00		✏
ⓘ	Other	3	5320	211	000	00	$3,197.70	$0.00	$3,197.70		✏
ⓘ	Other	3	5320	221	000	00	$9,062.24	$0.00	$9,062.24		✏
ⓘ	Other	3	5320	231	000	00	$6,326.00	$0.00	$6,326.00		✏
ⓘ	Salary	3	5340	121	000	00	$0.00	$7,300.00	$7,300.00	Portion of Teacher Salary to support NC Pre-K expansion - funding pulled from NC Pre-K expansion line item of $50,000.00 (3.5230.181.411.316.000.000)	✏
ⓘ	Other	3	5340	211	000	00	$0.00	$558.45	$558.45		✏
ⓘ	Other	3	5340	221	000	00	$0.00	$1,582.64	$1,582.64		✏
ⓘ	Other	3	5340	231	000	00	$0.00	$885.64	$885.64		✏
ⓘ	Salary	3	5830	131	000	00	$37,780.00	$0.00	$37,780.00		✏
ⓘ	Salary	3	5830	181	000	00	$1,050.00	$0.00	$1,050.00		✏
ⓘ	Other	3	5830	211	000	00	$2,757.83	$0.00	$2,757.83		✏
ⓘ	Other	3	5830	221	000	00	$7,815.64	$0.00	$7,815.64		✏
ⓘ	Other	3	5830	231	000	00	$6,326.00	$0.00	$6,326.00		✏
						Total:	$184,916.62	$2,500.00	$187,416.62		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6610	151	000	00	$16,319.28	$0.00	$16,319.28		✏
ⓘ	Other	3	6610	211	000	00	$1,154.33	$0.00	$1,154.33		✏
ⓘ	Other	3	6610	221	000	00	$3,271.36	$0.00	$3,271.36		✏
ⓘ	Other	3	6610	231	000	00	$3,163.00	$0.00	$3,163.00		✏
						Total:	$23,907.97	$0.00	$23,907.97		

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Grant Details

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Teachers and staff were at the crucial point of the 2019-2020 school year to determine students' mastery goals with end of year assessments and observations. Because of the loss of ability to do this, the process to determine the students needs as a result of learning loss related to the Pandemic closures involved: School Improvement teams composed of principals, teachers, support staff and parents working with most recently available data (student work samples, grades, EVAAS predictors, 2019-2020 classroom/state assessments completed, and observable performance) to determine how to best proceed to meet the educational needs of students At the beginning of the 2020-2021 school year, each school team used formative assessments to determine the present level of performance for each student, whether remote or in-person. Teacher input on student success included MTSS, data spreadsheets, mClass, iReady, EOCs, EVAAS predictors, Social, Academic, Emotional, Behavior Rating Screener (SAEBRS), WorkKeys, Meetings were held with community members/partners to determine needs in the community and assess areas of concern surrounding families and our students. In addition to community meetings, surveys were also administered. As a result, we created "A Day in the Life" document to help parents as they transitioned students back into in person learning. This document laid out the daily safety precautions and protocols for students, staff and families. Virtual and in person meetings were held with staff to prepare for students to return to structured environments of school settings. These meetings included

the process to maintain safety as well as provided meaningful instruction to meet the needs of students. We will continue to make adjustments to our protocols and procedures to ensure safety of our students. We continue to address student learning gaps and needs by administering interim and post assessments such as: Grades K-8 - mClass in reading and iReady in reading and math; benchmarks in science; teacher made assessments in all other subject areas, Social, Academic, Emotional, Behavior Rating Screener (SAEBRS) Grades 9-12 - College and Career Ready Graduate; WorkKeys, EOCs, Graduation rate, SAEBRS Once schools reopened in August 2020, staff worked with families to provide remote or in-person learning opportunities. As data supported the need for tutoring to decrease students' learning gaps, class modifications and after school tutoring were established. Students were also invited back to in-person learning throughout the school year as social distancing rules relaxed in Plan A. In order to address the social-emotional health of our students and faculty, we will partner with Calm Minds Kind Hearts (CMKH) to learn and implement mindfulness strategies in our classrooms. We will also partner with RTI to ensure we have a long-term plan to promote social-emotional learning across our schools. To support the partnerships of CMKH and RTI, a counselor, social worker, and behavior interventionist will be added to our district. We recognize the importance of strong curriculum and instruction. Therefore, an additional instructional coach will be employed at the high school level to support teachers in the learning management system, asynchronous learning, social-emotional learning, integration of curriculum, writing curriculum maps, and creating standards-aligned plans. This support will help close learning gaps as a result of the pandemic. COVID affected everyone. Even our most astute students struggled academically and socially. Therefore, we will employ another AIG teacher to work with grades 3-12, creating a team of two. We also want to be proactive in supporting students who have not been in a formal educational setting in the early years. Due to the economic hardship caused by the global pandemic, we will expand our Pre-Kindergarten program. The early childhood education program will target four year olds in Chowan County who are not currently enrolled in a high quality child care. Research shows that children who participate in a high quality child care setting prior to entering school have high success rates in life. The chart below notes specific research from The Children's Cabinet (www.childrenscabinet.org). Benefits in Kindergarten & Elementary School -Improved reading skills -Improved math skills -Improved language skills -Fewer social issues -Fewer behavioral issues -Less likely to be retained Benefits in Middle & High School -Less likely to enter juvenile detention -More likely to graduate Benefits in Adulthood -More likely to have a highly skilled job or higher education by age 21. -Less likely to commit a crime or felony -Less likely to rely on social assistance programs (i.e. TANF, Food Stamps, Housing) The Children's Cabinet also reports that children who attend high quality child care have more defined motor development and higher levels of social and emotional stability. Students with disabilities will be included in our program. PPE will be purchased and additional employees will be hired during the of Summer 2021 to improve the physical plant by ensuring that buildings are cleaned and maintained to safety standards. An after school tutoring program will be established in the fall 2021 to continue to address learning loss created by the COVID pandemic.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

With a focus on the Science of Reading, we found that only 30% of our students entering Kindergarten were proficient in DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Third grade students are slightly at or below the state average with: 51.48% proficient in 2016; 55.4% proficient in 2017; 51.66% in 2018; and, 51.6% in 2019. In January 2021, K-3 students had made some progress, but continue to need academic and social-emotional support. For instance, 31% of 3rd graders were proficient on the NC Check-in at the end of first quarter and 16% were proficient at the end of second quarter. The same pattern was seen across grades 4-12. Further, beginning of year data at 6th grade shows: 20% were proficient in ELA; 11% were proficient in Math; 5% were proficient in Science; and 3% were proficient in Social Studies. By middle of the year, this cohort of students were at 14% proficient in ELA; 19% proficient in Math; 17% proficient in Science; and 18% proficient in Social Studies. As an example, at the high school level, 116 students (22%) were failing one or more courses at the end of first semester. Each school's MTSS team reviewed each student's progress with a focus on those who were failing. As many students as possible were invited back to in person school while honoring the social distancing requirements. We administer SAEBRS (Social Academic Emotional Behavior Rating Screener) at each school. That data shows that 7.3% of our K-2 students are at risk. 8.2% of our 3-5 students are at risk and 13% of our middle and high school students are at risk. Therefore, 158 K-2 students have been invited to SELREP. Another 168 students at grades 3-5 have been invited to participate in SELREP. Based on teaching capacity, the maximum number of middle school students we can invite is 75, although more were eligible based on our data. At the high school level, there are 220 students with failures/possible failures who will be invited to recover credits through SELREP. To date during this school year, we have addressed 660 health incidences with 111 positive COVID cases.

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.

$ 676,352.20 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

The focus on learning loss will consist of teachers and support staff working with small groups of students in order to assess their individual needs. Additional staff will be hired as necessary to support smaller group interventions and social emotional needs. The anticipated positions include reading interventionists, math interventionists, behavior interventionists, social worker, AIG teacher, counselor, instructional coach, PreK teacher, and PreK instructional assistant. Additional support personnel will also be needed: nurse, program specialist, and data manager. These staff will support low SES students, exceptional children, EL students, students who experienced an ACE (adverse childhood experience) due to COVID, AIG students, homeless students, students in foster care, and all students irregardless of their race or gender. Our K-8 students will be assessed using i-Ready in reading and math. Local benchmarks will be administered in writing, science, and social studies. Teachers will differentiate core instruction to meet the needs of individualized students. Supplemental and Intensive services will be provided by teachers and the additional staff hired to meet the learning loss needs due to the COVID-19 pandemic. We have active MTSS teams at all K-8 schools who will provide oversight and ensure each school is accurately assessing students, analyzing data, and creating a personalized approach to student learning. Our 9-12 students will be assessed through formative classroom assessments, 9 weeks tests, and final exams (state and local). Beginning in 2021-22, the high school schedule will include an intervention session for each block to address learning loss and to remediate/accelerate students. The MTSS team, school administrative team, and an instructional coach will guide teachers in creating personalized learning for students to mitigate learning loss due to the COVID-19 pandemic.

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

Each school has a planning team that is used to identify students' needs and possible resources that may be utilized. Contracted services will be provided by RTI International and CMKH to provide research based resources and activities to support teachers and staff as they prepare activities to meet the needs of students. Districtwide leadership teams will continue to collaborate with school based leadership teams to research and discuss best practices to meet the needs of all students. Impact Measures: By taking a team approach with resources both inside and outside of the district, we will be able to analyze various methods that may be used to meet the needs of students. In doing so, we will be able to meet the needs (academic, behavioral, social/emotional) of the whole child.

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

Parent information sessions are provided throughout the school year. At the beginning of the year, parents learn about the various learning platforms for their students. They are afforded the opportunity to learn how to effectively engage with the system to best support their child's learning. Three of the schools provide parent education nights which allow

time for parents to work with their students to learn how to best use technology and resources to support learning. In grades, PreK - 8, weekly folders are sent home by students with information that parents may need in order to support their child's learning. In addition, various forms of social media are used to provide information that parents may need as they support their child. Impact Measures: Family partnerships are a vital component of any learning environment. The pandemic has required our system to think outside the box of traditional parent engagement activities such as drive-through parent nights. In doing so, we are able to provide more in-depth guidance for parents (such as learning on the lawn to provide tutoring sessions for parents and students) to be able to support their child with activities that the school may have traditionally been able to do.

* (D) Tracking student attendance and improving student engagement in distance education;

Teachers and staff use the state's student management system in order to track student attendance. When in-person students are absent or not engaged in the classroom, teachers make contact with parents via telephone, internet or social media. At the high school level, an automated system is used daily with a voice alert to notify parents of student absences. When asynchronous learning occurs, students must check in with the teacher via the selected learning platform (i.e. See Saw, Google meet, Zoom, etc.) during the designated time. If students don't check in, parents receive communication from the school of their child's absence. Teachers schedule assignments weekly in the selected learning platform. Students have timelines and due dates for all assignments. Teachers and/or counselors make verbal contact with students and/or parents when work is not completed satisfactorily. Impact Measures: Students will be in school or connected through their remote setting. This will allow students to receive the appropriate support from teachers and staff to ensure that they are making progress towards their learning goals.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

In order to track progress of students, we will utilize our school system created data collection and tracking process. Each student has a data sheet that teachers complete which includes various data points such as EVAAS predictors, standardized tests scores, grades, formative assessments, etc. Students who are not working at current grade level standards will be identified to receive additional support. Impact Measures: Through the MTSS process, each school level team uses data to identify students who need additional support to reach their learning targets. Personnel will support students via in class support, small group instruction, after school tutoring and other identified sources of support dependent on the individual student.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER

III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	In order to reduce the spread of infectious diseases, building improvements such as water fountain removal and replacement of water coolers is necessary. In order to reduce the spread of	June 2021- September 2024		$ 1,396,235.00

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| | | infectious diseases, building improvements such as carpet removal and replacement with tile is necessary. Update on 9/30/21: Buildings, including classrooms and peripheral school areas, must be completely renovated to maximize our mitigation response to infectious diseases by providing flexibility to move students to healthy learning spaces. Also, student furniture had to be stored in a non-climate controlled | | By improving physical spaces, less spread of disease will occur which will result in less staff and students who need to quarantine. Data Collected: Attendance. Invoices. Instrument/method used: PowerSchool. Inspection of completed work. Person/Position responsible: Data Managers. Director of Maintenance. | |

		space in order to offer social distancing in schools. Rust built up on the furniture and will have to be replaced. A water management solution is required at the middle school to address unhealthy moisture issues stemming from pooling water. We will continue to address needs within facilities as they arise in regard to creating healthy learning environments.			
	* ◉ Yes ○ No	To increase circulation of fresh air into the buildings of our schools, we will purchase air filters to	June 2021-September 2024		$ 0.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		air filters to allow for a more frequent replacement cycle. Also the cooling towers at our elementary schools are failing. Because these buildings are newer and no windows can open, we will update the cooling towers and make repairs or replace the HVAC systems to improve the quality of air and circulation in these buildings. Update on 9/30/21: Dollar amount is 0; waiting for the rest of PRC 181 to be allocated.		By improving air quality, less spread of disease will occur, resulting in less students/staff being sick and needing to quarantine. Data Collected: Attendance. Invoices. Instrument/method used: PowerSchool. Inspection of completed work. Person/Position responsible: Data Managers. Director of Maintenance.
		System administration, nurses		$ 0.00

| 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 | maintenance, reception and custodial staff utilize the summertime and weekly meetings beyond the normal working hours to ensure that responses to exposures and positive cases are appropriately handled. This involves planning and preparation for various scenarios that may occur to ensure the schools are safe from COVID-19 pandemic transmission. Update on 9/30/21: Dollar amount is 0; waiting for the rest of PRC 181 to be | June 2021-September 2024 | Because of the continual coordinated response, there continues to be a reduction of spread of the virus, which allows schools to remain open. In doing so, we are able to continue to plan for and teach students, limiting their learning loss. Data Collected: Staff record of work (e.g., CEUs) Instrument/method used: Professional learning calendar. Person/Position responsible: Human Resources. | |

		allocated.			
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	Support personnel will be hired to address learning loss due to the COVID-19 pandemic. Those positions include reading interventionists, math interventionists, behavior interventionists, social worker, AIG teacher, counselor, instructional coach, PreK teacher, and PreK instructional assistant. And support personnel: nurse, program specialist, and data manager. Supplies will be purchased for these personnel to	June 2021-September 2024	By employing support staff we can meet the needs of the whole child. Students will be able to be in the correct emotional/behavioral state for learning to occur. With students emotionally ready to tackle the challenges of the day, learning can/will occur. Data Collected: Staff professional learning calendar. Staff contract. MOU with Boys & Girls Club. Instrument/method used: Attendance sheets. CEUs. Person/Position responsible: Curriculum and Instruction Division and Human Resources.	$ 533,235.80

		support academic and social emotional development of the high needs population they will serve. Instructional plans for special populations will be supported with new print and digital resources. Update on 9/30/21: No changes.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	The "Day in the Life" of our students will be updated this summer with a focus on the current health guidance given by the CDC. Central Services, school staff, parents, and community members will	June 2021-September 2024		$ 0.00

		continue to lend their voice to this work. Supplements, bonuses, and stipends will be used to retain high-quality personnel for their extra duty and efforts to respond to the needs of our students due to the global pandemic. Instructional plans for "A Day in the Life" will be supported with new print and digital resources. Update on 9/30/21: Dollar amount absorbed in other funding sources.		Health protocols followed and a manual will be published for families and our community to understand our Strategic Plan and our processes/procedures. Data Collected: Published documents on district website, Spreadsheet documenting stipends. Person/Position responsible: Curriculum and Instruction Division, Human Resources	
		We partner with our custodial supplies provider to train	June 2021-September 2024		$ 0.00

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ○ No	our custodial and management staff. They repeat the training for school personnel to ensure that we adhere to safety standards. In addition, we partner with our regional health care provider agency to ensure that nurses are updated on protocols to reduce transmission. The nurses provide the support to teachers and other staff to ensure that protocols are properly implemented. Update on 9/30/21: Dollar amount		Cleaner and properly sanitized/disinfected buildings result in reduced transmission, allowing students to remain in school so that learning loss can be minimized. Data Collected: Attendance. Professional learning calendars. Meeting agendas. Instrument/method used: PowerSchool. Sign-in sheets. Person/Position responsible: Data Managers. Director of Maintenance and Human Resources.	

		absorbed in other funding sources.			
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	In order to reduce the spread of infectious diseases, additional sanitizers, gloves, disposable cloths, mops and other cleaning supplies will be purchased. Also additional sprayers and sanitizing machines along with sanitizing solutions will be purchased (replaced over the course of this grant) to use in high traffic areas. We will also purchase (replace over the course of this grant)	June 2021- September 2024	Cleaner and properly sanitized/disinfected buildings result in reduced transmission, allowing students to remain in school so that learning loss can be minimized. Data Collected: Attendance. Invoices. Instrument/method used: PowerSchool. Inventory lists/usage. Person/Position responsible: Data Managers. Director of Maintenance.	$ 418,373.05

		equipment to provide additional deep cleaning sanitation for high traffic areas such as restrooms, locker rooms and gymnasiums. Update on 9/30/21: No Changes.			$ 0.00
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ○ No	Principals, Directors and District-level Leadership teams will work together to ensure that plans are vetted and revised to ensure they meet the needs of students and staff during long term closures. This includes plans for virtual learning implementation	June 2021-September 2024		$ 0.00

		and delivery. Contracted pay will be provided to support this additional work for staff. Instructional plans for quarantined students will be supported with new print and digital resources. Update on 9/30/21: No Changes. Cost will be absorbed from other funding sources.		A well-vetted plan for implementation of mitigation measures during any period of long term closure will ensure that teaching and learning continue seamlessly with staff and students to prevent further learning loss. Data Collected: Virtual Learning Plan. Instrument/method used: Professional learning calendar. Sign-in sheets. CEUs. Staff Contracts. Person/Position responsible: Chief Technology Officer. Human Resources.	
	* ⦿ Yes ◯ No		June 2021-September 2024		$ 312,927.88

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		In order to continue to be able to provide effective instruction for students, some teacher and student devices will need to be updated. Updated software will need to be installed and contracts purchased that will allow staff to meet the different needs of students due to learning loss during the pandemic. Instructional plans will be supported with digital resources. Update on 9/30/21: No changes.		With the continual use of technology to support learning for students who may need virtual instruction, it is imperative that technology devices and software are updated and maintained. Data Collected: Invoices. Instrument/method used: Distribution lists. Person/Position responsible: Chief Technology Officer.	
		Living life through the pandemic has			$ 44,637.07

| MENTAL HEALTH SERVICES: Providing mental health services and supports. | * ⦿ Yes ◯ No | created adverse childhood experiences (ACEs) for most of our students. They have not been able to have normal routines and structure of learning, play based development and/or self regulation that often comes within the school setting. Utilization of self-regulation activities such as mindfulness in all grade levels will assist students and staff with techniques to regulate stress in a healthy and productive manner. We plan to hire a behavior interventionist | June 2021-September 2024 | With students emotionally ready to tackle the challenges of the day, learning can/will occur. There will be a reduction of student failure and students working below grade level proficiency. Data Collection: Grades. Promotion/Retention Data. Person/position responsible: Data Managers. Curriculum and Instruction Division. | |

		interventionist, social worker, and counselor to help mitigate student needs due to the pandemic. Instructional plans for SEL will be supported with new print and digital resources. Update on 9/30/21: No changes.			
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		June 2021-September 2024		$ 0.00

| | | Summer learning and after school tutoring will allow for smaller group, individualized instruction to occur. Summer instructional plans will be supported with new print and digital resources. In doing so, students' individual needs can be met more consistently. There will be a reduction of students working below grade level proficiency. Update on 9/30/21: Will be funded through PRC 171, 176. 177, RTA, etc. | | Summer learning will allow for smaller group, individualized instruction to occur, meeting student needs. There will be a reduction of students working below grade level proficiency. i-Ready will be used as the pre/post assessment in K-8 summer classes and APEX will be used in high school credit recovery courses. Data Collected: Grades. Number of credits recovered. Instrument/method used: i-Ready, completed APEX courses. Person/position responsible: C&I Division | |
| | | Staff development | | | $ 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	will be provided incrementally over the three year period of this grant. A Mobile Unit will be designed and purchased 1. to support students who are learning remotely, 2. to connect with and provide staff development to childcare center personnel, 3. serve as a book bus bringing literacy to students and families throughout our community. The mobile unit will be outfitted with new print and digital resources. Update on 9/30/21: Athletics provide important social	June 2021-September 2024	Activities will be provided to address needs of students both through prof. dev., the mobile unit and athletics to ensure that further learning loss does not occur. It is essential to maintain the operation and continuity of services (i.e., athletic transportation and referee payments) for our athletic program as we meet student needs. Data Collected: Attendance. Invoices. Prof. learning calendar (CEUs). Instrument/method used: PowerSchool. Person/Position responsible: Data Managers, C&I, AD	

		important social emotional learning (SEL) components for students. Athletic expenses are typically funded through gate revenues, which were dramatically affected in the 2020-2021 school year due to the COVID pandemic restrictions. Significant revenue losses will thereby cause the most immediate subsequent years to experience shortfalls and strain schools' ability to maintain the operation and continuity of services. Our high school and middle school			

		principals have requested support for their athletic programs. Funds will also be used for PreK expansion, staff development, climate-controlled storage facility, transportation cart to serve a school on two sites, online textbook, and SEL/PE software. Updated on 9/30/21: Includes Indirect Costs.			

	Total ESSER III Allotment	$ 2,705,408.80

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
* ✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ✔	Funds shall not be transferred into or out of this allotment category.
* ✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Sheila Evans

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, September 29, 2021

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Edenton-Chowan Schools (210) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058346

* Address:

PO Box 206 Edenton, NC 27932

* Superintendent:

Dr. Michael Sasscer

Key Personnel:

* Sheila Evans

* Jana Rawls

Clay County Schools (220) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:04:13 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Clay County Schools (220) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	$974,451.00	$974,451.00
Carryover	$1,814,960.10	$1,814,960.10
Total	$2,789,411.10	$2,789,411.10

Budget

Clay County Schools (220) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
220	181	0	No	No	3.07 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$974,451.00	$0.00
Carryover Amount:	$1,814,960.10	$1,814,960.10
Allotment Plus Carryover:	$2,789,411.10	$1,814,960.10
Total Budgeted:		$1,814,960.10
Total Remaining:	$974,451.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/01/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/23/2021 9:45 PM	Approved (Pending)		Perrotta, Paul			
9/23/2021 8:32 AM	Received		Admin, NCCCIP			
8/17/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Perrotta, Paul
		☑		3-5110-121-000-000-00	0	Returned with the FY ESSER III, PRC 181 Continuation Application, see history log, 8/17/2021 1:27:54 PM
8/17/2021 1:30 PM	Denied (Pending)		Perrotta, Paul			
8/11/2021 8:32 AM	Received		Admin, NCCCIP			
8/4/2021 8:21 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	142	000	00	$90,000.00	$0.00	$90,000.00		
ⓘ											

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	Other	3	5110	180	000	00	$150,600.00	$0.00	$150,600.00
ℹ	Other	3	5110	192	000	00	$18,600.48	$0.00	$18,600.48
ℹ	Other	3	5110	211	000	00	$19,828.84	$0.00	$19,828.84
ℹ	Other	3	5110	221	000	00	$23,544.58	$0.00	$23,544.58
ℹ	Other	3	5110	231	000	00	$22,773.60	$0.00	$22,773.60
ℹ	Other	3	5110	351	000	00	$160,200.00	$0.00	$160,200.00
ℹ	Other	3	5110	411	000	00	$132,069.34	$0.00	$132,069.34
ℹ	Other	3	5210	311	000	00	$3,000.00	$0.00	$3,000.00
ℹ	Salary	3	5360	126	000	00	$125,776.80	$0.00	$125,776.80
ℹ	Other	3	5360	180	000	00	$9,111.85	$0.00	$9,111.85
ℹ	Other	3	5360	211	000	00	$10,314.60	$0.00	$10,314.60
ℹ	Other	3	5400	180	000	00	$12,600.00	$0.00	$12,600.00
ℹ	Other	3	5400	211	000	00	$963.90	$0.00	$963.90
ℹ	Other	3	5860	344	000	00	$3,385.00	$0.00	$3,385.00
ℹ	Equipment	3	5860	462	000	00	$3,798.50	$0.00	$3,798.50
ℹ	Other	3	5880	180	000	00	$300.00	$0.00	$300.00
ℹ	Other	3	5880	211	000	00	$22.95	$0.00	$22.95
ℹ	Salary	3	6200	131	000	00	$125,965.92	$0.00	$125,965.92
ℹ	Other	3	6200	211	000	00	$9,636.39	$0.00	$9,636.39
ℹ	Other	3	6200	221	000	00	$27,309.41	$0.00	$27,309.41
ℹ	Other	3	6200	231	000	00	$12,652.00	$0.00	$12,652.00
ℹ	Other	3	6300	180	000	00	$2,400.00	$0.00	$2,400.00
ℹ	Other	3	6300	211	000	00	$183.60	$0.00	$183.60
ℹ	Other	3	6400	180	000	00	$2,400.00	$0.00	$2,400.00
ℹ	Other	3	6400	211	000	00	$183.60	$0.00	$183.60

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6540	180	000	00	$4,800.00	$0.00	$4,800.00		
ℹ	Other	3	6540	211	000	00	$367.20	$0.00	$367.20		
ℹ	Equipment	3	6540	541	000	00	$40,000.00	$0.00	$40,000.00		
ℹ	Other	3	6550	180	000	00	$4,200.00	$0.00	$4,200.00		
ℹ	Other	3	6550	211	000	00	$321.30	$0.00	$321.30		
ℹ	Other	3	6580	180	000	00	$3,000.00	$0.00	$3,000.00		
ℹ	Other	3	6580	211	000	00	$229.50	$0.00	$229.50		
ℹ	Other	3	6940	180	000	00	$1,800.00	$0.00	$1,800.00		
ℹ	Other	3	6940	211	000	00	$137.70	$0.00	$137.70		
ℹ	Other	3	7200	180	000	00	$7,200.00	$0.00	$7,200.00		
ℹ	Other	3	7200	211	000	00	$550.80	$0.00	$550.80		
ℹ	Other	3	8100	392	000	00	$48,327.62	$0.00	$48,327.62		
ℹ	Other	3	8200	399	000	00	$146,874.87	$0.00	$146,874.87		
						Total:	$1,225,430.35	$0.00	$1,225,430.35		

306 - Hayesville Primary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5110	135	000	00	$133,310.10	$0.00	$133,310.10		
ℹ	Other	3	5110	211	000	00	$10,198.22	$0.00	$10,198.22		
ℹ	Other	3	5110	221	000	00	$28,901.63	$0.00	$28,901.63		
ℹ	Other	3	5110	231	000	00	$18,978.00	$0.00	$18,978.00		
						Total:	$191,387.95	$0.00	$191,387.95		

308 - Hayesville Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

View	Type	Funding	Purpose	Object	Local	503	Amount	Amount	Amount	Justification	Comments
ⓘ	Salary	3	5110	135	000	00	$133,310.10	$0.00	$133,310.10		
ⓘ	Other	3	5110	211	000	00	$10,198.22	$0.00	$10,198.22		
ⓘ	Other	3	5110	221	000	00	$28,901.63	$0.00	$28,901.63		
ⓘ	Other	3	5110	231	000	00	$18,978.00	$0.00	$18,978.00		
ⓘ	Other	3	5110	411	000	00	$43,638.02	$0.00	$43,638.02		
						Total:	**$235,025.97**	**$0.00**	**$235,025.97**		

310 - Hayesville High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	131	000	00	$115,795.00	$0.00	$115,795.00		
ⓘ	Other	3	5110	211	000	00	$8,858.28	$0.00	$8,858.28		
ⓘ	Other	3	5110	221	000	00	$25,104.35	$0.00	$25,104.35		
ⓘ	Other	3	5110	231	000	00	$12,652.00	$0.00	$12,652.00		
						Total:	**$162,409.63**	**$0.00**	**$162,409.63**		

312 - Hayesville Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	00	$706.20	$0.00	$706.20		
						Total:	**$706.20**	**$0.00**	**$706.20**		

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Grant Details

Clay County Schools (220) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Planning team members included the Superintendent, Federal Programs & EC Director, Testing & Accountability Director, Finance Officer and Principals from each school who provided input from each SIT, Maintenance Director, Air Quality Inspectors. Learning Loss Planning was conducted through use of live documents for input from each stakeholder and discussion in meetings conducted weekly, or more often, to review the areas where students have a documented learning loss and/or have become at-risk for failure in reading, math, and/or science and provide additional academic support to allow those students to reach grade level expectations. This also included conducting surveys to collect data about which staff was willing to work during the Summer Learning Program and what resources would be needed to help students grow during those 6 weeks. Discussion also pertained to how principals could support their staff and students. Instructional curriculum, materials/supplies, and diagnostic tools will be purchased where needed to provide the tools needed to determine at-risk students. Determination of learning loss will be assessed through a combination of data including the diagnostic tools utilized by each school, NC EOG/EOC scores, NCCI benchmarks, and SchooNet benchmarks. The 2021 SLP will provide direct and online academic instruction/interventions to students that meet the criteria set forth by each school. Afterschool Tutoring will be offered

in each school beginning the 21-22 SY for students not on grade level and needed extra academic support. Additional Staff will be hired to provide academic interventions and instructional coaching. Continual monitoring of the progress of students in each school will be conducted by the school administrators and discussed at district leadership team meetings to determine if the remaining ESSER funding should be re-budgeted to best serve the student needs. More than ever, teachers are dealing with a wide range of skills, gaps, & needs as a result of COVID-19. Teachers will need support in analyzing data, developing intervention groups, &differentiating instruction to meet the wide range of needs represented. The instructional coach positions will provide such support to teachers. 3-5 has a large population of EC students-19.34%. As a result our EC staff is also in need of additional support. In order to fully meet & address the learning needs of their students, teachers require support with the paperwork demands of special education. By adding a compliance specialist, the EC teachers will have support with ensuring all paperwork is compliant with all COVID-19 requirements, such as remote learning contracts, etc. We also have to ensure that we have high quality teachers available to ensure the effective & appropriate delivery of content & interventions. Retention bonuses will help us combat teacher turnover, which already includes 6 certified staff at HES as of right now. An Early Intervention Team meets monthly to work on an intervention plan with parents to work on attendance. Students who have participated in the fully remote environment have shown the most struggle. Many students need counseling & other emotional supports. Our school counselor currently implements Second Step SEL curriculum to support students SEL needs. A larger number of students need individualized counseling. Referrals for in home counseling this year increased. Students have limited outside experiences this year. No field trips or visiting presenters are allowed. These valuable experiences have not been provided which would increase student background knowledge & build vocabulary important to student achievement in ELA. GEER funding will be utilized to support after school tutoring during the 21-22 SY. GEER funding will also be utilized to pay Specialized Support Personnel to work the summer months beginning the summer of 2021 and continuing each summer the funding is available until it is expended. PRC 016 RtA Summer Reading Camp funding will be utilized to fund a portion of the 2021 SLP. ESSER II funding will be utilized for the 2021 Summer Learning Program and future SLPs if required and funding is still available. ESSER III funding will be utilized for the 2021 Summer Learning Program to address student learning loss and future SLPs if required and funding is still available. Academic support will be provided through the hiring of additional staff through the 21-24 SY to assess and address the learning loss, achievement gaps and mental health needs that are a direct result of the mandated school closure due to COVID-19. We also have to ensure that we have high quality teachers available to ensure the effective & appropriate delivery of content & interventions. Retention bonuses will help us combat teacher turnover, which currently includes 21 certified and classified staff in our district. This turnover is a direct correlation to the added duties and work required to provide online/remote instruction during the mandated COVID-19 school closure and disrupted school scheduling due to Plan B reopening with a modified student schedule.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

K-2 iReady MOY shows that only 33% of student are on grade level for reading & only 20% of students are on grade level for mathematics. Student face to face instruction has been impacted by remote & hybrid learning. Student achievement along with attendance have declined a great deal during the pandemic. At the end of each grading period we look at students who are red in iReady & discuss with the Care Team how to meet student needs. The Care Team is made up of the school counselor, principal, General Ed teachers, nurse, exceptional children's teacher, school psychologist, school social work & sometimes the parent. Our care team has experienced a large number of students being referred for lack of academic progress. After school tutoring as well as small group interventions have been used as a strategy to increase student achievement. 3-5 iReady MOY 20% of students were 2+ grade levels below in reading & 16% in math. 45% of HES students were 1 grade level below in math at MOY & 30% in reading. At least 50% our students below grade level in math &/or reading. We do not currently have class size restrictions for 4th or 5th grade making providing individualized instruction in small groups to target demonstrated weakness is difficult. Funds will allow us to address learning gaps that exist for students as demonstrated on their iReady diagnostic assessments by allowing us to provide interventions in smaller groups by adding assistants who can deliver interventions & work alongside the teacher to address learning loss. Our SLP will allow us to provide opportunities throughout the summer months to strategically address students who are performing below grade level & at-risk for failure. As stated above, over 50% of our students were below grade level in reading &/or math at the middle of the year. 6-8 iReady EOY shows that only 39% of students are on grade level for reading & only 35% of students are on grade level in math. Student face to face instruction has been impacted as a result of remote & hybrid learning, & multiple student & teacher quarantine periods. 2020 Reading: 44% of students on grade level; 31% were 2+ grade levels below - Math: 44% of students on grade level; 24% were 2+ grade levels below 2021 Reading: 39% of students on grade level; 41% are 2+ grade levels below - Math: 35% of students on grade level; 32% are 2+ grade levels below 9-12 Student academic performance declined during the COVID pandemic. Mid-term/quarterly failure reports are used to investigate root causes & encourage after school homework & mentoring. The 20-21 SY 3rd quarter course failures is 182, compared to 43 the 19-20 SY 3rd qtr. Fully remote students have fallen behind. Math is a concern with learning loss. 9-12 math staff request a new digital curriculum w/textbooks to recover lost learning. Many students needed more SEL support during the pandemic. GEAR UP provided mentoring this year & will continue next year. Instructional time was lost due to substantial numbers of students & staff quarantines this school year which is difficult to make up. 9-12 students were in 2-day/week face-to-face cohorts, 40% totally remote students. 31% remain fully remote in the 4-day schedule. COVID restrictions let to participation in sports/extracurricular activities dropping. We couldn't form a JV women's basketball team. The softball team had only 9 players. No field trips or a school prom were held. These

important parts of high school life are things that keep many students motivated to come to school & pass their classes. 7 of 40 staff have resigned/retired. Our rural location & lack of connectivity made remote learning a challenge for our students & is a root cause for failures. Funds will help our students close learning gaps & get back on a path to attain grade level academic expectations, ultimately graduating high school on time. Academic support will be provided through the hiring of additional staff & purchase of instructional technology based on student assessment outcomes. HVAC Systems Upgrades required due to all systems on campus being 30+ years old. The CDC recommends a layered approach to reduce exposures to SARS-CoV-2, the virus that causes COVID-19. Reference: https://www.cdc.gov/coronavirus/2019-ncov/community/ventilation.html Multiple Health Department inspection report scores were reduced due to cleanliness related to an inability to adequately clean/disinfect the current walls and floors. CCS is currently experiencing teacher turnover at a rate much higher than in the past. We currently have 6 teacher resignations and have lost or are losing staff to retirement who no longer wish to continue working in this field due to the added work and stress caused by the addition of remote instruction and mandated wearing of face masks and social distancing. At the time of the writing of this grant, 20 staff (approximately 10.4%) have resigned/retired from our district. Due to this increase in turnover, retention bonuses will be provided to staff who return the fall of each subsequent school year beginning the fall of 2021 through the fall of 2024.

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.

$ 885,616.06 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Current and newly purchased diagnostic data will be utilized at teach school to address student academic needs and differentiated instruction. This software provides student feedback with differentiated activities as the student progresses along with data reports for teachers to provide small group and individualized instruction to meet the academic deficits of the students. Additional certified and classified staff will be hired to address learning loss related

to the mandated COVID-19 school closure and altered schedule. K-2 will utilize iReady diagnostic data, teacher made assessments and Fundations assessments will be used to determine learning loss with changes made where necessary to address continued learning loss. 3-8 will utilize iReady Diagnostics, NCCI benchmarks and EOG data will be analyzed and changes made where necessary to address continued learning loss. 9-12 will utilize IXL diagnostics, teacher-made assessments, Apex assessments. Both IXL & Apex are utilized for differentiation in the classrooms. Teachers are familiar with the data provided by both programs and use that data to determine what differentiation is needed to meet the student deficits in each academic topic. Provide teacher stipends for additional afterschool hours for planning remote instruction.

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

A MTSS will be provided in every school for differentiated instruction/interventions for students not on grade level or at-risk for failure. Child Find will be followed for Special Education Referrals for any students that research-based interventions are not showing an improvement for over time. K-2: Certified Teachers for all core instruction; iReady assessment and progress monitoring resources, Ready Toolbox, Scholastic Lit Camp and Scholar Math. Small group guided reading will be provided using scholastic leveled readers to increase comprehension strategies. Spring math, Frax, and Reflex will be included to increase fluency with facts and fractions. After school tutoring and additional teacher assistants are also being utilized to address learning loss to support small group instruction and targeted intervention of learning gaps. Strengthening core instruction through addition of instructional coach. 3-5: Face to Face instruction for all core instruction with certified staff. We will be using core Ready curriculum for math and reading, with Phonics for Reading for ELA as well as Do the Math modules for supplemental intervention. Science activities will be hands-on/project based learning related to power standards. Small group guided reading will be provided using scholastic leveled readers to increase comprehension strategies. Spring Math, Frax, and Reflex will be included to increase fluency with facts and fractions. After school tutoring and additional teacher assistants are also being utilized to address learning loss to support small group instruction and targeted intervention of learning gaps. Strengthening core instruction through addition of instructional coach. 6-8: Certified teachers for all core instruction; iReady,Study Island, and NCCI will be used as assessment resources After school tutoring available for all students 2 days per week Small group/individual Tier II targeted interventions with reading/math interventionist 9-12: Face to face instruction with certified teachers for EOC courses. Apex Learning online curriculum and assessments for non-EOC courses.

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

K-8: Family newsletters and Parent Education Events . Counselor outreach services to provide individualized support. Utilization of parent outreach communication tools (Social media, websites, auto calls, etc.) Parent letters at the conclusion of the school year; social media/website resources 9-12: A School Counselor will contact parents of

students to discuss ways we can support their children's academic progress, set expectations and answer any questions Social Media and website posting of important student and parent information Morning Announcements made for students Districtwide: School Social Worker will make phone or face-to-face contact with families of any students that may need extra resources that the school has been unable to make contact with.

* (D) Tracking student attendance and improving student engagement in distance education;

K-12: We will keep daily attendance and follow up with families as needed if attendance problems develop. School will utilize weekly attendance tracking strategies, attendance letters at 3,6, and 10 absences as well as utilizing Early Intervention Team meeting and Mountain Mediation referrals. Our school social worker and school counselors will collaborate on home visits and other necessary actions as needed to address attendance concerns. If lack of internet connectivity in the home is the source of the lack of attendance/virtual participation (for students that qualify), the student will be assigned a HotSpot by the school.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

K-12: MTSS tracking and Special Education Referral rates, After school tutoring participation data collection, School report cards, EOG/EOC data, SchoolNet Benchmarks Compare iReady diagnostics for math and reading. Growth monitoring monthly to determine progress and provide interventions as needed for students not showing adequate growth. Intervention service logs 6-8: iReady diagnostics for math and reading Study Island data for science will be recorded and monitored NCCI benchmark data Intervention service logs 9-12: Course failures will be the primary indicator of learning loss ACT scores CTE assessments Graduation Rates

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$ [ ]

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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				$
		Hire: K-5 Instructional Coaches to address			$ 175,563.72

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	teaches to address learning loss related to COVID-19 school closure & altered schedules. EC Compliance/Transition Specialist to address school closure compliance and improve student services. The COVID-19 school closure led to a large percentage of Students With a Disability ignoring online assignments, not logging on for live Gen Ed or SpEd instruction, and an overall lack of participation. Attendance dropped even with teachers and school administrators reaching out to families and offering additional time to complete work. This position will assure IEP services are documented correctly and students/parents are fully informed about IEP goals and	08/01/2021 to 09/30/2024	Documentation of PLCs for staff, interventions provided to students in Tier 3, documentation of individual meetings with teachers for instructional improvement. Improved IEP documentation for services and transitions and completion timelines	

		maintain communication with the families to assure their meaningful participation in the IEP writing process and carrying out of those services written in the IEP including transition between schools and into post-secondary careers or education.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⊙ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⊙ No				$

11/9/2021 12:15:17 PM

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	Purchase ride-on floor scrubbers for cleaning & sanitation to reduce the spread of the COVID-19 virus and other viral or infectious diseases on school surfaces.	08/01/2021 to 09/30/2024	Annual Sanitation or Building Inspection Reports	$ 40,000.00
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ○ No	Due to the possibility of future school shutdowns or in the event a student must receive their education remotely for fear of contracting COVID-19, CCS will renew remote connectivity devices (Hotspots) for students without internet access at home for any student/staff quarantines, altered school schedules, or school closures.	08/01/2021 to 09/30/2024	Records of hotspot issue for each school.	$ 3,385.00
	* ⦿ Yes ○ No	COVID-19 school closure and student/staff quarantine has directly impacted instruction by	08/01/2021 to 09/30/2024		$ 3,798.50

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | | instruction by requiring ongoing virtual options for students to participate and teachers to teach. To address this, CCS will: Upgrade student devices that will work more efficiently and provide easier connectivity for regular and special education services to students in the event of school closure. Purchase technology for new hire positions listed in this grant. Upgrade outdated classroom Promethean Boards with Smart Panels with upgraded processors to enhance connectivity with student devices and remote instruction for virtual students for real-time instruction with their on-campus peers. | | Reduction in device failure. Record of students participating in remote instruction. Record of devices/panels purchased and who they were issued to. | |

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	-Hire one high school Student Support Specialist (SSS - certified teacher working toward Guidance Counselor certification) to address unique student mental health needs and provide appropriate advisement services to students who have been adversely affected by the March 2020 long-term school closure due to NC Covid-19 Response Mandates. This SSS will also help in the planning and implementing of any grief counseling supports offered in the event of a death of a staff member or student due to COVID complications.	08/01/2021 to 09/30/2024	Data collection of services provided and number of students served by the Student Support Specialist. Grief Support Plans developed in the event of a death on campus.	$ 162,409.63
	* ⦿ Yes ○ No	"As a direct result of the mandated school closures, altered school schedules, & student/staff	08/01/2021 to 09/30/2024		$ 145,203.25

| 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. | | quarantines due to COVID-19 CCS will: -hire Certified & Classified staff for At-Risk Students in SLP in grades K-12 for a 6 week program, including 5 bus drivers, 8 cafeteria staff, 3 Cerical Staff, 7 TAs, & 56 certified staff. -purchase Curriculum, Supplies, & Diagnostic Tools for SLP Instruction and addressing Learning Loss GEER funding was utilized for Specialized Support Personnel to work the 2021 summer months and will continue for each summer funding is available until it is expended. PRC 016 RtA Summer Reading Camp funds will be utilized to fund a portion of the 2021 SLP. -uilize for the 2021 SLP to address student learning loss & future required SLPs, if funds are available. -hire | | -Improved students outcomes at the end of the SLP 2021 as measured by purchased diagnostics. - Record of POs for curriculum purchases & reported student improvement outcomes. - Record of student attendance in the SLPs offered through this funding. | |

		available. Hire academic support personnel as needed through the 21-24 SY to address learning loss, achievement gaps, & mental health needs"			
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	Recognizing the high number of staff retirements and resignations in all departments during the 2019-20 and 2020-21 SYs related to the high demand of remote instruction and COVID spread, CCS District Leadership Team determined we needed to provide retention bonus for all district staff to agree to return to work yearly to maintain the current staff trained by CCS and familiar with our students and process. Bonuses are an incentive to remain with our district & are paid Sept 1 of the next SY to assure return. These ~~bonuses were paid to~~	08/01/2021 to 09/30/2024	Measure of retained staff each year. Funds unbudgeted to allow time to see what needs arise during the 21-22 SY when the stakeholders will determine where to use this funding.	$ 398,983.94

		bonuses were paid to employees in the following amounts: $150 to PT Bus Drivers and Cafeteria Staff, $300 to all FT classified staff in transportation, maintenance, cafeteria, clerical, TAs, & central services, $600 to all FT certified personnel including teachers, related service providers, administrators, and central services, excluding the Superintendent. - Unbudgeted Reserve Funding - Associated Indirect Cost			
			Total ESSER III Allotment	$	929,344.04

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.

*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Clay County Schools (220) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Clay County Schools (220) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Angel Owens

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, August 4, 2021

Clay County Schools (220) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Clay County Schools (220) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Clay County Schools (220) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

807684761

* Address:

154 Yellow Jacket Drive Hayesville, NC 28904

* Superintendent:

Mr. Thomas Dale Cole

Key Personnel:

* Angel Owens

* Shelley Hollingsworth

Cleveland County Schools (230) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/5/2021 1:47:30 PM	Cindy Hogston	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/20/2021 3:38:53 PM	Tamara Goforth	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
S	10/20/2021 3:38:53 PM	Tamara Goforth	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/20/2021 3:38:44 PM	Tamara Goforth	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/20/2021 3:38:44 PM	Tamara Goforth	Status changed to 'Fiscal Representative Approved'.	S
	10/20/2021 3:38:34 PM	Tamara Goforth	Status changed to 'Revision Completed'.	S
☐	10/20/2021 3:23:01 PM	Tamara Goforth	I have edited our narrative and adjusted the amounts in the grant details to reflect the moves in our amendment. Please let me know if you need anything further from me.	C
	10/20/2021 3:04:15 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Cleveland County Schools (230) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$12,614,238.00	$12,614,238.00
Carryover	$25,523,269.00	$25,523,269.00
Total	$38,137,507.00	$38,137,507.00

Budget

Cleveland County Schools (230) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
230	181	1	No	No	4.89 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$12,614,238.00	$12,614,238.00
Carryover Amount:	$25,523,269.00	$25,523,269.00
Allotment Plus Carryover:	$38,137,507.00	$38,137,507.00
Total Budgeted:		$38,137,507.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/27/2021 04:45 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/27/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Dryman, Timothy

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/21/2021 9:41 AM	Approved (Pending)		Dryman, Timothy			
10/21/2021 8:30 AM	Received		Admin, NCCCIP			
8/27/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/27/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
8/24/2021 8:41 AM	Approved (Pending)		Dryman, Timothy			
8/16/2021 4:13 PM	Received		Admin, NCCCIP			
8/6/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Dryman, Timothy
		☑		3-5110-121-000-058-00	0	The budget is being returned at the LEA's request to make some changes. Please resubmit budget once changes are made.
8/6/2021 1:07 PM	Denied (Pending)		Dryman, Timothy			
7/20/2021 8:14 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▼]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	058	00	$1,480,000.00	($370,000.00)	$1,110,000.00	Budget	

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									remainder allotment/learning loss
ⓘ	Salary	3	5110	142	058	00	$832,000.00	($352,000.00)	$480,000.00	budget remainder of allotment, learning loss
ⓘ	Other	3	5110	211	058	00	$199,528.00	($77,893.00)	$121,635.00	
ⓘ	Other	3	5110	221	058	00	$565,428.00	($206,406.00)	$359,022.00	
ⓘ	Other	3	5110	231	058	00	$582,912.00	($202,752.00)	$380,160.00	
ⓘ	Other	3	5110	411	058	00	$500,000.00	$1,500,000.00	$2,000,000.00	To Budget remainder of allotmentbudget remainder of allotment
ⓘ	Equipment	3	5110	462	054	00	$500,000.00	$499,999.00	$999,999.00	To Budget Remainder of Allotment
ⓘ	Other	3	5110	462	058	00	$500,000.00	$55,002.00	$555,002.00	To Budget Remainder of AllotmentBudget remainder of allotmen, reallocate to HVAC
ⓘ	Equipment	3	5110	462	054	00	$0.00	$999,999.00	$999,999.00	budget remainder allotment/learning loss
ⓘ	Salary	3	5130	121	058	00	$710,400.00	($710,400.00)	$0.00	budget remainder budget, learning lossBudget remainder allotment/learning loss
ⓘ	Other	3	5130	211	058	00	$54,352.00	($54,352.00)	$0.00	
ⓘ	Other	3	5130	221	058	00	$154,016.00	($154,016.00)	$0.00	

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ⓘ	Other	3	5130	231	058	00	$101,376.00	($101,376.00)	$0.00	
ⓘ	Salary	3	5320	131	058	00	$528,000.00	$0.00	$528,000.00	
ⓘ	Other	3	5320	211	058	00	$40,395.00	($3.00)	$40,392.00	
ⓘ	Other	3	5320	221	058	00	$114,475.00	$4,747.40	$119,222.40	
ⓘ	Other	3	5320	231	058	00	$63,360.00	$0.00	$63,360.00	
ⓘ	Other	3	5810	411	001	00	$0.00	$350,000.00	$350,000.00	budget remainder of allotment
ⓘ	Salary	3	5830	131	058	00	$844,800.00	$0.00	$844,800.00	
ⓘ	Other	3	5830	211	058	00	$64,632.00	($4.80)	$64,627.20	
ⓘ	Other	3	5830	221	058	00	$183,160.00	$7,595.84	$190,755.84	
ⓘ	Other	3	5830	231	058	00	$101,376.00	$0.00	$101,376.00	
ⓘ	Equipment	3	6400	462	054	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Other	3	6570	523	400	00	$10,000,000.00	$15,000,000.00	$25,000,000.00	To budget remainder of allotment
ⓘ	Other	3	6580	311	400	00	$0.00	$50,000.00	$50,000.00	To Budget Remainder of AllotmentBudget reaminder of allotment reallocate to HVAC
ⓘ	Equipment	3	6580	461	400	00	$100,000.00	($50,000.00)	$50,000.00	budget remainder allotment/learning loss
ⓘ	Other	3	8100	392	000	00	$426,679.88	$55,689.21	$482,369.09	
ⓘ	Other	3	8200	399	000	00	$6,376,379.12	($3,629,591.65)	$2,746,787.47	
						Total:	**$25,523,269.00**	**$12,614,238.00**	**$38,137,507.00**	

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Grant Details

Cleveland County Schools (230) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Cleveland County Schools desires to create an exceptional educational experience for our students and works to prepare students to be successful in their post-secondary careers. In these efforts, we attempt to work with students, parents, and community members to create a positive learning environment in which all students can be successful. Cleveland County Schools sincerely appreciates the support of our national, state, and local leaders and all of their efforts to provide support for our students and schools throughout this coronavirus pandemic. The emphasis placed on our students through the allocation of funds reinforces the priorities of academic achievement, learning recovery, and the health and safety of everyone. Cleveland County Schools recognizes the importance of the ESSER III funds and has been diligent in the effort to engage stakeholders in a needs assessment process to appropriately address the allocation of these funds to effectively and efficiently meet the specific needs of our students and schools. Cleveland County Schools has met with school and district leaders, community leaders, school staff members, including but not limited to NCAE, teacher advisory, and our local teacher assistants' association. The formulation of our plan for the effective and efficient use of these ESSER III funds is a compilation of the feedback received from multiple groups over the period of the pandemic. It was the goal of our district to listen to feedback and get perspective on the pressing

needs of our students and schools that have been highlighted during these pandemic times. We are acutely aware that the disruption in educational services has created learning gaps across all grade spans, for students who have been attending face to face in Plan B and for those who have remained totally remote. As we move into Plan A, our goal will be to use the few weeks of school we have left to conduct both formative and summative assessments in elementary, middle, and high school. We will also use our universal screening tools at all grade spans to assess where the learning gaps are most significant. Our district MTSS leadership team will be looking at district data in an effort to create a plan for supporting our schools as we move into the 2021-2022 school year. School-level MTSS leadership teams will be looking at school-level data to determine the best course of action for addressing the learning gaps. Our district leaders will guide our schools through both a comprehensive needs assessment, as well as the FAMS (Facilitated Assessment of MTSS). Data from both of these tools will be used to assist schools in developing goals for the 2021-2022 school year. At both the district and school level, our overarching goal will be to mitigate learning loss across all grade spans, as well as to assist students and families with ensuring both social and emotional well-being.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Cleveland County Schools has four traditional high schools that all exceed 50 years in age. The schools, built in the 1960s, have dated heating and air conditioning systems that have contributed to diminishing air quality. Cleveland County Schools has embarked on an RFP process to hire a consultant to review all of our current HVAC systems and provide the district with guidance on the upgrade and potential replacement of these systems. Included in the potential upgrade and replacement is the mechanical and non-mechanical heating, ventilation, air conditioning systems, control systems, and building envelope. The ultimate goal of this project is to greatly improve the indoor air quality of the high schools. This indoor quality, while always important, has become even more essential in keeping our students and staff healthy and safe during the pandemic. The assessment of our high school systems should be completed in the summer of 2021 with work beginning in the Fall of 2021. Of the total ESSER III allocation, $25 million dollars will be appropriated to the first of our district's pandemic response needs. Cleveland County Schools also acknowledges the increased demand for remote and online instruction, and this has stretched the capacity of the number of current devices for both students and staff. As the increasing demand for online instruction and services is maxing out the capacity of our current inventory. Given the increased demand of online learning, the district plans to spend $4 million over the next three years to update antiquated student devices in order to maintain a one-to-one student-to-device ratio, and also ensure that our staff have updated devices to provide high quality online remote instruction. In order to address student achievement, enhance instruction and mitigate learning loss, it is essential that our schools continue

to be staffed with high-quality professionals. High-quality teachers, teacher assistants, enrichment teachers, social workers, and guidance counselors. In order to ensure that we are able to hire high-quality staff, approximately $6.7 million dollars of the total ESSER III allocation will be appropriated to the district's efforts to continue to employ existing staff. This amount will be used to employ fifteen teachers, fifteen teacher assistants, five social workers, and eight guidance counselors. Also, to mitigate learning loss, we will be allocating approximately $1 million of the ESSER III funding for the purpose of purchasing high-quality assessments that are valid and reliable, to accurately assess students' academic progress, and assist educators in meeting students' academic needs. The remaining portion of ESSER III funding allotted to Cleveland County Schools will be left in unbudgeted reserve so that we can access it as needed for allowable uses. In summary, the allocation of ESSER III resources to Cleveland County Schools will be used to improve the air quality in our high schools, upgrade district technology, and continue to employ high-quality professionals to allow our schools to provide high-quality core instruction along with needed interventions.

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.

$ 9,308,350.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

To mitigate learning loss, we will be allocating approximately $1 million of the ESSER III funding for the purpose of purchasing high-quality assessments that are valid and reliable, to accurately assess students' academic progress, and assist educators in meeting students' academic needs. These tools will be used for collecting both benchmark data and progress monitoring data. We will also be employing additional staff to provide support and intervention for our students.

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

In order to address student achievement, enhance instruction and mitigate learning loss, it is essential that our schools continue to be staffed with high-quality professionals. In order to ensure that we are able to hire high-quality staff, approximately $6.7 million dollars of the total ESSER III allocation will be appropriated to employ fifteen teachers, fifteen teacher assistants, five social workers, and eight guidance counselors. We are going to invest a little over a million dollars into updating our computer equipment and display equipment in many of our classrooms across our district to enhance student learning. And finally, we are going to invest approximately $350,000 into updating the instructional materials across the district in our media centers.

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

We will not be using this category.

* (D) Tracking student attendance and improving student engagement in distance education;

We will not be using this category.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

We will not be using this category.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	This amount will be used for contract services to complete a facilities study and will also be used to purchase miscellaneous equipment for our schools such as dehumidifiers, air purifiers, and bottle filtration stations.	Fall 2021 through spring 2024	This will directly impact the health and well-being of our students and staff by reducing the risk of virus transmission.	$ 100,000.00
	* ◉ Yes ○ No	Cleveland County Schools has four (4) traditional high schools that all exceed 50 years in age. The schools, built in	Fall 2021 through spring 2024		$ 25,000,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		schools, built in the 1960s, have dated heating and air conditioning systems that have contributed to diminishing air quality. Cleveland County Schools has embarked on an RFP process to hire a consultant to review all of our current HVAC systems and provide the district with guidance on the upgrade and potential replacement of these systems. Included in the potential upgrade and replacement is the mechanical and non-mechanical heating, ventilation, air conditioning systems, control systems and		The ultimate goal of this project is to greatly improve the indoor air quality of the high schools. This indoor quality, while always important, has become even more essential in keeping our students and staff healthy and safe during the pandemic.	

		building envelope.			
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				$ [____]
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$ [____]

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◯ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◯ Yes ◉ No				$

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| LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | * ○ Yes ● No | | | | $ |

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EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	Technology needs continue to increase in order to meet student academic needs. In order to address learning loss and provide online support, enhancement, and instructional services, the district must be able to continue to update and refresh student devices and update our infrastructure	Fall 2021 through spring 2024	Continuing to refresh and update student devices will allow us to provide online support, enhancement, and instructional services.	$ 500,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$

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				$
	* ⦿ Yes ◯ No	This amount will be placed in unbudgeted reserve at this time for us to determine how to best use this funding in the future. This amount will also include our indirect cost	Fall 2021 through spring 2024	By placing this allowable amount in unbudgeted reserve, it will allow us to best analyze which category will best serve the needs of our students and our district.	$ 3,229,157.00

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.					
				Total ESSER III Allotment	$ 28,829,157.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Cleveland County Schools (230) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Cleveland County Schools (230) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Tamara Goforth

Substantially Approved Dates

Cleveland County Schools (230) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	**Substantially Approved Date**
FPMS-ARPA ESSER III PRC 181	Thursday, July 22, 2021

Cleveland County Schools (230) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Cleveland County Schools (230) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Cleveland County Schools (230) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

69526981

* Address:

400 West Marion Street Shelby, NC 28150

* Superintendent:

Dr. Stephen Fisher

Key Personnel:

> * Tamara M Goforth

Columbus County Schools (240) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:04:21 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Columbus County Schools (240) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	$18,029,322.00	$18,029,322.00
Carryover	$0.00	$0.00
Total	$18,029,322.00	$18,029,322.00

Budget

Columbus County Schools (240) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
240	181	0	No	No	0.63 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$18,029,322.00	$18,013,951.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$18,029,322.00	$18,013,951.00
Total Budgeted:		$18,013,951.00
Total Remaining:	$15,371.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/01/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 8:13 PM	Approved (Pending)		Letchworth, Tina			
9/15/2021 8:56 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	181	000	00	$750,000.00	$0.00	$750,000.00		
ⓘ	Other	3	5110	211	000	00	$57,375.00	$0.00	$57,375.00		
ⓘ	Other	3	5110	221	000	00	$162,600.00	$0.00	$162,600.00		
ⓘ	Other	3	5110	411	000	00	$349,355.65	$0.00	$349,355.65		
ⓘ	Salary	3	5120	131	000	00	$96,000.00	$0.00	$96,000.00		
ⓘ	Salary	3	5120	181	000	00	$7,680.00	$0.00	$7,680.00		
ⓘ	Other	3	5120	211	000	00	$7,931.52	$0.00	$7,931.52		
ⓘ	Other	3	5120	221	000	00	$22,477.82	$0.00	$22,477.82		
ⓘ	Other	3	5120	231	000	00	$6,326.00	$0.00	$6,326.00		
ⓘ	Other	3	5120	411	000	00	$90,000.00	$0.00	$90,000.00		

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ℹ️	Equipment	3	5120	461	000	00	$400,000.00	$0.00	$400,000.00
ℹ️	Other	3	5210	411	000	00	$90,000.00	$0.00	$90,000.00
ℹ️	Other	3	5320	411	000	00	$22,401.17	$0.00	$22,401.17
ℹ️	Salary	3	5330	143	000	00	$61,103.10	$0.00	$61,103.10
ℹ️	Salary	3	5330	181	000	00	$2,820,354.00	$0.00	$2,820,354.00
ℹ️	Other	3	5330	211	000	00	$221,808.47	$0.00	$221,808.47
ℹ️	Other	3	5330	221	000	00	$616,895.10	$0.00	$616,895.10
ℹ️	Other	3	5330	231	000	00	$9,109.44	$0.00	$9,109.44
ℹ️	Other	3	5330	312	000	00	$50,000.00	$0.00	$50,000.00
ℹ️	Other	3	5330	411	000	00	$250,000.00	$0.00	$250,000.00
ℹ️	Other	3	5330	413	000	00	$1,467,598.83	$0.00	$1,467,598.83
ℹ️	Other	3	5330	418	000	00	$350,000.00	$0.00	$350,000.00
ℹ️	Salary	3	5360	126	000	00	$2,970,000.00	$0.00	$2,970,000.00
ℹ️	Salary	3	5360	142	000	00	$440,000.00	$0.00	$440,000.00
ℹ️	Salary	3	5360	162	000	00	$56,650.00	$0.00	$56,650.00
ℹ️	Salary	3	5360	171	000	00	$371,250.00	$0.00	$371,250.00
ℹ️	Salary	3	5360	174	000	00	$16,500.00	$0.00	$16,500.00
ℹ️	Salary	3	5360	176	000	00	$54,000.00	$0.00	$54,000.00
ℹ️	Salary	3	5360	180	000	00	$384,000.00	$0.00	$384,000.00
ℹ️	Other	3	5360	211	000	00	$328,368.61	$0.00	$328,368.61
ℹ️	Salary	3	5830	131	000	00	$200,000.00	$0.00	$200,000.00
ℹ️	Salary	3	5830	181	000	00	$12,800.00	$0.00	$12,800.00
ℹ️	Other	3	5830	211	000	00	$16,279.20	$0.00	$16,279.20
ℹ️	Other	3	5830	221	000	00	$46,135.04	$0.00	$46,135.04
ℹ️	Other	3	5830	231	000	00	$25,304.00	$0.00	$25,304.00
ℹ️									

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	Other	3	5840	311	000	00	$100,805.28	$0.00	$100,805.28
ⓘ	Other	3	5840	411	000	00	$210,582.01	$0.00	$210,582.01
ⓘ	Salary	3	5860	146	000	00	$35,508.24	$0.00	$35,508.24
ⓘ	Salary	3	5860	181	000	00	$1,242.78	$0.00	$1,242.78
ⓘ	Other	3	5860	211	000	00	$2,811.45	$0.00	$2,811.45
ⓘ	Other	3	5860	221	000	00	$7,967.62	$0.00	$7,967.62
ⓘ	Other	3	5860	231	000	00	$6,326.00	$0.00	$6,326.00
ⓘ	Salary	3	6200	113	000	00	$160,000.00	$0.00	$160,000.00
ⓘ	Other	3	6200	211	000	00	$12,240.00	$0.00	$12,240.00
ⓘ	Other	3	6200	221	000	00	$34,688.00	$0.00	$34,688.00
ⓘ	Other	3	6200	231	000	00	$12,652.00	$0.00	$12,652.00
ⓘ	Salary	3	6400	146	000	00	$144,000.00	$0.00	$144,000.00
ⓘ	Other	3	6400	211	000	00	$11,016.00	$0.00	$11,016.00
ⓘ	Other	3	6400	221	000	00	$31,219.20	$0.00	$31,219.20
ⓘ	Other	3	6400	231	000	00	$12,652.00	$0.00	$12,652.00
ⓘ	Equipment	3	6400	461	000	00	$1,434,921.40	$0.00	$1,434,921.40
ⓘ	Other	3	6510	311	000	00	$80,000.00	$0.00	$80,000.00
ⓘ	Other	3	6510	418	000	00	$112,005.87	$0.00	$112,005.87
ⓘ	Salary	3	6540	173	000	00	$80,000.00	$0.00	$80,000.00
ⓘ	Salary	3	6540	199	000	00	$48,000.00	$0.00	$48,000.00
ⓘ	Other	3	6540	211	000	00	$9,792.00	$0.00	$9,792.00
ⓘ	Other	3	6540	221	000	00	$27,750.40	$0.00	$27,750.40
ⓘ	Other	3	6540	231	000	00	$12,652.00	$0.00	$12,652.00
ⓘ	Other	3	6540	411	000	00	$40,000.00	$0.00	$40,000.00
ⓘ	Equipment	3	6540	461	000	00	$50,000.00	$0.00	$50,000.00
ⓘ									

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	Equipment	3	6550	461	000	00	$90,410.00	$0.00	$90,410.00
ⓘ	Equipment	3	6550	541	000	00	$200,000.00	$0.00	$200,000.00
ⓘ	Other	3	6570	522	000	00	$117,730.30	$0.00	$117,730.30
ⓘ	Other	3	6570	523	000	00	$2,000,000.00	$0.00	$2,000,000.00
ⓘ	Other	3	8100	392	000	00	$96,675.50	$0.00	$96,675.50
						Total:	$18,013,951.00	$0.00	$18,013,951.00

Grant Details

Columbus County Schools (240) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

As a result of the disruption in educational services and subsequent shift to remote learning due to COVID and return to in-person instruction, the district worked with stakeholders at all levels, including, but not limited to staff, students, administration, parents/families, elected officials, county and state agencies, etc. Strategic planning meetings including representatives from each mentioned area have been held monthly to assess district needs and direction for student learning needs, staff training, and facility needs. In addition, bimonthly administration meetings, monthly principals meetings, and weekly staff meetings have been used to determine educational needs and facility needs. Columbus County Schools is assessing and addressing student learning gaps resulting from the disruption in educational services through use of HMH growth measures, iStation data, check in data, EOG and EOC data (as soon as available), iReady data, EC progress monitoring, Brigance, and monitoring of services.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

During the 2020-2021 school year, our students have lost instruction due to Covid and inability to attend school full time. Our student assessments scores have decreased due to the lack of knowledge and understanding of the curriculum. During the first quarter of the current school year, our student failure rates for our K-8 schools were between 20% to above 50% and our high school failure rates for each individual school were between 25% to 35%. This is a significant increase from previous years. Failure rates were due to the loss of instruction when students were at home during the end of the 2019-2020 school year and not attending school full-time during the 2020-2021 school year. HMH growth measures, iStation, iReady, progress monitoring, NC Check-ins, and other assessment data have determined where students are and what support each individual student needs to grow academically. EOG and EOC data, when available at the end of the year, will determine exactly where students are due to state assessments to help students next school year.

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.

| $ | 4,292,395.33 | * 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;

All students, including the subgroups listed above, will be given a variety of assessments to gauge their academic need. Students will be assessed using the HMH growth measure at the beginning, middle and end of the year in reading, grades 2-8, and in math, grades K-8. This data will be used to see the longitudinal growth of students and to identify any areas of weakness for remediation. Students will be given the state mandated reading assessment at the beginning, middle and end of the year in grades K-4. This assessment will help the teacher to gauge student growth, identify at-risk students and remedial areas that need targeted interventions for continued growth in reading proficiency. Ongoing assessments will include module and unit tests from the core program for grade K-8. High school students will be assessed twice a semester, in each core subject, using county mandated benchmarks as well as NC Check-Ins for Math 1, Math 3 and Biology. These assessments will determine what needs to be retaught and remediated based on current grade level and course standards. This data shall be used, along with the implementation of MTSS, to drive instruction and interventions that will target our learning losses across the district.

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

Students that are showing signs of learning loss in foundational reading skills, based on assessment data, will be given intervention using Reading Horizons Discovery and Elevate programs. Teachers will implement small group instruction and utilize the computerized based program to remediate and target those skills. For reading comprehension, students will be given small group interventions with research based intervention practices along with supplemental adaptive computer programs. In K-4, students will use the iStation supplemental computer program to remediate and in grades 5-8 the iReady computer program will be used to meet individual student needs. Teachers will monitor this supplemental program and will conference with students as needed. High school teachers will use the Quizalize program to remediate and target skills that students haven't mastered based on assessments within the Quizalize program, on district benchmarks, Math 1, Math 3 and Biology NC Check-Ins and other ongoing classroom assessments. Students that are showing learning loss in math will be provided small group instruction, with conceptual support, based on the data from the longitudinal assessments in part A. K-8 students will also have access to adaptive math programs to supplement the small group instruction and meet individual student needs. In grades K-4, we will use the iStation math adaptive program and in grades 5-8 we will use iReady's adaptive math program. Teachers will monitor student progress and will intervene through conferencing when students are not proficient on a skill or domain in the adaptive programs. High School teachers will have access to the Quizalize program and the Savvas Math Envision program to supplement the small group instruction and to meet individual student needs. Teacher-student conferencing will take place to help students who are not proficient on a skill or domain within these two programs.

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

Columbus County Schools will send frequent progress reports home with students to update parents on their child's academics. All schools will have communication platforms such as Remind or Class Dojo, so that teacher communication is easily accessible for parents and vise versa. Columbus County Schools will host Family Literacy and Math nights at least once a semester. During the event, parents will have opportunities to see strategies and programs that are implemented in their students' classroom. Parents will also receive activities to promote student learning at home. Columbus County Schools will offer parent teacher conferences once a grading period. Virtual students will be able to attend the face-to-face event at any time. Teachers will post all updates, assignments, announcements, etc...in their Google or Schoology Classroom so that virtual students receive the same information as face-to-face students. Resource teachers (EL, AIG, EC, etc.) will be available to provide strategies for students under their expertise.

* (D) Tracking student attendance and improving student engagement in distance education;

Daily attendance will be taken by teachers with fidelity. If a lack of participation is occurring with distance learning students, teachers will document the number of absences and conduct a parent teacher conference to discuss absences. Stakeholders will decide whether it is beneficial to keep the student in a virtual learning environment. Teachers will offer PBIS incentives to distance learning students just as they will for their face-to-face students. Positive behavior, consistent participation and attendance will be rewarded to promote student engagement. Teachers will implement digital tools to enhance instruction for both sets of students. Teachers will limit paper worksheets and have students create digital products to determine application of learning. Teachers will offer collaboration opportunities between face-to-face and distance learning students. Teachers of virtual students will be available to their students just as face-to-face teachers are to their students.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Teachers will continue to monitor data through the use of data trackers throughout the district. These trackers have areas for historic data as well as current data. Disaggregation of data will occur after student assessments to note if reteaching or remediation should occur for that child. Teachers will discuss student longitudinal data through the use of growth measures, diagnostic tests, district benchmarks,NC Check-Ins and note areas where learning loss must be recovered. These discussions along with data analysis will drive instructional/intervention/enrichment practices. Discussions will occur in professional learning communities, grade level meetings and MTSS team meetings so that teachers can support one another in closing student gaps. Pre-pandemic data will be compared to current data to determine if the learning loss is due to gaps in learning or possible disabilities. When disabilities are suspected the process for testing will begin to ensure that the correct supports are put in place to meet the needs of the child.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

| FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | * ⦿ Yes ◯ No | COVID closures have caused many regular/routine maintenance projects to not be able to be completed. To make needed repairs and improvements, additional custodial/maintenance workers will be hired/contracted to perform needed cleaning and maintenance on district facilities. Additional needed materials will be purchased to complete cleaning/repair projects. These will include, but are not limited to cleaning buildings, floors, replacing worn and damaged carpeting, painting of facilities (both affected by moisture due to failing HVAC systems, affecting air quality), and other repairs as determined by maintenance directors. Water bottle filling stations will be installed to replace water fountains. | Improvements/repairs will be scheduled by priority beginning 7-2021 though 9-2024. | Improvements/Repairs will be scheduled and monitored by administration and maintenance leaders. Environmental hazards will be screened before and after completion of projects for improvement impacts. Health department will conduct inspections of facilities. | $ 1,093,448.33 |

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	6 out of 11 of our schools HVAC units consists of antiquated window units. Many are in need of repair or are in a state of disrepair. 5 of our schools, and our central office building and mobile units have central HVAC units that are as much as 30 years old and are in need of repair/replacement. Columbus County Schools will replace and upgrade all window units to improve air quality, ventilation, filtering, etc. Facilities with central HVAC will be inspected, tested, repaired and replaced as needed and deteriorated HVAC materials/equipment will be removed.	Priority basis, 7-2021 through 9-2024, window units/HVAC/ductwork will be repaired/replaced by need.	Data from indoor air quality reports and capacity from updated HVAC systems, documentation of upgraded systems and controls to ensure efficiency and the introduction of fresh air throughout school facilities, maintenance records and reports, and physical inventory and monitoring.	$ 1,193,982.57
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	Due to COIVD shut down, our special populations groups were not able to receive the additional services they would in face to face settings. 100% of migrant and 100% of Native American students received no tutoring services. During virtual learning, our migrant populations attendance online declined by at least 33% and migrant students did not receive the services of migrant tutors. 84% of our EC population suffered learning loss and exposure to needed curriculum. During virtual learning, participation in tutoring services for Native American students declined by 50%. Columbus County Schools will employee additional migrant tutors/recruiters, Indian Education tutors, career counselors, home/school liaison, curriculum materials, sensory materials, classroom materials, counseling materials, etc for use with special populations to address learning loss. In addition, each high school reports a decrease in student participation and an increase in absenteeism.	Affected students will receive area-specific services using curriculum materials 8-2021 / 9-2024.	Diagnostic data reports, surveys from parents, staff, and other stakeholders, attendance and academic data. Targeted academic goals for each child, use of adaptive technology resources and curriculum materials to build customized pathways for students and review of related reports. Attendance and participation will be monitored and recorded.	$ 529,520.52
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ○ No	Due to COVID, sanitation requirements have increased. Transmission information provided by the CDC and other agencies is vital. Columbus County Schools will hold professional development sessions for employees to address proper sanitation requirements and best practices to reduce rates of transmission.	PD to be conducted 8-21, 8-22, 8-23, 8-24. Sanitation/best practices will continue through 9-2024.	Attendance by staff at PD sessions will be tracked and monitored by school administration. Implementation of sanitation techniques will be monitored by administration and maintenance staff. Contract tracing will occur and be monitored by student services staff.	$ 22,401.17
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	Due to COVID, all school/district facilities must be sanitized and cleaned with approved sanitation materials and equipment. Additional cleaning materials and supplies are needed to ensure proper cleaning and sanitation.	8-2021 through 9-2024, on a daily basis.	Schools/facilities will be monitored/inspected by district maintenance leaders to ensure daily sanitizing/cleaning is occuring. Principals will complete monthly building inspection reports to be submitted to Central Office ensuring proper cleaning and sanitizing of buildings.	$ 44,802.35
	* ⦿ Yes ○ No		Services to be provided 8-2021 through duration of of grant period (9-2024).		$ 11,200.59

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		During facility closure dates caused by COVID, all students are required to attend classes online. Columbus County Schools will provide all staff members with professional development/training for online and blended learning. Columbus County Schools has already provided a Chromebook to each student and faculty member and a wireless hotspot to all students and faculty members that do not have internet access. School cafeterias will make available both breakfast and lunches during long-term closure. Meals will be available for pick-up at school sites and will be delivered to communities via school bus delivery. Columbus County schools will also employee an additional computer technician to ensure working technology is provided to all students.		Schools will monitor online attendance (Powerschool)/participation in online coursework/assignments. Teachers/administration will communicate with parents regarding attendance and participation. All staff will attend PD on best practices for online and blended learning. Schools will prepare and distribute meals using attendance data and meal participation data. Technicians will provide reports/updates on all computer equipment used.	
	* ⦿ Yes ◯ No		Infrastructure, software and hardware will be upgraded by priority beginning 7-2021 through 9-2024.		$ 438,266.87

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Online learning due to COVID has increased dramatically, up to 100%. To ensure substantive educational interaction between students and teachers, upgrades are needed with technology infrastructure, hardware, and software. Columbus County Schools will invest in technology infrastructure upgrades at all facilities to improve connectivity for students and staff. To better serve students, presentation systems (panels) are needed for the delivery of substantive instruction both virtually and in person. Software/computer programs are needed in all curriculum areas to ensure students and staff cover objectives and goals that are aligned with course requirements. Additional devices (laptops/desktops/chromebooks) will be purchased to improve the substantive, daily educational interaction between staff and students, including low-income students, and students with disabilities, which may require assistive technology or adaptive equipment.		Student participation in learning via technology will increase by 50%. Teachers will monitor participation in online lessons and activities and document student progress. Teachers/administration will revise pacing guides to include software/programs and will monitor student use and participation. Progress will be shared with parents on a regular basis by reports and conferences. Technology staff will test system connective rates/availability/reliability and share reports with stakeholders.

| MENTAL HEALTH SERVICES: Providing mental health services and supports. | * ⦿ Yes ◯ No | Due to COVID/online learning, students have not been able to access services provided by school counselors, dropout prevention persons, and school nurses. With all students returning to facilities, there is a shortage of aforementioned staff to meet student needs. Columbus County Schools will hire additional school counselors, dropout prevention persons (home/school liaison), and contract extender school nurses to address the mental health needs of students and to provide support services. Curriculum counseling materials will be purchased for use with students affected by social/emotional learning concerns due to COVID. | 8-25, 2021 (or receiving of funds) - duration of grant period (9-2024). | Referrals to school counselors and school nurses will be tracked and monitored for increases in services provided, by administration. Dropout rates will be monitored by school administration and compared to pre-pandemic rates to ensure an increase in services. | $ 493,096.66 |

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	Due to COVID and the shift to online learning, documentation at all schools shows a loss of participation and lack of attendance by students in all areas including low-income students, students with disabilities, English learners, migrant students, homeless and students in foster care. Columbus County Schools will provide a learning recovery summer program for all at-risk students in grades K-12 to provide instruction and support to help student learning loss. Opportunities for additional students to participate will be available if space permits. Teacher pay and substitute teacher pay will be covered.	Summer Learning will take place each June/July through 2024, per state hours/day requirements.	Progress monitoring for students in grades K-8 will use iReady to access for math. Each student will be assessed at the beginning and end of the summer school program. Grades K-4 will use Istation and grades 5-8 will use iReady to assess students in reading. Students in high school will have the opportunity to re-assess at the end of the summer learning recovery period using the North Carolina End-of-Course test.	$ 6,706,709.84
	* ⦿ Yes ○ No		7-2021 (or receiving of funds) through duration of grant period (9-2024), on a priority basis.	Student performance data will be monitored and reported to stakeholders on a regular basis by teachers and administration. Materials/equipment will be inventoried and monitored for use towards improved student achievement. Principals and other school leaders will monitor classrooms and transportation, as well as surveillance footage to ensure student distancing to lessen the contact spread of COVID. Staff supplements will be documented through payroll department.	$ 3,188,126.77

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.	To maintain the operation and continuity of services in our LEA and to continue to employ existing staff, and to ensure safety recommendations of the CDC, Columbus County Schools will purchase additional/update existing equipment in schools lab, including but not limited to science labs, CTE labs, EC classrooms, Media Centers, Health/PE classes, Arts classes, purchase additional security and bus cameras/GPS systems to monitor student distancing, to purchase additional transportation/activity buses to meet distancing requirements, and other needed materials/equipment etc. to ensure adequate equipment for student/staff use to meet recommendations of CDC for distancing/safety. Columbus County Schools will also use funding to supplement salaries of certified staff by 2% and classified staff by 3.5% in a effort to retain staff.			
			Total ESSER III Allotment	$ 13,721,555.67

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.

*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Columbus County Schools (240) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Tom McLam	

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, September 27, 2021

Columbus County Schools (240) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Columbus County Schools (240) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Columbus County Schools (240) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100664499

* Address:

P.O. Box 729 Whiteville, NC 28472

* Superintendent:

Dr. Deanne Meadows

Key Personnel:

* Tom McLam

Whiteville City Schools (241) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/5/2021 2:32:15 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/5/2021 2:32:09 PM	Tina Letchworth	**181 Amended** The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/4/2021 8:57:01 AM	Beverly Turner	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/4/2021 8:57:01 AM	Beverly Turner	Status changed to 'Chief Administrator Approved'.	S
☐	11/4/2021 8:56:50 AM	Beverly Turner	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/4/2021 8:56:50 AM	Beverly Turner	Status changed to 'Fiscal Representative Approved'.	S
	11/4/2021 8:56:40 AM	Beverly Turner	Status changed to 'Revision Completed'.	S

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Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/3/2021 2:11:50 PM	Beverly Turner	Primarily due to the pandemic, reading proficiency EOG scores in Whiteville City Schools dropped 17.3 percentage points from 2018-2019 to the 2020-2021 school year. In an effort to recoup learning loss and increase reading proficiency in grades Pre-K - 5, teachers are participating in 140 hours of state mandated LETRS training to be completed outside the normal school day. Teachers are stressed by the impact of the pandemic on student learning, and morale is at its lowest. In order to raise teacher morale, we would like to compensate PreK-5 teachers for their time spent on LETRS training outside of school hours by providing $1000 per teacher in January of 2022 and an additional $1000 in May of 2022. Teachers will provide evidence of completion of coursework through certificate of mastery and work sample portfolio. WCS made the decision not to purchase ionizers, which is in the original budget; our plan is to amend the budget, moving funds from ionizers to PD, to pay the PD stipends.	C
S	10/15/2021 8:40:34 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Whiteville City Schools (241) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,728,742.00	$2,728,742.00
Carryover	$5,517,521.00	$5,517,521.00
Total	$8,246,263.00	$8,246,263.00

Budget

Whiteville City Schools (241) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
241	181	2	No	Yes	2.84 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$2,728,742.00	$2,728,742.00
Carryover Amount:	$5,517,521.00	$5,517,521.00
Allotment Plus Carryover:	$8,246,263.00	$8,246,263.00
Total Budgeted:		$8,246,263.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/05/2021 02:31 PM	Letchworth, Tina

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/5/2021 2:31 PM	Approved (Pending)		Letchworth, Tina			
11/3/2021 10:22 PM	Under Review		Letchworth, Tina			
10/15/2021 8:40 AM	Received		Admin, NCCCIP			
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 9:06 PM	Approved (Pending)		Letchworth, Tina			
9/17/2021 8:51 AM	Received		Admin, NCCCIP			
8/20/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
8/20/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
8/17/2021 10:34 PM	Approved (Pending)		Letchworth, Tina			
7/30/2021 9:22 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

						Amount	Amount	Amount	Justification	Comments
ⓘ	Salary	3	5110	146	000	00	$0.00	$70,000.00	$70,000.00	BUDGET REGULAR CURRICULAR SCHOOL BASED SPECIALIST SALARY	
ⓘ	Other	3	5110	181	000	00	$0.00	$3,000.00	$3,000.00	BUDGET REG CURRICULAR SUPPLEMENTS	
ⓘ	Other	3	5110	211	000	00	$0.00	$5,584.50	$5,584.50		
ⓘ	Other	3	5110	221	000	00	$0.00	$18,250.00	$18,250.00		
ⓘ	Other	3	5110	231	000	00	$0.00	$13,399.92	$13,399.92		
ⓘ	Equipment	3	5110	462	000	00	$46,512.00	$0.00	$46,512.00		
ⓘ	Other	3	5210	311	000	00	$131,000.00	$0.00	$131,000.00		
ⓘ	Other	3	5210	418	000	00	$73,200.00	$0.00	$73,200.00		
ⓘ	Other	3	5260	181	000	00	$240.00	$0.00	$240.00		
ⓘ	Other	3	5260	211	000	00	$18.36	$0.00	$18.36		
ⓘ	Other	3	5260	221	000	00	$60.00	$0.00	$60.00		
ⓘ	Salary	3	5320	131	000	00	$78,000.00	$0.00	$78,000.00		
ⓘ	Other	3	5320	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5320	211	000	00	$6,426.00	$0.00	$6,426.00		
ⓘ	Other	3	5320	221	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	5320	231	000	00	$6,699.96	$0.00	$6,699.96		
ⓘ	Other	3	5840	311	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5860	411	000	00	$29,928.00	$0.00	$29,928.00		
ⓘ	Salary	3	5880	144	000	00	$18,000.00	$0.00	$18,000.00		
ⓘ	Other	3	5880	211	000	00	$1,377.00	$0.00	$1,377.00		
ⓘ											

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5880	221	000	00	$4,500.00	$0.00	$4,500.00		
ℹ	Other	3	5880	231	000	00	$6,699.96	$0.00	$6,699.96		
ℹ	Other	3	6540	411	000	00	$9,886.70	$30,113.30	$40,000.00	BUDGET CUSTODIAL SUPPLIES	
ℹ	Other	3	6550	422	000	00	$3,300.00	$0.00	$3,300.00		
ℹ	Other	3	6550	424	000	00	$200.00	$0.00	$200.00		
ℹ	Other	3	6550	425	000	00	$500.00	$0.00	$500.00		
ℹ	Equipment	3	6550	541	000	00	$100,000.00	$0.00	$100,000.00		
ℹ	Other	3	6570	522	000	00	$0.00	$150,896.55	$150,896.55	BUDGET OUTDOOR CLASSROOM SPACE	
ℹ	Other	3	6570	523	000	00	$275,000.00	$0.00	$275,000.00		
ℹ	Salary	3	7200	174	000	00	$16,128.00	$0.00	$16,128.00		
ℹ	Salary	3	7200	176	000	00	$28,880.00	$0.00	$28,880.00		
ℹ	Other	3	7200	211	000	00	$3,443.11	$0.00	$3,443.11		
ℹ	Other	3	7200	221	000	00	$11,252.00	$0.00	$11,252.00		
ℹ	Other	3	7200	231	000	00	$6,500.00	$0.00	$6,500.00		
ℹ	Equipment	3	7200	541	000	00	$60,000.00	$0.00	$60,000.00		
ℹ	Other	3	8100	392	000	00	$136,761.13	$71,056.85	$207,817.98		
ℹ	Other	3	8200	399	000	00	$0.00	$8,306.00	$8,306.00		
						Total:	$1,087,512.22	$370,607.12	$1,458,119.34		

304 - Central Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5110	121	000	00	$0.00	$260,000.00	$260,000.00	BUDGET REGULAR	

ⓘ									CURRICULAR TEACHER SALARIES	
ⓘ	Other	3	5110	162	000	00	$0.00	$16,000.00	$16,000.00	BUDGET SUB PAY	
ⓘ	Other	3	5110	181	000	00	$0.00	$140,000.00	$140,000.00	BUDGET REG CURRICULAR SUPPLEMENTS	
ⓘ	Other	3	5110	192	000	00	$0.00	$20,000.00	$20,000.00	BUDGET ADDITIONAL RESPONSIBILITY PAY	
ⓘ	Other	3	5110	211	000	00	$0.00	$33,354.00	$33,354.00		
ⓘ	Other	3	5110	221	000	00	$0.00	$105,000.00	$105,000.00		
ⓘ	Other	3	5110	231	000	00	$0.00	$33,499.80	$33,499.80		
ⓘ	Equipment	3	5110	461	000	00	$25,000.00	$0.00	$25,000.00		
ⓘ	Other	3	5120	181	000	00	$13,816.00	$0.00	$13,816.00		
ⓘ	Other	3	5120	211	000	00	$1,056.92	$0.00	$1,056.92		
ⓘ	Other	3	5120	221	000	00	$3,454.00	$0.00	$3,454.00		
ⓘ	Other	3	5130	181	000	00	$12,800.00	$0.00	$12,800.00		
ⓘ	Other	3	5130	211	000	00	$979.20	$0.00	$979.20		
ⓘ	Other	3	5130	221	000	00	$3,200.00	$0.00	$3,200.00		
ⓘ	Salary	3	5210	121	000	00	$52,000.00	$0.00	$52,000.00		
ⓘ	Other	3	5210	162	000	00	$2,000.00	$0.00	$2,000.00		
ⓘ	Other	3	5210	181	000	00	$46,400.00	$0.00	$46,400.00		
ⓘ	Other	3	5210	211	000	00	$7,680.60	$0.00	$7,680.60		
ⓘ	Other	3	5210	221	000	00	$24,600.00	$0.00	$24,600.00		
ⓘ	Other	3	5210	231	000	00	$6,699.96	$0.00	$6,699.96		
ⓘ	Other	3	5260	181	000	00	$600.00	$0.00	$600.00		

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ⓘ	Other	3	5260	211	000	00	$45.90	$0.00	$45.90	
ⓘ	Other	3	5260	221	000	00	$150.00	$0.00	$150.00	
ⓘ	Other	3	5320	181	000	00	$2,365.00	$0.00	$2,365.00	
ⓘ	Other	3	5320	211	000	00	$180.92	$0.00	$180.92	
ⓘ	Other	3	5320	221	000	00	$591.26	$0.00	$591.26	
ⓘ	Salary	3	5330	131	000	00	$104,000.00	$0.00	$104,000.00	
ⓘ	Other	3	5330	143	000	00	$120,000.00	$0.00	$120,000.00	
ⓘ	Other	3	5330	181	000	00	$13,809.62	$0.00	$13,809.62	
ⓘ	Other	3	5330	211	000	00	$18,192.44	$0.00	$18,192.44	
ⓘ	Other	3	5330	221	000	00	$59,452.40	$0.00	$59,452.40	
ⓘ	Other	3	5330	231	000	00	$40,199.76	$0.00	$40,199.76	
ⓘ	Other	3	5330	411	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Salary	3	5350	142	000	00	$5,832.00	$0.00	$5,832.00	
ⓘ	Other	3	5350	198	000	00	$6,480.00	$0.00	$6,480.00	
ⓘ	Other	3	5350	211	000	00	$941.87	$0.00	$941.87	
ⓘ	Other	3	5350	221	000	00	$3,078.00	$0.00	$3,078.00	
ⓘ	Other	3	5350	411	000	00	$5,500.00	$0.00	$5,500.00	
ⓘ	Salary	3	5360	116	000	00	$9,000.00	$0.00	$9,000.00	
ⓘ	Salary	3	5360	126	000	00	$117,000.00	$0.00	$117,000.00	
ⓘ	Salary	3	5360	131	000	00	$18,000.00	$0.00	$18,000.00	
ⓘ	Salary	3	5360	142	000	00	$19,440.00	$0.00	$19,440.00	
ⓘ	Salary	3	5360	171	000	00	$7,200.00	$0.00	$7,200.00	
ⓘ	Salary	3	5360	173	000	00	$4,300.00	$0.00	$4,300.00	
ⓘ	Salary	3	5360	174	000	00	$3,600.00	$0.00	$3,600.00	
ⓘ	Salary	3	5360	176	000	00	$4,032.00	$0.00	$4,032.00	
ⓘ	Other	3	5360	180	000	00	$14,000.00	$0.00	$14,000.00	

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ⓘ	Other	3	5360	211	000	00	$15,037.76	$0.00	$15,037.76	
ⓘ	Other	3	5400	181	000	00	$3,766.92	$0.00	$3,766.92	
ⓘ	Other	3	5400	211	000	00	$288.16	$0.00	$288.16	
ⓘ	Other	3	5400	221	000	00	$941.74	$0.00	$941.74	
ⓘ	Other	3	5410	181	000	00	$8,093.80	$0.00	$8,093.80	
ⓘ	Other	3	5410	211	000	00	$619.18	$0.00	$619.18	
ⓘ	Other	3	5410	221	000	00	$2,023.46	$0.00	$2,023.46	
ⓘ	Other	3	5420	181	000	00	$6,150.00	$0.00	$6,150.00	
ⓘ	Other	3	5420	211	000	00	$470.48	$0.00	$470.48	
ⓘ	Other	3	5420	221	000	00	$1,537.50	$0.00	$1,537.50	
ⓘ	Other	3	5820	181	000	00	$2,222.52	$0.00	$2,222.52	
ⓘ	Other	3	5820	211	000	00	$170.02	$0.00	$170.02	
ⓘ	Other	3	5820	221	000	00	$555.64	$0.00	$555.64	
ⓘ	Other	3	5830	181	000	00	$11,000.00	$0.00	$11,000.00	
ⓘ	Other	3	5830	211	000	00	$841.50	$0.00	$841.50	
ⓘ	Other	3	5830	221	000	00	$2,750.00	$0.00	$2,750.00	
ⓘ	Other	3	5840	181	000	00	$5,390.00	$0.00	$5,390.00	
ⓘ	Other	3	5840	211	000	00	$412.34	$0.00	$412.34	
ⓘ	Other	3	5840	221	000	00	$1,347.50	$0.00	$1,347.50	
ⓘ	Other	3	5860	181	000	00	$4,730.00	$0.00	$4,730.00	
ⓘ	Other	3	5860	211	000	00	$361.84	$0.00	$361.84	
ⓘ	Other	3	5860	221	000	00	$1,182.50	$0.00	$1,182.50	
ⓘ	Salary	3	5880	146	000	00	$66,000.00	$0.00	$66,000.00	
ⓘ	Other	3	5880	211	000	00	$5,049.00	$0.00	$5,049.00	
ⓘ	Other	3	5880	221	000	00	$16,500.00	$0.00	$16,500.00	
ⓘ	Other	3	5880	231	000	00	$13,399.92	$0.00	$13,399.92	

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5880	459	000	00	$250.00	$0.00	$250.00		
ⓘ	Other	3	6540	181	000	00	$5,057.60	$0.00	$5,057.60		
ⓘ	Other	3	6540	211	000	00	$386.90	$0.00	$386.90		
ⓘ	Other	3	6540	221	000	00	$1,264.40	$0.00	$1,264.40		
ⓘ	Other	3	7200	181	000	00	$6,931.50	$0.00	$6,931.50		
ⓘ	Other	3	7200	211	000	00	$530.26	$0.00	$530.26		
ⓘ	Other	3	7200	221	000	00	$1,732.88	$0.00	$1,732.88		

Total: **$974,673.17** **$607,853.80** **$1,582,526.97**

308 - Edgewood Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$0.00	$260,000.00	$260,000.00	BUDGET REGULAR CURRICULAR TEACHER SALARIES	
ⓘ	Other	3	5110	162	000	00	$0.00	$16,000.00	$16,000.00	BUDGET SUB PAY	
ⓘ	Other	3	5110	181	000	00	$0.00	$166,000.00	$166,000.00	BUDGET REG CURRICULAR SUPPLEMENTS	
ⓘ	Other	3	5110	192	000	00	$0.00	$20,000.00	$20,000.00	BUDGET ADDITIONAL RESPONSIBILITY PAY	
ⓘ	Other	3	5110	211	000	00	$0.00	$35,343.00	$35,343.00		
ⓘ	Other	3	5110	221	000	00	$0.00	$111,500.00	$111,500.00		
ⓘ	Other	3	5110	231	000	00	$0.00	$33,499.80	$33,499.80		
ⓘ	Equipment	3	5110	461	000	00	$25,000.00	$0.00	$25,000.00		

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ⓘ	Other	3	5130	181	000	00	$10,720.00	$0.00	$10,720.00
ⓘ	Other	3	5130	211	000	00	$820.08	$0.00	$820.08
ⓘ	Other	3	5130	221	000	00	$2,680.00	$0.00	$2,680.00
ⓘ	Salary	3	5210	121	000	00	$122,000.00	$0.00	$122,000.00
ⓘ	Other	3	5210	162	000	00	$2,000.00	$0.00	$2,000.00
ⓘ	Other	3	5210	181	000	00	$34,400.00	$0.00	$34,400.00
ⓘ	Other	3	5210	211	000	00	$12,117.60	$0.00	$12,117.60
ⓘ	Other	3	5210	221	000	00	$39,100.00	$0.00	$39,100.00
ⓘ	Other	3	5210	231	000	00	$13,399.92	$0.00	$13,399.92
ⓘ	Other	3	5240	181	000	00	$6,149.00	$0.00	$6,149.00
ⓘ	Other	3	5240	211	000	00	$470.40	$0.00	$470.40
ⓘ	Other	3	5240	221	000	00	$1,537.26	$0.00	$1,537.26
ⓘ	Other	3	5260	181	000	00	$5,200.00	$0.00	$5,200.00
ⓘ	Other	3	5260	211	000	00	$397.80	$0.00	$397.80
ⓘ	Other	3	5260	221	000	00	$1,300.00	$0.00	$1,300.00
ⓘ	Other	3	5270	181	000	00	$1,040.00	$0.00	$1,040.00
ⓘ	Other	3	5270	211	000	00	$79.56	$0.00	$79.56
ⓘ	Other	3	5270	221	000	00	$260.00	$0.00	$260.00
ⓘ	Salary	3	5330	131	000	00	$104,000.00	$0.00	$104,000.00
ⓘ	Salary	3	5330	142	000	00	$180,000.00	$0.00	$180,000.00
ⓘ	Other	3	5330	181	000	00	$15,260.00	$0.00	$15,260.00
ⓘ	Other	3	5330	211	000	00	$22,893.40	$0.00	$22,893.40
ⓘ	Other	3	5330	221	000	00	$74,815.00	$0.00	$74,815.00
ⓘ	Other	3	5330	231	000	00	$53,599.68	$0.00	$53,599.68
ⓘ	Other	3	5330	411	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Salary	3	5350	142	000	00	$5,832.00	$0.00	$5,832.00

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ℹ	Other	3	5350	198	000	00	$6,480.00	$0.00	$6,480.00	
ℹ	Other	3	5350	211	000	00	$941.87	$0.00	$941.87	
ℹ	Other	3	5350	221	000	00	$3,078.00	$0.00	$3,078.00	
ℹ	Other	3	5350	411	000	00	$5,500.00	$0.00	$5,500.00	
ℹ	Salary	3	5360	116	000	00	$9,000.00	$0.00	$9,000.00	
ℹ	Salary	3	5360	126	000	00	$108,000.00	$0.00	$108,000.00	
ℹ	Salary	3	5360	131	000	00	$18,000.00	$0.00	$18,000.00	
ℹ	Salary	3	5360	142	000	00	$34,020.00	$0.00	$34,020.00	
ℹ	Salary	3	5360	145	000	00	$3,000.00	$0.00	$3,000.00	
ℹ	Salary	3	5360	171	000	00	$7,200.00	$0.00	$7,200.00	
ℹ	Salary	3	5360	173	000	00	$4,300.00	$0.00	$4,300.00	
ℹ	Salary	3	5360	174	000	00	$3,600.00	$0.00	$3,600.00	
ℹ	Salary	3	5360	176	000	00	$4,032.00	$0.00	$4,032.00	
ℹ	Other	3	5360	180	000	00	$23,200.00	$0.00	$23,200.00	
ℹ	Other	3	5360	211	000	00	$16,397.93	$0.00	$16,397.93	
ℹ	Other	3	5400	181	000	00	$4,712.62	$0.00	$4,712.62	
ℹ	Other	3	5400	211	000	00	$360.52	$0.00	$360.52	
ℹ	Other	3	5400	221	000	00	$1,178.16	$0.00	$1,178.16	
ℹ	Other	3	5410	181	000	00	$7,793.80	$0.00	$7,793.80	
ℹ	Other	3	5410	211	000	00	$596.22	$0.00	$596.22	
ℹ	Other	3	5410	221	000	00	$1,948.46	$0.00	$1,948.46	
ℹ	Other	3	5420	181	000	00	$6,150.00	$0.00	$6,150.00	
ℹ	Other	3	5420	211	000	00	$470.48	$0.00	$470.48	
ℹ	Other	3	5420	221	000	00	$1,537.50	$0.00	$1,537.50	
ℹ	Other	3	5810	181	000	00	$6,000.00	$0.00	$6,000.00	
ℹ	Other	3	5810	211	000	00	$459.00	$0.00	$459.00	

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5810	221	000	00	$1,500.00	$0.00	$1,500.00		
ⓘ	Other	3	5830	181	000	00	$1,500.00	$0.00	$1,500.00		
ⓘ	Other	3	5830	211	000	00	$114.76	$0.00	$114.76		
ⓘ	Other	3	5830	221	000	00	$375.00	$0.00	$375.00		
ⓘ	Other	3	5840	181	000	00	$4,950.00	$0.00	$4,950.00		
ⓘ	Other	3	5840	211	000	00	$378.68	$0.00	$378.68		
ⓘ	Other	3	5840	221	000	00	$1,237.50	$0.00	$1,237.50		
ⓘ	Other	3	5860	181	000	00	$1,471.20	$0.00	$1,471.20		
ⓘ	Other	3	5860	211	000	00	$112.54	$0.00	$112.54		
ⓘ	Other	3	5860	221	000	00	$367.80	$0.00	$367.80		
ⓘ	Salary	3	5880	146	000	00	$54,000.00	$0.00	$54,000.00		
ⓘ	Other	3	5880	211	000	00	$4,131.00	$0.00	$4,131.00		
ⓘ	Other	3	5880	221	000	00	$13,500.00	$0.00	$13,500.00		
ⓘ	Other	3	5880	231	000	00	$6,699.96	$0.00	$6,699.96		
ⓘ	Other	3	5880	459	000	00	$250.00	$0.00	$250.00		
ⓘ	Other	3	6540	181	000	00	$3,841.76	$0.00	$3,841.76		
ⓘ	Other	3	6540	211	000	00	$293.90	$0.00	$293.90		
ⓘ	Other	3	6540	221	000	00	$960.44	$0.00	$960.44		
ⓘ	Other	3	7200	181	000	00	$5,511.10	$0.00	$5,511.10		
ⓘ	Other	3	7200	211	000	00	$421.60	$0.00	$421.60		
ⓘ	Other	3	7200	221	000	00	$1,377.78	$0.00	$1,377.78		
						Total:	**$1,126,023.28**	**$642,342.80**	**$1,768,366.08**		

312 - North Whiteville Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	162	000	00	$0.00	$6,000.00	$6,000.00	BUDGET SUB	

										PAY	
ℹ️	Other	3	5110	181	000	00	$0.00	$19,040.00	$19,040.00	BUDGET REG CURRICULAR SUPPLEMENTS	
ℹ️	Other	3	5110	192	000	00	$0.00	$20,000.00	$20,000.00	BUDGET ADDITIONAL RESPONSIBILITY PAY	
ℹ️	Other	3	5110	211	000	00	$0.00	$3,445.56	$3,445.56		
ℹ️	Other	3	5110	221	000	00	$0.00	$9,760.00	$9,760.00		
ℹ️	Other	3	5210	181	000	00	$5,824.00	$0.00	$5,824.00		
ℹ️	Other	3	5210	211	000	00	$445.54	$0.00	$445.54		
ℹ️	Other	3	5210	221	000	00	$1,456.00	$0.00	$1,456.00		
ℹ️	Other	3	5310	181	000	00	$9,049.22	$0.00	$9,049.22		
ℹ️	Other	3	5310	211	000	00	$692.26	$0.00	$692.26		
ℹ️	Other	3	5310	221	000	00	$2,262.30	$0.00	$2,262.30		
ℹ️	Other	3	5330	411	000	00	$6,000.00	$0.00	$6,000.00		
ℹ️	Other	3	5400	181	000	00	$1,659.32	$0.00	$1,659.32		
ℹ️	Other	3	5400	211	000	00	$126.94	$0.00	$126.94		
ℹ️	Other	3	5400	221	000	00	$414.84	$0.00	$414.84		
ℹ️	Other	3	5410	181	000	00	$7,613.80	$0.00	$7,613.80		
ℹ️	Other	3	5410	211	000	00	$582.46	$0.00	$582.46		
ℹ️	Other	3	5410	221	000	00	$1,903.46	$0.00	$1,903.46		
ℹ️	Other	3	6540	181	000	00	$1,556.44	$0.00	$1,556.44		
ℹ️	Other	3	6540	211	000	00	$119.06	$0.00	$119.06		
ℹ️	Other	3	6540	221	000	00	$389.12	$0.00	$389.12		
						Total:	**$40,094.76**	**$58,245.56**	**$98,340.32**		

316 - Whiteville High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$0.00	$104,000.00	$104,000.00	BUDGET REGULAR CURRICULAR TEACHER SALARIES	
ⓘ	Other	3	5110	162	000	00	$0.00	$16,000.00	$16,000.00	BUDGET SUB PAY	
ⓘ	Other	3	5110	181	000	00	$0.00	$122,000.00	$122,000.00	BUDGET REG CURRICULAR SUPPLEMENTS	
ⓘ	Other	3	5110	192	000	00	$0.00	$20,000.00	$20,000.00	BUDGET ADDITIONAL RESPONSIBILITY PAY	
ⓘ	Other	3	5110	211	000	00	$0.00	$20,043.00	$20,043.00		
ⓘ	Other	3	5110	221	000	00	$0.00	$61,500.00	$61,500.00		
ⓘ	Other	3	5110	231	000	00	$0.00	$13,399.92	$13,399.92		
ⓘ	Equipment	3	5110	461	000	00	$5,000.00	$0.00	$5,000.00		
ⓘ	Other	3	5120	181	000	00	$49,756.00	$0.00	$49,756.00		
ⓘ	Other	3	5120	211	000	00	$3,806.34	$0.00	$3,806.34		
ⓘ	Other	3	5120	221	000	00	$12,439.00	$0.00	$12,439.00		
ⓘ	Other	3	5130	181	000	00	$36,400.00	$0.00	$36,400.00		
ⓘ	Other	3	5130	211	000	00	$2,784.60	$0.00	$2,784.60		
ⓘ	Other	3	5130	221	000	00	$9,100.00	$0.00	$9,100.00		
ⓘ	Other	3	5210	181	000	00	$31,455.76	$0.00	$31,455.76		
ⓘ	Other	3	5210	211	000	00	$2,406.36	$0.00	$2,406.36		
ⓘ	Other	3	5210	221	000	00	$7,863.94	$0.00	$7,863.94		

ⓘ	Other	3	5260	181	000	00	$1,694.00	$0.00	$1,694.00	
ⓘ	Other	3	5260	211	000	00	$129.60	$0.00	$129.60	
ⓘ	Other	3	5260	221	000	00	$423.50	$0.00	$423.50	
ⓘ	Salary	3	5330	131	000	00	$104,000.00	$0.00	$104,000.00	
ⓘ	Other	3	5330	181	000	00	$9,125.00	$0.00	$9,125.00	
ⓘ	Other	3	5330	211	000	00	$8,654.06	$0.00	$8,654.06	
ⓘ	Other	3	5330	221	000	00	$28,281.26	$0.00	$28,281.26	
ⓘ	Other	3	5330	231	000	00	$13,399.92	$0.00	$13,399.92	
ⓘ	Other	3	5330	411	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Other	3	5350	198	000	00	$11,520.00	$0.00	$11,520.00	
ⓘ	Other	3	5350	211	000	00	$881.28	$0.00	$881.28	
ⓘ	Other	3	5350	221	000	00	$2,880.00	$0.00	$2,880.00	
ⓘ	Other	3	5350	411	000	00	$5,500.00	$0.00	$5,500.00	
ⓘ	Salary	3	5360	116	000	00	$9,000.00	$0.00	$9,000.00	
ⓘ	Salary	3	5360	126	000	00	$135,000.00	$0.00	$135,000.00	
ⓘ	Salary	3	5360	131	000	00	$18,000.00	$0.00	$18,000.00	
ⓘ	Salary	3	5360	171	000	00	$7,200.00	$0.00	$7,200.00	
ⓘ	Salary	3	5360	173	000	00	$4,300.00	$0.00	$4,300.00	
ⓘ	Salary	3	5360	174	000	00	$3,600.00	$0.00	$3,600.00	
ⓘ	Salary	3	5360	176	000	00	$4,032.00	$0.00	$4,032.00	
ⓘ	Other	3	5360	180	000	00	$13,200.00	$0.00	$13,200.00	
ⓘ	Other	3	5360	211	000	00	$14,866.40	$0.00	$14,866.40	
ⓘ	Other	3	5400	181	000	00	$4,022.50	$0.00	$4,022.50	
ⓘ	Other	3	5400	211	000	00	$307.72	$0.00	$307.72	
ⓘ	Other	3	5400	221	000	00	$1,005.62	$0.00	$1,005.62	
ⓘ	Other	3	5410	181	000	00	$9,443.20	$0.00	$9,443.20	

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ⓘ	Other	3	5410	211	000	00	$722.40	$0.00	$722.40
ⓘ	Other	3	5410	221	000	00	$2,360.80	$0.00	$2,360.80
ⓘ	Other	3	5420	181	000	00	$12,400.00	$0.00	$12,400.00
ⓘ	Other	3	5420	211	000	00	$948.60	$0.00	$948.60
ⓘ	Other	3	5420	221	000	00	$3,100.00	$0.00	$3,100.00
ⓘ	Other	3	5810	181	000	00	$5,500.00	$0.00	$5,500.00
ⓘ	Other	3	5810	211	000	00	$420.76	$0.00	$420.76
ⓘ	Other	3	5810	221	000	00	$1,375.00	$0.00	$1,375.00
ⓘ	Other	3	5820	181	000	00	$2,333.82	$0.00	$2,333.82
ⓘ	Other	3	5820	211	000	00	$178.54	$0.00	$178.54
ⓘ	Other	3	5820	221	000	00	$583.46	$0.00	$583.46
ⓘ	Other	3	5830	181	000	00	$12,983.40	$0.00	$12,983.40
ⓘ	Other	3	5830	211	000	00	$993.24	$0.00	$993.24
ⓘ	Other	3	5830	221	000	00	$3,245.86	$0.00	$3,245.86
ⓘ	Other	3	5840	181	000	00	$4,620.00	$0.00	$4,620.00
ⓘ	Other	3	5840	211	000	00	$353.44	$0.00	$353.44
ⓘ	Other	3	5840	221	000	00	$1,155.00	$0.00	$1,155.00
ⓘ	Other	3	5860	181	000	00	$1,842.24	$0.00	$1,842.24
ⓘ	Other	3	5860	211	000	00	$140.94	$0.00	$140.94
ⓘ	Other	3	5860	221	000	00	$460.56	$0.00	$460.56
ⓘ	Salary	3	5880	146	000	00	$66,000.00	$0.00	$66,000.00
ⓘ	Other	3	5880	211	000	00	$5,049.00	$0.00	$5,049.00
ⓘ	Other	3	5880	221	000	00	$16,500.00	$0.00	$16,500.00
ⓘ	Other	3	5880	231	000	00	$13,399.92	$0.00	$13,399.92
ⓘ	Other	3	5880	459	000	00	$250.00	$0.00	$250.00
ⓘ	Other	3	6200	181	000	00	$5,108.40	$0.00	$5,108.40

View	Type	Funding	Purpose	Object	Local	503			
ⓘ	Other	3	6200	211	000	00	$390.80	$0.00	$390.80
ⓘ	Other	3	6200	221	000	00	$1,277.10	$0.00	$1,277.10
ⓘ	Other	3	6540	181	000	00	$5,037.38	$0.00	$5,037.38
ⓘ	Other	3	6540	211	000	00	$385.36	$0.00	$385.36
ⓘ	Other	3	6540	221	000	00	$1,259.34	$0.00	$1,259.34
ⓘ	Other	3	6550	181	000	00	$7,548.10	$0.00	$7,548.10
ⓘ	Other	3	6550	211	000	00	$577.42	$0.00	$577.42
ⓘ	Other	3	6550	221	000	00	$1,887.02	$0.00	$1,887.02
ⓘ	Other	3	7200	181	000	00	$5,530.84	$0.00	$5,530.84
ⓘ	Other	3	7200	211	000	00	$423.10	$0.00	$423.10
ⓘ	Other	3	7200	221	000	00	$1,382.72	$0.00	$1,382.72

Total: **$769,202.62**   **$356,942.92**   **$1,126,145.54**

320 - Whiteville Primary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$0.00	$260,000.00	$260,000.00	BUDGET REGULAR CURRICULAR TEACHER SALARIES	
ⓘ	Other	3	5110	162	000	00	$0.00	$16,000.00	$16,000.00	BUDGET SUB PAY	
ⓘ	Other	3	5110	181	000	00	$0.00	$204,000.00	$204,000.00	BUDGET REG CURRICULAR SUPPLEMENTS	
ⓘ	Other	3	5110	192	000	00	$0.00	$20,000.00	$20,000.00	BUDGET ADDITIONAL RESPONSIBILITY PAY	

ⓘ	Other	3	5110	211	000	00	$0.00	$38,250.00	$38,250.00	
ⓘ	Other	3	5110	221	000	00	$0.00	$121,000.00	$121,000.00	
ⓘ	Other	3	5110	231	000	00	$0.00	$33,499.80	$33,499.80	
ⓘ	Equipment	3	5110	461	000	00	$25,000.00	$0.00	$25,000.00	
ⓘ	Other	3	5130	181	000	00	$10,144.00	$0.00	$10,144.00	
ⓘ	Other	3	5130	211	000	00	$776.02	$0.00	$776.02	
ⓘ	Other	3	5130	221	000	00	$2,536.00	$0.00	$2,536.00	
ⓘ	Other	3	5210	181	000	00	$24,057.78	$0.00	$24,057.78	
ⓘ	Other	3	5210	211	000	00	$1,840.42	$0.00	$1,840.42	
ⓘ	Other	3	5210	221	000	00	$6,014.44	$0.00	$6,014.44	
ⓘ	Other	3	5230	181	000	00	$5,886.32	$0.00	$5,886.32	
ⓘ	Other	3	5230	211	000	00	$450.30	$0.00	$450.30	
ⓘ	Other	3	5230	221	000	00	$1,471.58	$0.00	$1,471.58	
ⓘ	Other	3	5240	181	000	00	$5,500.00	$0.00	$5,500.00	
ⓘ	Other	3	5240	211	000	00	$420.76	$0.00	$420.76	
ⓘ	Other	3	5240	221	000	00	$1,375.00	$0.00	$1,375.00	
ⓘ	Other	3	5270	181	000	00	$3,810.10	$0.00	$3,810.10	
ⓘ	Other	3	5270	211	000	00	$291.48	$0.00	$291.48	
ⓘ	Other	3	5270	221	000	00	$952.52	$0.00	$952.52	
ⓘ	Salary	3	5330	131	000	00	$104,000.00	$0.00	$104,000.00	
ⓘ	Salary	3	5330	142	000	00	$180,000.00	$0.00	$180,000.00	
ⓘ	Other	3	5330	181	000	00	$17,054.32	$0.00	$17,054.32	
ⓘ	Other	3	5330	211	000	00	$23,030.66	$0.00	$23,030.66	
ⓘ	Other	3	5330	221	000	00	$75,263.58	$0.00	$75,263.58	
ⓘ	Other	3	5330	231	000	00	$53,599.68	$0.00	$53,599.68	
ⓘ	Other	3	5330	411	000	00	$10,000.00	$0.00	$10,000.00	

ⓘ	Other	3	5340	181	000	00	$20,235.28	$0.00	$20,235.28
ⓘ	Other	3	5340	211	000	00	$1,548.00	$0.00	$1,548.00
ⓘ	Other	3	5340	221	000	00	$5,058.82	$0.00	$5,058.82
ⓘ	Salary	3	5350	142	000	00	$34,992.00	$0.00	$34,992.00
ⓘ	Other	3	5350	198	000	00	$51,840.00	$0.00	$51,840.00
ⓘ	Other	3	5350	211	000	00	$6,642.65	$0.00	$6,642.65
ⓘ	Other	3	5350	221	000	00	$21,708.00	$0.00	$21,708.00
ⓘ	Other	3	5350	411	000	00	$5,500.00	$0.00	$5,500.00
ⓘ	Salary	3	5360	126	000	00	$81,000.00	$0.00	$81,000.00
ⓘ	Salary	3	5360	131	000	00	$18,000.00	$0.00	$18,000.00
ⓘ	Salary	3	5360	135	000	00	$9,000.00	$0.00	$9,000.00
ⓘ	Salary	3	5360	142	000	00	$34,020.00	$0.00	$34,020.00
ⓘ	Salary	3	5360	171	000	00	$7,200.00	$0.00	$7,200.00
ⓘ	Salary	3	5360	173	000	00	$4,300.00	$0.00	$4,300.00
ⓘ	Salary	3	5360	174	000	00	$3,600.00	$0.00	$3,600.00
ⓘ	Salary	3	5360	176	000	00	$4,032.00	$0.00	$4,032.00
ⓘ	Other	3	5360	180	000	00	$23,200.00	$0.00	$23,200.00
ⓘ	Other	3	5360	211	000	00	$14,102.93	$0.00	$14,102.93
ⓘ	Other	3	5400	181	000	00	$3,519.96	$0.00	$3,519.96
ⓘ	Other	3	5400	211	000	00	$269.28	$0.00	$269.28
ⓘ	Other	3	5400	221	000	00	$880.00	$0.00	$880.00
ⓘ	Other	3	5410	181	000	00	$8,543.20	$0.00	$8,543.20
ⓘ	Other	3	5410	211	000	00	$653.56	$0.00	$653.56
ⓘ	Other	3	5410	221	000	00	$2,135.80	$0.00	$2,135.80
ⓘ	Other	3	5420	181	000	00	$6,050.00	$0.00	$6,050.00
ⓘ	Other	3	5420	211	000	00	$462.82	$0.00	$462.82

ℹ	Other	3	5420	221	000	00	$1,512.50	$0.00	$1,512.50	
ℹ	Other	3	5810	181	000	00	$5,280.00	$0.00	$5,280.00	
ℹ	Other	3	5810	211	000	00	$403.92	$0.00	$403.92	
ℹ	Other	3	5810	221	000	00	$1,320.00	$0.00	$1,320.00	
ℹ	Other	3	5830	181	000	00	$4,730.00	$0.00	$4,730.00	
ℹ	Other	3	5830	211	000	00	$361.84	$0.00	$361.84	
ℹ	Other	3	5830	221	000	00	$1,182.50	$0.00	$1,182.50	
ℹ	Other	3	5840	181	000	00	$5,500.00	$0.00	$5,500.00	
ℹ	Other	3	5840	211	000	00	$420.76	$0.00	$420.76	
ℹ	Other	3	5840	221	000	00	$1,375.00	$0.00	$1,375.00	
ℹ	Salary	3	5880	146	000	00	$66,000.00	$0.00	$66,000.00	
ℹ	Other	3	5880	211	000	00	$5,049.00	$0.00	$5,049.00	
ℹ	Other	3	5880	221	000	00	$16,500.00	$0.00	$16,500.00	
ℹ	Other	3	5880	231	000	00	$13,399.92	$0.00	$13,399.92	
ℹ	Other	3	5880	459	000	00	$250.00	$0.00	$250.00	
ℹ	Salary	3	6300	113	000	00	$18,432.00	$0.00	$18,432.00	
ℹ	Other	3	6300	211	000	00	$1,410.04	$0.00	$1,410.04	
ℹ	Other	3	6300	221	000	00	$4,608.00	$0.00	$4,608.00	
ℹ	Other	3	6540	181	000	00	$4,887.92	$0.00	$4,887.92	
ℹ	Other	3	6540	211	000	00	$373.92	$0.00	$373.92	
ℹ	Other	3	6540	221	000	00	$1,221.98	$0.00	$1,221.98	
ℹ	Salary	3	6550	171	000	00	$24,000.00	$0.00	$24,000.00	
ℹ	Other	3	6550	181	000	00	$16,312.52	$0.00	$16,312.52	
ℹ	Other	3	6550	211	000	00	$3,083.90	$0.00	$3,083.90	
ℹ	Other	3	6550	221	000	00	$10,078.14	$0.00	$10,078.14	
ℹ	Other	3	6550	331	000	00	$14,000.00	$0.00	$14,000.00	

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6550	423	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	7200	181	000	00	$6,653.46	$0.00	$6,653.46		
ⓘ	Other	3	7200	211	000	00	$508.98	$0.00	$508.98		
ⓘ	Other	3	7200	221	000	00	$1,663.36	$0.00	$1,663.36		

Total: $1,158,488.92 $692,749.80 $1,851,238.72

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5860	181	000	00	$12,800.00	$0.00	$12,800.00		
ⓘ	Other	3	5860	211	000	00	$979.20	$0.00	$979.20		
ⓘ	Other	3	5860	221	000	00	$3,200.00	$0.00	$3,200.00		
ⓘ	Other	3	6110	418	000	00	$14,000.00	$0.00	$14,000.00		
ⓘ	Other	3	6120	181	000	00	$2,532.96	$0.00	$2,532.96		
ⓘ	Other	3	6120	211	000	00	$193.78	$0.00	$193.78		
ⓘ	Other	3	6120	221	000	00	$633.24	$0.00	$633.24		
ⓘ	Other	3	6200	181	000	00	$17,373.72	$0.00	$17,373.72		
ⓘ	Other	3	6200	211	000	00	$1,329.08	$0.00	$1,329.08		
ⓘ	Other	3	6200	221	000	00	$4,343.44	$0.00	$4,343.44		
ⓘ	Other	3	6300	181	000	00	$11,952.94	$0.00	$11,952.94		
ⓘ	Other	3	6300	211	000	00	$914.40	$0.00	$914.40		
ⓘ	Other	3	6300	221	000	00	$2,988.24	$0.00	$2,988.24		
ⓘ	Salary	3	6400	152	000	00	$116,000.00	$0.00	$116,000.00		
ⓘ	Other	3	6400	181	000	00	$19,440.00	$0.00	$19,440.00		
ⓘ	Other	3	6400	211	000	00	$10,361.16	$0.00	$10,361.16		
ⓘ	Other	3	6400	221	000	00	$33,860.00	$0.00	$33,860.00		
ⓘ	Other	3	6400	231	000	00	$13,399.92	$0.00	$13,399.92		

ⓘ	Other	3	6580	181	000	00	$8,746.44	$0.00	$8,746.44
ⓘ	Other	3	6580	211	000	00	$669.10	$0.00	$669.10
ⓘ	Other	3	6580	221	000	00	$2,186.61	$0.00	$2,186.61
ⓘ	Other	3	6610	181	000	00	$15,991.54	$0.00	$15,991.54
ⓘ	Other	3	6610	211	000	00	$1,223.36	$0.00	$1,223.36
ⓘ	Other	3	6610	221	000	00	$3,997.88	$0.00	$3,997.88
ⓘ	Other	3	6620	181	000	00	$7,510.02	$0.00	$7,510.02
ⓘ	Other	3	6620	211	000	00	$574.52	$0.00	$574.52
ⓘ	Other	3	6620	221	000	00	$1,877.50	$0.00	$1,877.50
ⓘ	Other	3	6940	181	000	00	$24,578.72	$0.00	$24,578.72
ⓘ	Other	3	6940	211	000	00	$1,880.28	$0.00	$1,880.28
ⓘ	Other	3	6940	221	000	00	$6,144.68	$0.00	$6,144.68
ⓘ	Other	3	6940	418	000	00	$9,000.00	$0.00	$9,000.00
ⓘ	Other	3	7200	181	000	00	$8,174.36	$0.00	$8,174.36
ⓘ	Other	3	7200	211	000	00	$625.34	$0.00	$625.34
ⓘ	Other	3	7200	221	000	00	$2,043.60	$0.00	$2,043.60
						Total:	**$361,526.03**	**$0.00**	**$361,526.03**

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Grant Details

Whiteville City Schools (241) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Grades K - 2 Whiteville Primary School Subject - Reading - Overall 2019-2020 MOY Istation 51% 2020-2021 MOY Istation 36% Edgewood Elementary-2nd Quarter Benchmark Comparison 2019-2020 and 2020-2021 2019-2020 Reading (3rd grade) 55% 2020-2021 Reading (3rd grade) 54% 2019-2020 Reading (4th grade) 71% 2020-2021 Reading (4th grade) 51.2% 2019-2020 Reading (5th grade) 54% 2020-2021 Reading (5th grade) 47% 2019-2020 Math (3rd grade) 74% 2020-2021 Math (3rd grade) 66.2% 2019-2020 Math (4th grade) 69% 2020-2021 Math (4th grade) 56.3% 2019-2020 Math (5th grade) 65% 2020-2021 Math (5th grade) 40.9% 2019-2020 Science (5th grade) 40% 2020-2021 Science (5th grade) 32% Central Middle School - 2nd Quarter Benchmark Comparison 2019-2020 to 2020-2021 2019-2020 Reading (6th) 40.8% 2020-2021 Reading (6th) 37.5% 2019-2020 Reading (7th) 61.45% 2020-2021 Reading (7th) 48.6% 2019-2020 Reading (8th) 59.6% 2020-2021 Reading (8th) 48.6% 2019-2020 Math (6th) 40.13% 2020-2021 Math (6th) 24.8% 2019-2020 Math (7th) 52.5% 2020-2021 Math (7th) 44.7% 2019-2020 Math (8th) 35.85% 2020-2021 Math (8th) 18.2% 2019-2020 Science (8th) 36.6% 2020-2021 Science (8th) 47.6% Whiteville High School Average Grades-Reporting period 21% - at least one F on report card 11% - at least one F on report card Whiteville High School 1st Semester Average Biology 2019-2020 Biology 39.3% 2020-2021 Biology 53.98% English II 2019-2020 59.6% 2020-2021 45.5% NC Math I 2019-2020 23.81% 2020-2021 24.14% NC Math III 2019-2020 61.19% 2020-2021 42.68% NEEDS ASSESSMENT PROCESS/PLAN DEVELOPMENT: WCS Directors, Principals and Superintendent worked collaboratively to gather data to develop the Needs Assessment. The directors, principals and superintendent met several times to review the data, provide input and develop a plan for students based on the needs assessment. Directors, principals and superintendent all had input in building the budget for this plan. To gain further input from stakeholders, principals reviewed the plans with their school's School Improvement Team, which consisted of classroom teachers, support personnel, and parent representative. Lastly, a meeting of directors, superintendent and principals met to finalize the plans for the ESSER II funds. ASSESSING AND ADDRESSING LEARNING GAPS: Students who are considered at risk will be identified and provided academic and social/emotional support as needed.

Students at risk are identified as one of the three 1) C or below on subject/reporting period; 2) absent 10 or more days, and 3) not proficient on quarterly math, reading or science (5th, 8th, Biology) benchmarks. These students will be identified by a team of teachers per grade level. Teachers will administer the Diagnostic/Screener to determine level of proficiency in reading and math. Students will also take quarterly benchmarks to determine mastery of grade level standards. All data will be analyzed by teachers and administration. Steps will be taken in Tier I and if necessary, in Tier II and III to target students' areas of weakness. Students will be monitored by teachers, MTSS school coordinator and administration using the MTSS framework/model. Supports will be provided as needed, i.e. SEL/counselor, nurse, interventionist, etc. Specific assessments by school to be used to address learning gaps are: Grades K-2: IStation Reading Assessment will be used to determine progress; State MOY and EOY Math Assessment Grades 3-5: Quarterly Reading, Math, Science (5th) Benchmark Assessments, Previous and current year Reading, Math, Science (5th) EOG scores Grades 6-8: Quarterly Reading, Math, Science (5th) Grade 9-12: English II, Biology and Math I and III Benchmark Assessments, English II, Biology and Math I and III EOC scores for previous and current school year.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Analysis of data comparing MOY/3rd qtr data in 2019-2020 with MOY/3rd qtr data in 2020-2021 that support use of ESSER II funds. Grades K - 2 Whiteville Primary School From 2019-2020 MOY to 2020-2021 14.4% decrease in Istation Reading Assessment Grades 3 - 5 Edgewood Elementary: From 2019-2020 to 2020-2021 4.7 percentage point decrease in 2nd quarter reading benchmark scores. 3.2 percentage point decrease in 2nd quarter math benchmark scores. 8 percentage point decrease in 2nd quarter science benchmark scores Grades 6- 8 Central Middle School: From 2019-2020 to 2020-2021 7.9 percentage point decrease in 2nd quarter reading benchmark scores 15.1 percentage point decrease in 2nd quarter math benchmark scores Grades 9 - 12 Whiteville High School: From 2019-2020 to 2020-2021 14 percentage points increase in students with atleast one F. 14.1 percentage point decrease in 1st semester English II scores 18.5 percentage point decrease in 1st semester NC Math III scores Steadily decreasing scores in almost all subject areas listed above signifies a strong need for additional resources to meet the needs of our students. Many students were already at risk prior to COVID, and now these students are even further behind. Moreover, students who were normally scoring proficient (Pre-COVID), are now behind academically and need additional support to return to grade level proficiency. Additional teaching staff is needed to reduce class size, allowing teachers more time to work with individual or small groups. In comparing student assessment scores from pre-COVID (2019-2020) to COVID (2020-2021), data indicates a consistent decreasing trend in IStation scores (K-2), 2nd qtr benchmark scores (Grades 3 - 8) and 1st semester EOCs (Grades 9-12), which indicates a significantly higher number of students are at risk academically in comparison to the previous year. In order to provide additional academic support for our students, 11 additional teachers (and 2 EC teachers) are needed for the regular school day to reduce class size, allowing teachers more time to work with individual or small groups. Additionally, 6 instructional assistants are needed to work with at risk students in small groups under the supervision of classroom teachers. Adding new teachers also requires the district to purchase the supplies and materials needed to upfit new classrooms, which is indicated below and in the budget. With more students using software for learning (we became 1:1 laptops during COVID) there is a need to purchase software so students can be monitored during computer activity. Too often students are not on task while on a

computer, and this is hard to detect with so many students in the room at one time. The purchase of the monitoring software will allow us to monitor the students' computer activity more efficiently, thus improving learning and student success. Student engagement is another area of concern. Students who work remotely need more engaging activities in order to maintain a level of motivation that promoted success. While training for all staff was conducted to convey strategies for more interactive learning, the problem merits the purchase the software program "Unique Learning Systems" for students with disabilities and English Learners who need more interaction during the learning process. To further support students, an interventionist will be hired each of the 4 schools to work with student and coordinate MTSS process for at risk learners. At the middle school, 2 tutors will be hired to support classroom instruction, working with student in small groups for remediation. In the event of an uprising of the pandemic, funds are needed to cover the excessive number of substitutes needed when teachers are out due to quarantine or actual COVID symptoms. Also, when subs are difficult to find, especially in the more specialized areas, i.e. high school, our WCS teachers have been willing to take over another teacher's classroom for several weeks; therefore, additional responsibility stipends are needed to compensate these teachers for going above and beyond their regular obligat To increase student proficiency, at risk students will be offered a six week summer school in 2020. Although ESSER I, RtA, ICARES and Title I funds have been budgeted for part of the summer school, the remaining expenses will be paid from ESSER II. These funds will cover teachers, assistants, custodians, counselors, nurses, assistant principals/summer school leads, support staff, transportation, snacks, and supplies and materials, Data also indicates that few parents and community members volunteered in the schools during the 2020-2021 school year. In order to build parent and community engagement in the schools, a Public Relations Coordinator is needed to encourage parent and community involvement in the schools by reading one on one with students, tutoring students, assisting in the classroom or field trips, etc. A parent liaison for each of the four schools will be hired to work with the Public Relations Coordinator to encourage parents to attend monthly parent meetings that address helping their children become successful students. Parent Liaisons will serve as a bridge of communication between teachers and parents. Data also indicates that a significant increase in student absences and the number of students are experiencing social and emotional issues, which merits the position of a Social Worker that not only works with students with social and emotional issues,but also monitors and addresses truancy. In the event of another COVID outbreak, we will pay "additional responsibility stipends" to teachers who, in the absence of other teachers, assume the absent teacher's responsibilities (This will be part of the third drop.)

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.

$ 4,011,548.81 * 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;

In comparing student assessment scores from pre-COVID (2019-2020) to COVID (2020-2021), data indicates a consistent decreasing trend in IStation scores (K-2), 2nd qtr benchmark scores (Grades 3 - 8) and 1st semester EOCs (Grades 9-12), which indicates a significantly higher number of students are at risk academically in comparison to the previous year. In order to provide additional academic support for our students, 11 additional regular education teachers are needed for the regular school day to reduce class size, allowing teachers more time to work with individual or small groups.(The 11 additional teacher will be counted in the third drop) 2 Exceptional Children Teachers are also needed to reduce class size, allowing more time for individualized instruction. (Counted below in Special populations). Additionally, 6 instructional assistants are needed to work with at risk students in small groups under the supervision of classroom teachers. In addition, we are adding two instructional tutors at the middle school level. MTSS coordinators/interventionists are also needed for each of our four schools to focus on the progress of the at risk students, identify needs, schedule MTSS school meetings, monitor the support provided by teachers and support services to bring students to success. MTSS coordinators will also serve as interventionists. To further support at risk students, a screener software program is needed to enable teachers to more accurately pinpoint specific needs of individual students, design lessons to target students' areas of need, monitor the progress of the student, and provide data to support the MTSS process of students. The data and mini-lesson plans will be used as a springboard to work with students in small groups in Tier I, Tier II or Tier III in the MTSS process. The reading data indicates a need for support of a reading interventionist at Whiteville Primary and Edgewood Elementary with an interventionist at Central MIddle School and Whiteville High School This The two reading intervention positions will identify students reading below grade level proficiency and work one on one or in small groups to improve reading fluency and comprehension as ell as provide classroom guidance and intervention strategies to individual teachers. The interventionists will also conduct MTSS meetings at their respective schools, and monitor the process for the at risk learners, ensuring these students receive the targeted intervention and support needed to become successful. More parent involvement is needed in the schools as well as home regarding student learning. Parent liaisons will be hired for each school to improve parent/teacher communication with parents of English Learners. Parent Liaisons will be responsible for drawing parents out to the schools for monthly parent training at their school. Parent trainings will provide strategies for parents to use at home to increase student success, including ELs. All students will be treated equitably depending on specialty areas of need including foster, homeless, low income/low wealth. At risk students will be targeted for a six week summer school in 2022 and 2023. Teacher will have small groups so instruction can be tailored to their specific academic needs. These funds will cover teachers, assistants, custodians, counselors, assistant principals/summer school leads, transportation, snacks, and supplies and materials, The addition of teachers for class size reduction teaching positions will require additional technological equipment and materials to outfit their teaching materials. Laptops, doc cameras, online signature software ,Unique Learning Systems Software, Software to review students' screens. (counted in technology below) We currently utilize and will continue quarterly benchmark assessments K-12, A universal screener will be purchased to diagnose student needs and collect data to progress monitor students as well as determine if more intensive services are justified.

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

Whiteville City Schools currently has in place a built in system of remediation for each of our schools K-12. Utilizing ESSER funding will enable us to offer individualized and small group support for at risk students through tutorials, daily intervention block, after school program, summer learning loss recovery, and parent workshops. These steps are in addition to our class size reduction

positions and additional teacher assistants that will support more small, intimate learning sessions. Our parent liaisons are intended to extend the learning environment beyond the school. MTSS Coordinators/Interventionists will be added to work with students on academic areas of need and expedite the assessment process and initiation of support in response to the learning loss that has been caused by the pandemic. (Both parent liaisons and MTSS Coordinators/interventionists will be funded with the third drop)

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

WCS will focus on building parent communication and engagement while fostering positive relationships with parents. WCS, through Parent Liaisons at each school, will provide for monthly parent information sessions on a wide range of topics, including the use of technology, understanding parent portal, extending the learning environment at home, evaluating student homework, tips and strategies for student responsibility/organization, and connectedness with their child's classroom. Our parent liaisons will be vitally important in this effort as they will be responsible for corresponding with individual parents and households, including business and community engagement and conducting home visits.(These salaries will be counted in the third drop). The small size of our district lends itself to a carefully choreographed system of support for our parents.

* (D) Tracking student attendance and improving student engagement in distance education;

Student progress will be tracked through PowerSchool, which is a part of our protocol for attendance monitor. Letters are sent out upon the 4rd, 6th, and 10th absences. Absences at the 10th day trigger a parent contact by the district social worker as well as truancy court. This situation will be supplemented through the addition of two social worker dedicated to attendance related matters as well as family counseling and support and available community services. In addition, WCS will offer professional development to teachers on creating engaging activities and lessons for students, in an effort to improve student engagement, including online lesson in the event virtual learning is required by the district. Unique Learning Systems software will be purchased with ESSER funds to increase EC and EL student engagement during distance learning.(Includrd below in allowable use under

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Data has been collected for pre-covid vs post covid using 2nd quarter benchmark assessments and where available student end of course assessments, i.e Highschool, fall semester 2019 vs fall semester 2020. We will continue to monitor benchmarks and other relevant data points at the end of each academic period to assess student growth.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No		July 1,2021 - September 30, 2024	Student Survey indicating use of water bottle filling station and social distancing on activity buses during a pandemic. Teacher Survey indicating use of outdoor classroom Attendance Data (Minimizing absences by reducing viral transmission) Outdoor Learning Space Log (# of uses) Observations of following COVID guidelines (space between students).	$ 356,009.85

Water bottle filling stations will be added to water fountains at each school to eliminate individualized handling of water dispensing equipment, thus reducing viral spread. WCS will purchase two activity buses. The purpose of these buses will be to enhance our seating capacity for student activities, sports events and other transportation needs to prevent viral spread. WCS will build an outdoor learning space/classroom at each school site (4). The structures will be 20' X 30' on a concrete base with ceiling fans, and lighting with tables and benches set in concrete. This will greatly enhance the ability to safely conduct in person learning and enhance student engagement. Capitalized assets including teacher desks and teacher chairs will need to be purchased to upfit class size reduction positions.

| IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement. | * ◉ Yes ○ No | Whiteville City Schools facilities have individualized HVAC systems for classroom units. We recognized that this greatly diminishes our ability to centrally control;/improve air quality at each site. This will necessitate the addition of ionizer units as add ons to each of the 140 HVAC units to diminish viral and air-borne bacteria transmission. Additionally, roof replacement at Whiteville Primary's 2nd grade building will need to be replaced due to water seepage through roof deck causing mold and water encroachment causing poor air quality in classrooms. | July 1, 2021 - September 30, 2024 | Monthly Maintenance Inspection Data-noting air cleanliness Teacher Survey-indicating satisfaction of clean air Attendance Data (Minimizing absences by reducing viral transmission) | $ 275,000.00 |

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No		July 1, 2021 - September 30, 2024		$ 540,200.00

		Two additional EC general curriculum positions will be utilized to reduce teacher caseloads to provide for more individualized and unique instruction. Parent liaison hired to build parent relationships, improve parent/teacher communication and educate parents on ways to help and become involved in their child's education and increase probability of EL student success. (To be added back in third drop) Unique Learning Systems software purchased to increase students engagement during distance education for students with disabilities, EL students and other at risk learners as needed. Funds are earmarked for Foster and Homeless to provide for their school related needs. i.e. instructional supplies, uniforms, etc. MTSS Coordinators/Interventionist will be in place to monitor the needs and support of all at risk learners.		EOG Comparison scores of EC students as well as at risk students in special populations. EC teacher lesson plans- indicating more individualized and small group learning. Communication log of bilingual parent liaison to prove consistent communication with Spanish speaking families, including parent meetings with teacher. Communication log of Migrant Recruiter i Unique Learning Systems data (participation/uses) Homeless/Foster Expenditures MTSS data MTSS Agendas and Sign in Sheet	

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⦿ No				$ [ ]
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$ [ ]
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	WCS has noticed a significant increase in the purchase and need for sanitization equipment and supplies to maintain healthy, clean environments.This additional purchase will enable us to keep healthy and safe facilities. (Will be added on the third drop)	July 1, 2021 - September 30, 2024	Monthly Maintenance/Custodial inspection Custodial schedule with job assignments Teacher Survey-noting cleanliness of school Attendance Data ((Minimizing absences by reducing viral transmission)	$ [0.00]
	* ⦿ Yes ○ No	WCS will purchase food truck for community food service distribution. COVID pandemic necessitated delivery of meals to students participating in virtual learning. School Nutrition must provide meals in compliance with	July 1, 2021 - September 30, 2024	Van Delivery Roster (# of meals delivered from food truck) Parent Survey Student Survey # of students virtual learning during pandemic monthly	$ [60,000.00]

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		NC Food Code,i.e. maintaining proper food handling protocols such as temperature and storage during long term closure. Additionally, school nutrition assistants need to properly wash hands, clean and sanitize the area of food service. During the school year 2020-2021 WCS averaged serving 1,000 or more meals per week when on the hybrid schedule. A lease vs. purchase analysis has been conducted and purchase is the least expensive route. Additionally, to consider yellow school buses based on routes run during COVID, it would cost approximately $1,500.00 per month, $15,000.00 per year. During life expectancy of van, (20 years) that would total over $300,000.00, not including the cost of hot/cold handling, which is required. The food van is the most economical choice.			
		Computer carts (35) = $24,500 will be used as charging stations as well as securing purchased laptop	July 1, 2021 - September 30, 2024		$ 199,850.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ● Yes ○ No	devices. The aforementioned supplies and materials will be to support class size reduction positions. SmartBoardAir-wireless $46,350. These devices allow for teachers to operate multiple tablets at the same time for maintaining virtual class and transmitting instructional material. In addition, each new class size position will need a laptop and smartboard to support delivery of instruction. (Will be added back in third drop. Purchase a screener/diagnostic tool to assess students. Areas of academic need identified through this screener will be targeted by teachers and instructionalassistants. With the addition of additional technology equipment we have realized the need for an inventory control system. This will enable us to more accurately track the inventory of computer equipment		Teacher Surveys indicating use of charging stations to improve student usage of laptops and increase of security. Administrative Surveys-indicating Fixed Asset Inventory in one secure location MTSS Student Data-improvement based on diagnostic assessment reports MTSS Agendas/Sign in Sheets indicating usage of diagnostic/assessment tool to determine student growth. Lesson plans developed from screener data that targets needs of learners.	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	Due to the pandemic, many students who remained on Plan C are experiencing social/emotional issues. Attendance has also been an issue, and resources need to support the students in these categories. One social worker and one counselor will be hired to work with students who are struggling socially and emotionally, and/or experiencing attendance issues.	July 1, 2021 - September 30, 2024	Teacher Surveys indicating assistance for students with SEL issues. Parent Surveys indicating support for students with SEL issues Student Surveys indicating support for students with SEL issues. Social Worker Parent/Student Contact Log indicating communication with parents and students experiencing SEL problems. Attendance Data - indicating increase due to resolved student SEL issues. # of student counseling sessions.	$ 275,000.00
	* ◉ Yes ○ No		July 1, 2021 - September 30, 2024	Pre and post assessment - IReady Summer School Attendance Data Lesson Plans that document targeted learning Summer School Schedule	$ 959,278.56

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.		Summer school program for 2022-2023 and 2023 - 2024 will target at risk students academic and social and emotional needs. Certified teachers, instructional assistants, counselors, nurses, custodians, cafeteria workers, and bus drivers will be employed to staff the program. Face to face instruction (online only if pandemic guidelines require) for all at risk students, including students with disabilities, English Learners, Migrant Learners, Homeless learner and students in foster care. Administrators and Central Office Directors will devise a plan for summer school, and certified instructional staff will build lesson plans based on student data that targets the needs of the students. Pre and post assessments will be administered for all summer school students.			
	* ⦿ Yes ◯ No	WCS will hire an additional computer technician to support the additional software and device purchases. During COVID, WCS received laptops for	July 1, 2021 - September 30, 2024		$ 1,569,375.78

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.		WCS received laptops for K-5, which increased the need for technical support for those computers. WCS will provide additional supplements to all staff for the extra duties, roles, and responsibilities incurred due to the pandemic (even those paid out of state or local funds). We will follow our procedure for paying supplements--5% to certified & administrative staff and 3.5% to non-certified staff, paid out annually. Custodians will receive a bonus for working summer school. Community Involvement Coordinator to serve as bridge between community and students. Coordinate volunteers to read to students, serve as mentor for at risk students, or work w/students on academic skills for success. (In 3rd drop) DocuSign software purchased to allow parents to sign documents remotely during pandemic. Unbudgeted Reserves: $8,306.00 Indirect cost included		Teacher Survey Administrative Survey Computer Technician Work order log Payroll records for supplements and bonuses Community Involvement Coordinator Log Community Involvement Meeting Agendas/Sign in sheets Volunteer log	

				Total ESSER III Allotment	$	4,234,714.19

Part E: Assurances

Check __all__ *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Whiteville City Schools (241) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Whiteville City Schools (241) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Beverly Turner	

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, November 4, 2021

Whiteville City Schools (241) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - New Applicant Summary

There are no new applicants.

GAN Information

Whiteville City Schools (241) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at <u>NCDPI School Allotment Section</u>. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Whiteville City Schools (241) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100059195

* Address:

107 W. Walter Street Whiteville, NC 28472

* Superintendent:

Dr. Marc Whichard

Key Personnel:

* Beverly Turner

Cumberland County Schools (260) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:04:33 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Cumberland County Schools (260) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$41,895,114.00	$41,895,114.00
Carryover	$84,780,361.00	$84,780,361.00
Total	$126,675,475.00	$126,675,475.00

Budget

Cumberland County Schools (260) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
260	181	0	No	No	0.02 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$41,895,114.00	$0.00
Carryover Amount:	$84,780,361.00	$84,780,361.00
Allotment Plus Carryover:	$126,675,475.00	$84,780,361.00
Total Budgeted:		$84,780,361.00
Total Remaining:	$41,895,114.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

⊟ Budget History
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	✓	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/10/2021 10:57 AM	Approved (Pending)		Letchworth, Tina			
8/3/2021 8:42 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$4,560,000.00	$0.00	$4,560,000.00		
ⓘ	Salary	3	5110	164	000	00	$1,720,000.00	$0.00	$1,720,000.00		
ⓘ	Salary	3	5110	181	000	00	$444,800.00	$0.00	$444,800.00		
ⓘ	Salary	3	5110	183	000	00	$4,250,000.00	$0.00	$4,250,000.00		
ⓘ	Salary	3	5110	193	000	00	$225,000.00	$0.00	$225,000.00		
ⓘ	Other	3	5110	211	000	00	$856,784.70	$0.00	$856,784.70		
ⓘ	Other	3	5110	221	000	00	$2,428,116.64	$0.00	$2,428,116.64		
ⓘ	Other	3	5110	231	000	00	$1,265,200.00	$0.00	$1,265,200.00		
ⓘ	Other	3	5110	311	000	00	$125,000.00	$0.00	$125,000.00		
ⓘ	Other	3	5110	312	000	00	$600,000.00	$0.00	$600,000.00		

ⓘ	Other	3	5110	411	000	00	$15,750,000.00	$0.00	$15,750,000.00
ⓘ	Other	3	5110	418	000	00	$3,945,000.00	$0.00	$3,945,000.00
ⓘ	Salary	3	5120	121	000	00	$120,000.00	$0.00	$120,000.00
ⓘ	Salary	3	5120	181	000	00	$10,800.00	$0.00	$10,800.00
ⓘ	Other	3	5120	211	000	00	$10,006.20	$0.00	$10,006.20
ⓘ	Other	3	5120	221	000	00	$28,357.44	$0.00	$28,357.44
ⓘ	Other	3	5120	231	000	00	$18,978.00	$0.00	$18,978.00
ⓘ	Other	3	5120	333	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	5120	411	000	00	$40,000.00	$0.00	$40,000.00
ⓘ	Other	3	5120	415	000	00	$30,000.00	$0.00	$30,000.00
ⓘ	Other	3	5120	418	000	00	$30,000.00	$0.00	$30,000.00
ⓘ	Equipment	3	5120	461	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Equipment	3	5120	462	000	00	$22,500.00	$0.00	$22,500.00
ⓘ	Equipment	3	5120	541	000	00	$4,500.00	$0.00	$4,500.00
ⓘ	Salary	3	5270	121	000	00	$850,000.00	$0.00	$850,000.00
ⓘ	Salary	3	5270	135	000	00	$53,000.00	$0.00	$53,000.00
ⓘ	Salary	3	5270	142	000	00	$360,000.00	$0.00	$360,000.00
ⓘ	Salary	3	5270	181	000	00	$88,470.00	$0.00	$88,470.00
ⓘ	Salary	3	5270	183	000	00	$45,000.00	$0.00	$45,000.00
ⓘ	Other	3	5270	211	000	00	$106,829.96	$0.00	$106,829.96
ⓘ	Other	3	5270	221	000	00	$302,754.70	$0.00	$302,754.70
ⓘ	Other	3	5270	231	000	00	$208,758.00	$0.00	$208,758.00
ⓘ	Salary	3	5320	131	000	00	$5,805,000.00	$0.00	$5,805,000.00
ⓘ	Salary	3	5320	146	000	00	$48,000.00	$0.00	$48,000.00
ⓘ	Salary	3	5320	181	000	00	$526,770.00	$0.00	$526,770.00
ⓘ									

	Salary	3	5320	192	000	00	$61,250.00	$0.00	$61,250.00	
ⓘ	Other	3	5320	211	000	00	$492,738.04	$0.00	$492,738.04	
ⓘ	Other	3	5320	221	000	00	$1,396,413.14	$0.00	$1,396,413.14	
ⓘ	Other	3	5320	231	000	00	$822,380.00	$0.00	$822,380.00	
ⓘ	Other	3	5320	333	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Other	3	5320	411	000	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Salary	3	5350	198	000	00	$750,000.00	$0.00	$750,000.00	
ⓘ	Other	3	5350	211	000	00	$57,375.00	$0.00	$57,375.00	
ⓘ	Other	3	5350	221	000	00	$162,600.00	$0.00	$162,600.00	
ⓘ	Other	3	5350	311	000	00	$3,000.00	$0.00	$3,000.00	
ⓘ	Other	3	5350	314	000	00	$20,000.00	$0.00	$20,000.00	
ⓘ	Other	3	5350	411	000	00	$378,344.60	$0.00	$378,344.60	
ⓘ	Other	3	5350	418	000	00	$113,000.00	$0.00	$113,000.00	
ⓘ	Salary	3	5360	116	000	00	$289,800.00	$0.00	$289,800.00	
ⓘ	Salary	3	5360	135	000	00	$138,000.00	$0.00	$138,000.00	
ⓘ	Salary	3	5360	146	000	00	$138,000.00	$0.00	$138,000.00	
ⓘ	Salary	3	5360	151	000	00	$141,450.00	$0.00	$141,450.00	
ⓘ	Salary	3	5360	171	000	00	$538,200.00	$0.00	$538,200.00	
ⓘ	Salary	3	5360	173	000	00	$131,100.00	$0.00	$131,100.00	
ⓘ	Other	3	5360	211	000	00	$105,306.08	$0.00	$105,306.08	
ⓘ	Other	3	5400	311	000	00	$30,000.00	$0.00	$30,000.00	
ⓘ	Other	3	5400	312	000	00	$30,000.00	$0.00	$30,000.00	
ⓘ	Other	3	5400	411	000	00	$2,000.00	$0.00	$2,000.00	
ⓘ	Other	3	5830	311	000	00	$300,000.00	$0.00	$300,000.00	
ⓘ	Other	3	5830	312	000	00	$62,100.00	$0.00	$62,100.00	
ⓘ										

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	Other	3	5830	411	000	00	$552,500.00	$0.00	$552,500.00
ⓘ	Other	3	5840	311	000	00	$805,401.00	$0.00	$805,401.00
ⓘ	Other	3	5860	326	000	00	$500,000.00	$0.00	$500,000.00
ⓘ	Other	3	5860	344	000	00	$4,560,000.00	$0.00	$4,560,000.00
ⓘ	Other	3	5880	311	000	00	$250,000.00	$0.00	$250,000.00
ⓘ	Other	3	6540	411	000	00	$100,000.00	$0.00	$100,000.00
ⓘ	Other	3	6580	326	000	00	$500,000.00	$0.00	$500,000.00
ⓘ	Other	3	6580	422	000	00	$700,000.00	$0.00	$700,000.00
ⓘ	Other	3	6620	311	000	00	$89,999.00	$0.00	$89,999.00
ⓘ	Other	3	8100	392	000	00	$12,100.76	$0.00	$12,100.76
ⓘ	Other	3	8200	399	000	00	$25,537,677.74	$0.00	$25,537,677.74
					Total:		**$84,780,361.00**	**$0.00**	**$84,780,361.00**

Grant Details

Cumberland County Schools (260) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Cumberland County Schools utilizes a continuous improvement process to address needs as they are identified. Since March 2020, when the community was initially impacted by the pandemic, we communicated with various stakeholders to gather input for the district's response. The district continues using established stakeholder groups and district processes for gathering input in the 20-21 school year. Surveys are used as one method to collect input because data are collected and analyzed efficiently since many concerns require swift attention and action. Additionally, data from various surveys are shared among divisions so that information is readily available to guide the district's pandemic response. The groups providing input include, but are not limited to administration (central office and school - level), school based personnel (certified and classified), Teacher Advisory Council, Cumberland County Association of Principals and Assistant Principals, Student Voices (student advisory), parents/families, Board of Education meetings (public comments and discussions), and community groups. Multiple Google surveys provide stakeholders with opportunities to share concerns and request assistance (food, healthcare, housing, mental health support, transportation, internet access, computer for remote learning, assistance for remote learning). District leadership continues reviewing data, identifying priority areas that the district can address with ESSER resources, and

selecting resources in response to the needs. Planning was not isolated to ESSER II funds. Rather leadership identified priority needs and then aligned strategies/use of funds to available funding (including but not limited to ESSER I, II, III, non-federal funds, etc.) maximizing various funding sources. Based on grant funding allowability and periods of availability, the district developed a multi-year plan and will continue to assess and address facilities' conditions, mitigation process, and students' progress in learning recovery. CCS' Data and Accountability department will measure the impact of the district's response by using student data and other measures to monitor progress and make recommendations if the outcomes are not achieved or not trending to result in the desired outcomes so that adjustments are made to address learning recovery. Since the identified needs span across many areas, the data used to prioritize the use of funds were extensive to include, but not limited to: student academic data (Fall EOC Math 1, Math 3, Biology, English 2 data and various computer based progress monitoring tools); student engagement data (Canvas usage, instructional personnel feedback, attendance); district's implemented return to in-person instruction plan to include numbers of students served in-person, remote, and enrollment at our Virtual Academies; student attendance rates; district vacancy and substitute coverage rates; instructional personnel process and perception data; Exceptional Children data such as number of evaluations and re-evaluations needed to ensure compliance; Student Services trend and referral data, availability of community services, and nursing services; technology support requests, utilization rates, and areas of needed support; facility needs assessment data (HVAC systems); PPE and cleaning supplies inventory and usage data; Technology device inventory for students and employees, including adaptive devices, and device condition reports. Beginning in March 2020, CCS issued devices to all students to accommodate remote instruction. Providing students with devices reduces barriers to accessing digital resources, and the district remains responsive to changing family dynamics due to the pandemic. From March 2020 to June 2020, student engagement measured by teacher reports was low in many schools for a variety of reasons including unreliable and inconsistent internet. Based on the district's enrollment, urban setting, county population, community mobility, and size of geographical county, an internal contact tracer team is needed to conduct timely tracing within CCS and partner with the health department in an attempt to reduce the spread within the community. Sharing data on the district dashboard informs the community of district mitigation efforts. Due to the large number of families who opted for the full virtual model CCS launched 2 virtual schools to accommodate these requests. We also allowed families to opt into a full virtual experience at their assigned school. In anticipation of the return to in-person learning each school was assigned a permanent substitute teacher position to help eliminate difficulty finding daily substitute teachers. It is anticipated that this will be necessary in upcoming school years. As Cumberland County School (CCS) began to return to in-person learning our schools experienced difficulty retaining staff due to COVID19 concerns and experienced a higher than normal resignation rate. This difficulty, coupled with the traditional recruiting challenges requires CCS to implement strategies to recruit and retain premier professionals to help ensure we have a sufficient workforce. While the competition for the best and brightest can often hinge on important factors such as workplace

satisfaction, a sense of appreciation, and inclusion in the decision making process; compensation is a critical factor in the recruitment/retention process.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

SY20-21 opened under Plan C in the Cumberland County School System. On March 15, 2021, students returned to blended in-person learning 2 days a week on an AA/BB schedule. On April 12, 2021, all students requesting in-person instruction 4 days a week returned to the buildings. Remote learning provided by students' assigned schools and the virtual K-5 and 6-12 academies remain an option. Approximately, 61% of CCS students returned to face-to-face instruction. Students remaining in remote settings receive remote instruction from classroom teachers who are also teaching students in-person. Based on 20-21 data, disengagement challenges continue. School and central office staff work to address root causes for disengagement, and teachers implement strategies to connect with students and families establishing relationships. Based on current data, there is a continued need for supplemental support. First quarter (2nd Q) 2020 data indicate an increase in the number and percentage of D's and F's as grades earned by students. Below is a detailed breakdown by grade spans: Elementary: 19-20 at the end of quarter 2, 7.68% of the grades assigned were D's. In 20-21 the number was 12.08%. In 19-20 at the end of quarter 2, 5.10% of the grades assigned were F's. In 20-21 the number was 27.65%. The percent of students who failed all assigned courses at the end of quarter 2 was 0.7in 19-20 and in 20-21 increased to 11.3%. The number of students who failed at least once course in quarter 2 in 19-20 was 12.5% and rose to 35.1% in 20-21. Middle: 19-20 at the end of quarter 2, 10.63% of the grades assigned were D's. In 20-21 the number was 12.07%. In 19-20 at the end of quarter 2, 9.48% of the grades assigned were F's. In 20-21 the number was 27.85%. The percent of students who failed all assigned courses at the end of quarter 2 was 0.1in 19-20 and in 20-21 increased to 3.7%. The number of students who failed at least once course in quarter 2 in 19-20 was 21.2% and rose to 51.8% in 20-21. High: 19-20 at the end of quarter 2, 10.8% of the grades assigned were D's. In 20-21 the number was 10.4%. In 19-20 at the end of quarter 2, 6.3% of the grades assigned were F's. In 20-21 the number was 12.0%. The percent of students who failed all assigned courses at the end of quarter 2 was 0.6% in 19-20 and in 20-21 increased to 1.5%. The number of students who failed at least once course in quarter 2 in 19-20 was 15.8% and rose to 27.1% in 20-21. Students who did not take an EOC assessment in the fall received an incomplete. The incomplete will be replaced when the EOC is taken or at the end of the year if the student does not take the assessment. CCS students' performance is as follows on Fall EOCs: Biology- slightly lower percent non-proficient compared to the Fall of 2019 and lower than the state Fall 2020. English 2 scores showed an increase when compared to Fall 2019, but still 6 points behind the Fall 2020 state average. Math 1 and Math 3 saw

drastic decreases in Fall 2020 when compared to Fall 2019. Math 1 Fall scores dropped 30.3 percentage points and the gap between CCS and NC in the fall grew from 4.5 in 2019 to 17.6 in Fall 2020. Math 3 scores also saw a decline. The Fall 2020 scores are 26.1 percentage points lower than the Fall of 2019. The gap between CCS and NC for the fall to fall comparison grew from 3.1 to 18.1. Because students were not attending school until March 15, 2021, the BOG3 Beginning of Grade 3 Reading Assessment was not administered in 2020-2021. Local assessments have been administered and the trends from these show evidence for extensive support in the areas of Reading and Math. With in-person instruction 4 days a week, efforts to mitigate infection remains a priority. The average age of CCS Buildings is 57.31 years. Aging HVAC systems, HVAC control systems, roof and window systems can increase COVID transmission risk. HVAC systems have approximately 8,000 filters per cycle and are changed at 3 month intervals. CCS has identified at least 77 schools where HVAC systems or units are not performing optimally, are scoring above 350 on the CIP data sheet and have exceeded life-cycle expectations. Many of the current control systems are outdated, limiting the ability to centrally control and monitor systems on all 96 campuses. Aging, failing and leaking roofs contribute a great deal to poor Indoor Air Quality. CCS has identified 82 roof areas that are beyond life-cycle expectancy and are not performing well. 59 buildings have window systems that do not fully operate, limiting the most basic mitigation strategy of opening a window. Updating these systems is not a quick fix. Portable air purifier placement is a mitigation effort that is efficient, scalable and temporary until more permanent solutions can be put in place. CCS has also implemented a Virtual Academy, creating a need for space renovations to accommodate on-site personnel to support the Cumberland Academy. Traffic around school zones has increased tremendously, due to decreased bus capacity and/or parents choosing to transport their children by POV, causing severe congestion and increased vehicular volume in and out of school drives and adjacent roadways. Providing non-custodial staff with supplies to enhance cleaning efforts in classrooms and shared space is critical. Ensuring adequate custodial staff who are trained in COVID cleaning and disinfecting strategies are in place also plays a major role in keeping spaces safe for students and staff and decreasing anxiety levels among all stakeholders. CCS has also increased supply levels of paper towels, hand soap, hand sanitizer and custodial cleaning supplies to keep pace with the need for frequent cleaning and disinfecting procedures as well as personal hygiene measures such as frequent handwashing. Providing an increased level of PPE and safety supplies also reduces the risk of virus transmission among students and staff.

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.

$ 28,770,253.82 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Assessing student progress will be a key strategy to inform instruction and address students' needs. The following assessments will be used to provide a clear picture of the strengths and weaknesses of our students: K-3 Screener is a validated, research-based assessment that combines quick indicators of early skill development and deeper observations of student interaction with authentic text for students in grades K-3. This combination of assessments measures five important reading skills all children must develop to become proficient readers. Sucessmaker: This screener will be used in grades K-5 in mathematics. This screener provides the data-driven insights that classroom teachers, school, and district administrators need to determine exactly where to focus their instructional time to ensure all students are on track to meet more rigorous expectations and to succeed on the accompanying assessments. As part of the screening process, teachers will receive tools for Instruction to respond to the findings. It is an online assessment that makes it easy to identify potential trouble spots, which ultimately takes the guesswork out of effectively preparing for the NC State Standards. This screener gives administrators a clear indication of overall performance and the scope and scale of intervention needed along with growth and progress over time. Case21 Benchmarks will serve as the local benchmark and are required for all schools. This is the only district-required local assessment and will be administered three times throughout the school year or through the semester, depending on the school's master schedule. The assessment will address the standards taught to date. These interim results will be used to take a snapshot of progress, offer additional support, or address district-wide gaps. Schools and PLCs will use the data to identify critical gaps in learning and corresponding instructional gaps and collaborate on solutions.

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

The CCS Academic Roadmap seeks to provide clear expectations, identify support structures, upgrade the use of data, and increased communication. The learning model is founded upon the emphasis on strong instructional leadership at all levels-classroom, at each campus, and in the district office. Therefore, in accordance with Cumberland County Schools' mission to prepare, support, and challenge ALL students, our Academic Road map will: --Provide Robust Learning Experience through best practices and instructional strategies focused on high leverage instruction Improve Opportunity and Access for all students by providing varied learning and extended learning opportunities to address the continuum of learners. Opportunities will be during school, after school, in the community, and on weekends. --Promote Blended and Personalized Learning with tailored student learning plans that accelerate

student learning and provide engaging learning tasks that accelerate learning --Focus on Continuous Improvement by utilizing data to track and monitor school and student progress --Align Postsecondary and Career Opportunities by collaborating with institutions of high learning and work-based programs to support transitions post-high school.

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

Despite the COVID-19 pandemic, Cumberland County Schools (CCS) remains committed to supporting families through Cumberland Family Academy and school-based family engagement outreach efforts. Cumberland Family Academy is part of priority four of the district's strategic plan, which calls for the development of a district-wide family engagement outreach program. This initiative provides families with tools to support their children's education and brings school staff, families, caregivers and community organizations together as equal partners. During Cumberland Family Academy information sessions, presenters cover various topics ranging from Canvas to college planning, virtual learning resources, academic success, family health, and more. In light of the COVID-19 pandemic, families can join sessions via Zoom, where they are able to participate and ask questions. Additionally, CCS posts an encore of each session on the district's YouTube channel and Facebook page the following Tuesday to provide the information to families that cannot join the live session. Also, the district continues to monitor school-based family engagement activities, requesting that each school facilitates at least four family engagement per year.

* (D) Tracking student attendance and improving student engagement in distance education;

Accurate data collection is necessary and helps identify students who are not engaging and at-risk falling behind. To assist us in tracking attendance we will: --Continue to take attendance on a daily basis through PowerSchool this will provide evidence of whether a student is present or absent to fulfill state, district, and/or other reporting requirements. This data is also important so that school leaders and teachers have an accurate picture of which students are participating in distance learning and which are not. --Develop a consistent monitoring process for taking attendance that can be applied across learning models face to face, hybrid, or completely remote. Should our district find the need to switch between different instructional models, a process and systems are outlined to allow seamless transition in attendance recording. --Have a system in place for tracking in-person attendance versus virtual attendance-We will continue to use the codes that address onsite learning and offsite learning as we evaluate student attendance data. Given the vastly different nature of remote learning, the ability to distinguish between and report on the two types of attendance will help schools and the district identify students who may require additional resources and support. Keeping the attendance system as clear as possible will help ease any confusion and monitor progress. --Utilize multiple sources of information to document and verify student engagement Our district will track the varied sources to better understand student engagement and participation by having protocols to monitor Gradebook assignments and assignment scores, Login records and login duration from learning platforms or student portals, Daily logs (electronic or paper) that can be saved or stored in a student's file, Online polls or chat history and Attendee logs from video or

audio calls. Having a clear plan in place to monitor student attendance and engagement will help our district to collect accurate data for reporting as well as determine which students may need additional support to keep them engaged and learning.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The grade distribution feature in PowerSchool has been used and will continue to be used to compare the grade distributions across grades K-12 pre and post-pandemic. An overview of accumulated data results for elementary through high school will continue to be gathered to assess target areas and determine the next steps for all students to address and reduce barriers that impede learning.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

| FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | * ⦿ Yes ○ No | HVAC Systems: Repair/Replace aging and/or inefficient systems -Roofing Systems: Repair/Replace aging and failing systems -Window Replacements: Replace window systems that are not functioning -- Space Renovations and mobile classrooms to meet social distancing requirements. | Throughout grant funding availability. | -Increased ventilation, -Improved filtration without compromising system efficiency. Ability to open windows - Decreased complaints of poor IAQ concerns - Improved systems efficiency. - Decreased staff and student absenteeism. - Increased student learning time - Decreased or eliminated risk of virus transmission -Planned repair and renovation projects will be completed on time with minimal disruption to student learning activities | $ 200,000.00 |

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	Air Purifiers: for use in areas where ventilation is not optimal and risk of virus transmission is increased. HVAC Systems repair, replacements or upgrades. Filter Servicing Contract: Will enable the district to efficiently manage and maintain filter change schedule.	Throughout the grant funding availability.	- Decreased or Elimination of virus transmission via airborne vector or aerosolization - Filter change cycle is maintained - Increased instructional time - Increased student learning as measured by summative and formative assessments.	$ 550,000.00
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		Throughout the grant funding availability.	Increased student learning as measured by summative and formative assessments	$ 2,903,000.52

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		-Even with widespread vaccine availability there is considerable concern regarding substitute availability, to assist with staff absences due to quarantine, allot schools a permanent substitute to ensure onsite coverage for adequate student supervision. - Continue to fund recommended symptom screener as per Strong Schools Toolkit			

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ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	-Create ESL newcomer support through lead teacher and teachers, increase ESL support through instructional assistants - Increase the number of guidance counselors, social workers, and school nurses to improve ratio of students to GC/SW/nurse. - Support social emotional and academic needs of military-connected students.	Throughout grant funding availability.	Increased student learning as measured by summative and formative assessments	$ 20,056,932.04
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No		Throughout the grant funding availability.		$ 250,000.00

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		--Provide student services personnel at each school to serve as school preparedness and response apprentice. -- Secure translation and interpretation services to effectively engage CCS families of 85 different languages in the education process. --- Provide outreach in the community through family engagement personnel, social media, news, websites.		-Increased student learning as measured by summative and formative assessments - Improved outreach to the community. -- Increased positive connections and relationships in school (peers and adults) Increased positive perceptions about learning and the instructional opportunities	

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	-Frequent cleaning and disinfecting of desk/tabletop surfaces, high touch surfaces and shared equipment reducing the risk of transmission within schools and auxiliary facilities. - Providing an adequate level of PPE and safety supplies to schools for delegated staff, EC classroom staff, screeners, isolation rooms, nursing areas, front office areas, etc.	Throughout the period of grant availability.	-Reduce the risk of COVID and other health concerns.	$ 100,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ○ No	--Provide teachers and instructional support staff with devices to efficiently provide instruction. - Continue use of a secure video conferencing platform to provide core instruction and intervention. - Expand storage capacity for high volume of technology equipment, to include needed machinery to transport and service devices and network.	Throughout the period of grant availability	Increased student learning as measured by summative and formative assessments - Increased positive connections and relationships in school (peers and adults) Increased positive perceptions about learning and the instructional opportunities	$ 9,140,000.00
	* ⦿ Yes ○ No	-Provide hotspots to students to increase access in the case of no access or unreliable internet to access resources and attend remote	Throughout the period of grant avialability	Increased student learning as measured by summative and formative assessments. - Increased technology support.	$ 13,677,438.32

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		instruction. - Secure replacement parts for damaged Chromebooks distributed to students. - Refresh aging Chromebooks to ensure students can receive instruction - Secure instructional technology facilitators to aid in determining equitable districtwide instructional digital tools and provide PD/coaching - Secure3 instructional support technicians to support increase of technological resources			
		-Increase secondary students' access			$ 914,600.00

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	to the SPARCS program by training Student Services staff to become SPARCS facilitators. SPARCS is a trauma-informed small group counseling intervention. - Purchase the BIMAS, a web based platform designed to measure student outcomes. Universal screening behavior/social emotional learning skills, progress monitoring of behavior interventions, and program evaluation. Purchase materials needed to provide each elementary school classroom with a Calm Down Corner	Throughout the period of grant availability	-Build student self-regulation skills as measured by the decrease in discipline referrals. - Increase students' adjustment & academic performance through SEL as measured using the universal screener. - Increase awareness of warning signs, ability to talk about mental health needs, and connect students to help as measured by the SEL assessment. -Increase students communication, problem solving, as evidenced by discipline, attendance, academic data.	

		Down Corner. - Purchase materials and furniture for Secondary Schools to develop a space that any student may access to be designated as a Calm Down Corner. - Purchase a SEL program for all elementary schools. -Train staff to become certified instructors of the APA's Notice. Talk. Act. Mental Health training for School staff. Trainers will provide professional development to school staff that work directly with students to Notice warning			
		-CCS Rise Summer learning will focus on high			$ 3,218,136.30

| 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 | quality instruction, literacy, mathematics, and Science for grades K-12.The funding will support curriculum, resources, transportation, personnel, PPE resources, and foods and nutrition. The purpose of Rise Summer Program is to provide in-person instruction on specific subjects and offer additional enrichment activities to students in prekindergarten through grade 12 to address learning losses, and negative impacts students have experienced due to COVID-19. Cumberland County Schools | Each summer throughout the period of grant availability. | -Increased student learning as measured by summative and formative assessments - Increased positive connections and relationships in school (peers and adults) Increased positive perceptions about learning and the instructional opportunities | |

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		County Schools (CCS) shall provide priority enrollment to identified at-risk students. Students who are not identified as at-risk may also participate in a program within the space available. CCS year-round schools, will offer the program during vacation periods (intersession) in the instructional calendar.			
	* ⦿ Yes ◯ No	-Provide multi-day professional development to staff regarding standards-aligned instruction, rigor, and leadership development. - Provide appropriate resources prior to each school year with attention on	Throughout the period of grant availability	-Increased student learning as measured by summative and formative assessments - Increased teacher efficacy Increased supports to homeless students.	$ 5,000,000.00

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.		specific areas of student needs due to interrupted instruction. - Assist McKinney-Vento with with transportation, tutoring, supportive services, and remove barriers for all students. Connect students in transition with supportive community resources to help with social emotional and challenges of daily living, and academic losses. Provide families and students with family engagement resources, programs, and enrichment activities. -CCS will offer a retention bonus of $1,000 for any staff member (certified &			

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	(certified & classified) employed as of June 1st who continues to be employed by CCS on September 30th. Any new staff employed after June 1st who continue to be employed by CCS on September 30th will				
				Total ESSER III Allotment	$ 56,010,107.18

Part E: Assurances

*Check **all**assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.

*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Cumberland County Schools (260) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Cumberland County Schools (260) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Alana Hix	

Substantially Approved Dates

Cumberland County Schools (260) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, September 9, 2021

Cumberland County Schools (260) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Cumberland County Schools (260) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at <u>NCDPI School Allotment Section</u>. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Cumberland County Schools (260) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

40050676

* Address:

P.O. Box 2357 Fayetteville, NC 28302

* Superintendent:

Dr. Marvin Connelly, Jr.

Key Personnel:

* Alana Hix

Currituck County Schools (270) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:04:39 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Currituck County Schools (270) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,330,858.00	$1,330,858.00
Carryover	$2,688,556.00	$2,688,556.00
Total	$4,019,414.00	$4,019,414.00

Budget

Currituck County Schools (270) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
270	181	0	No	No	3.83 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,330,858.00	$0.00
Carryover Amount:	$2,688,556.00	$2,688,556.00
Allotment Plus Carryover:	$4,019,414.00	$2,688,556.00
Total Budgeted:		$2,688,556.00
Total Remaining:	$1,330,858.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/02/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/31/2021 12:51 PM	Approved (Pending)		Eddy, Melissa			
8/31/2021 12:50 PM	Under Review		Eddy, Melissa			
8/2/2021 9:10 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	00	$855,000.00	$0.00	$855,000.00		
ⓘ	Salary	3	5110	142	000	00	$222,674.00	$0.00	$222,674.00		
ⓘ	Other	3	5110	211	000	00	$82,442.06	$0.00	$82,442.06		
ⓘ	Other	3	5110	221	000	00	$240,213.53	$0.00	$240,213.53		
ⓘ	Other	3	5110	231	000	00	$176,151.00	$0.00	$176,151.00		
ⓘ	Other	3	5110	418	000	00	$511,813.01	$0.00	$511,813.01		
ⓘ	Salary	3	5330	127	000	00	$165,000.00	$0.00	$165,000.00		

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ⓘ	Other	3	5330	211	000	00	$12,622.50	$0.00	$12,622.50
ⓘ	Other	3	5330	221	000	00	$36,778.50	$0.00	$36,778.50
ⓘ	Other	3	5330	231	000	00	$21,138.12	$0.00	$21,138.12
ⓘ	Salary	3	5860	135	000	00	$70,152.00	$0.00	$70,152.00
ⓘ	Other	3	5860	211	000	00	$5,366.62	$0.00	$5,366.62
ⓘ	Other	3	5860	221	000	00	$15,636.88	$0.00	$15,636.88
ⓘ	Other	3	5860	231	000	00	$7,046.04	$0.00	$7,046.04
ⓘ	Salary	3	6110	113	000	00	$120,578.40	$0.00	$120,578.40
ⓘ	Other	3	6110	211	000	00	$9,224.25	$0.00	$9,224.25
ⓘ	Other	3	6110	221	000	00	$26,876.92	$0.00	$26,876.92
ⓘ	Other	3	6110	231	000	00	$10,569.06	$0.00	$10,569.06
ⓘ	Other	3	8100	392	000	00	$99,273.11	$0.00	$99,273.11
						Total:	**$2,688,556.00**	**$0.00**	**$2,688,556.00**

11/9/2021 12:04:20 PM

Grant Details

Currituck County Schools (270) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

*Our grade level or content PLCs met regularly and identified their at-risk students based on their available assessment data. (MClass, NC Check-ins, Classroom assessments, DreamBox data, eSpark data,etc.) *Our Leadership team looked for gaps or trends in the data to determine what we need to address moving into the 2021/2022 school year. *Our District Leadership team has determined that we will strategically leverage the ESSER III funds to train our instructional staff on instructional practices that have a high effect size of 0.40+, as well as on the effective use of standards aligned learning software and digital tools to assist with filling those identified learning gaps. Ongoing support will be provided by our instructional coaches at each school. *Furthermore we can hire additional staff like Instructional Assistants to provide more 1:1 instructional time to meet students needs. *Summer learning opportunities for identified at-risk students will be provided summer 2021. *Parent Feedback was collected through surveys regarding remote learning and identifying supports needed for parents moving forward.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

*502 K-5 students who returned for face-to-face instruction have been identified as not meeting grade level expectations for the 2020-21 school year and have been recommended for summer learning by instructional staff. *46 K-5 students who were enrolled in our Virtual Academy for the 202-21 school year have been identified as at-risk for not meeting grade level expectations and have been recommended for summer learning by instructional staff. *180 6-8 students have been identified as at-risk for not meeting grade level expectations for the 2020-21 school year and have been recommended for summer learning by instructional staff. *249 9-11 students have been identified as having lost 2 or more credits during the 2020-21 school year and have been recommended for summer learning credit recovery. *35 seniors have been identified as not meeting graduation requirements and have been recommended for summer learning to earn their diploma at the conclusion of credit recovery. *Data analysis indicates that student attendance, specifically at the secondary level, during remote instruction was poor. *Further analysis of data indicates that even when students were in attendance, engagement was poor during remote instruction.

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.

$ 537,711.20 * 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;

We have identified teacher leaders who will work together this summer with our current Instructional Coach team to create benchmark and cluster assessments for 4th, 5th, and 8th grade Science, 6-8 Math, Math 1, Biology, English II, and Math 3. These will be given at the end of each unit to allow for a more responsive re-engagement with the content. The results will be gathered in a formalized process that will allow building level and district level administrators in addition to our Instructional Coaches so they provide oversight and support for each teacher.

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

We will be adding additional support staff like a MTSS coordinator to meet with school level PLCs as well as individual teachers to support teachers in implementing interventions for at-risk student needs. We will be adding additional Instructional Assistants who will be trained on literacy instructional strategies to be able to work with focused small groups based on needs. We will be adding additional Literacy and Instructional Coaches to provide the on-demand and long term support needed to improve our standards alignment, pacing, planning, and assessment practices to ensure more rigorous and targeted instruction is taking place daily in all classes and in all our schools to address student learning loss as determined after COVID closures and remote learning.

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

We will expand our current Virtual Learning website to include more resources for parents. We will schedule some parents sessions to teach them about our devices and the software that we are using with their students so they can assist them at home when needed. We will also expand our CCS-Parent YouTube channel library for 'Just in time' short videos to help at home.

* (D) Tracking student attendance and improving student engagement in distance education;

We track attendance in PowerSchool and our Data Management team sends weekly reports to principals of students who are exceeding normal absences for the year. This information is also shared with our Counselors and Social Workers to work collaboratively to identify any family needs that we may be able to assist with addressing so that the student can resume normal attendance in order to receive the instruction (s)he needs.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

We are monitoring data pre-pandemic and will compare that to our post-pandemic student progress in order to identify gaps in learning and leverage these funds to provide the instruction and support needed to address those learning needs and move our students forward.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ⦿ No				$
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		July 1, 2021-June 30, 2022	Meeting records including notes will be maintained and shared.	$ 45,000.00

		We will have a Student Services Coordinator that will meet regularly with our county health department to stay informed about COVID related issues facing our area. She will then meet with our district leadership team as well as the Nurse PLC to everyone has the more up-to-date information as it pertains to our student / staff health and organizational operations.			
	* ◉ Yes ○ No	We will continue our MTSS position from our ESSER II year. We will also add an EC Program Specialist that will support the implementation of specially designed	July 1, 2021- September 30, 2024		$ 1,514,031.79

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.		designed programs targeting the needs we've identified through our Exceptional Children's Program Evaluation. Two additional Literacy Coaches will be identified to offer the ongoing support needed at the building level for our at-risk readers in grades K-3. We will employ a K-12 Curriculum Director to provide the planning and support for the expanded instructional coach team. We will expand our Instructional Coach team to have more individualized ongoing support at each of our schools.		We will monitor meeting notes and agendas as well as assessment and EC audit data to determine if we are seeing the positive student impact that this is designed to address.	

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⦿ No				$ [ ]
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$ [ ]
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$ [ ]
	* ⦿ Yes ○ No	*We will have a Digital Learning Coordinator that will oversee our District Remote Learning Plan. She will collaborate with	July 1, 2021- September 30, 2024		$ [80,000.00]

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		our Instructional Coach team to provide targeted professional development for teachers in preparation for any potential closures we may face. Especially how to handle virtual learning, basic troubleshooting of Chromebooks and mifis, and strategies for supporting parents and caregivers if virtual learning is needed. *Funding will be set aside to support school nutrition services as a result of closures due to COVID-19; including remote site pick-ups for virtual students		*We will maintain records from professional development sessions. We will maintain agendas and notes from meetings held by our Digital Learning Coordinator. We will survey and collect data including interviews from key stakeholders to determine the effectiveness of these efforts. *Ability to sustain meal delivery service during closures

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ○ No	We will provide access to instructional software that will support instructional practices that have a high effect size (Hattie). We will provide access to instructional software that will be used to target identified learning gaps, as well as acceleration for our advanced students.	July 1, 2021- September 30, 2024	We will use data from our ClassLink reports to monitor student and staff use of each of these programs as well as the reports from the software companies themselves to determine the effectiveness.	$ 511,813.01
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ⦿ No				$

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				$ _____
	* ○ Yes ⦿ No				$ _____

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.					

Total ESSER III Allotment	$ 2,150,844.80

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Currituck County Schools (270) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

	Required Contacts
Type	**Contact(s)**
Funding Application Contact [Select at least 1 contact(s)]	Renee Dowdy

Currituck County Schools (270) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, August 20, 2021

Currituck County Schools (270) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Currituck County Schools (270) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Currituck County Schools (270) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

93561207

* Address:

2958 Caratoke Hwy Currituck, NC 27929

* Superintendent:

Dr. Matthew Lutz

Key Personnel:

* Renne Dowdy, Assistant Superintendent

Budget

Davidson County Schools (290) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
290	181	0	No	Yes	1.44 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$9,710,694.00	$0.00
Carryover Amount:	$19,647,228.00	$19,647,228.00
Allotment Plus Carryover:	$29,357,922.00	$19,647,228.00
Total Budgeted:		$19,647,228.00
Total Remaining:	$9,710,694.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	10/28/2021 04:45 PM	Admin, NCCCIP

Budget History

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/28/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☑		3-5110-192-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
10/28/2021 9:42 AM	Denied (Pending)		Duncan, Jessica			
10/28/2021 9:42 AM			Duncan, Jessica	3-5110-192-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
7/29/2021 8:55 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	192	000	00	$400,000.00	$0.00	$400,000.00		Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and

										application reflecting total funds in PRC 181 for FY22.
ⓘ	Other	3	5110	211	000	00	$30,600.00	$0.00	$30,600.00	
ⓘ	Other	3	5110	221	000	00	$86,720.00	$0.00	$86,720.00	
ⓘ	Other	3	5110	413	000	00	$850,000.00	$0.00	$850,000.00	
ⓘ	Other	3	5110	418	000	00	$1,400,000.00	$0.00	$1,400,000.00	
ⓘ	Equipment	3	5110	462	000	00	$4,425,000.00	$0.00	$4,425,000.00	
ⓘ	Salary	3	5210	121	000	00	$108,306.00	$0.00	$108,306.00	
ⓘ	Other	3	5210	211	000	00	$8,285.40	$0.00	$8,285.40	
ⓘ	Other	3	5210	221	000	00	$23,480.74	$0.00	$23,480.74	
ⓘ	Other	3	5210	231	000	00	$12,652.00	$0.00	$12,652.00	
ⓘ	Other	3	5210	418	000	00	$45,000.00	$0.00	$45,000.00	
ⓘ	Equipment	3	5210	462	000	00	$40,000.00	$0.00	$40,000.00	
ⓘ	Salary	3	5270	135	000	00	$54,153.00	$0.00	$54,153.00	
ⓘ	Other	3	5270	211	000	00	$4,142.70	$0.00	$4,142.70	
ⓘ	Other	3	5270	221	000	00	$11,740.37	$0.00	$11,740.37	
ⓘ	Other	3	5270	231	000	00	$6,326.00	$0.00	$6,326.00	
ⓘ	Salary	3	5320	131	000	00	$216,612.00	$0.00	$216,612.00	
ⓘ	Other	3	5320	211	000	00	$16,570.80	$0.00	$16,570.80	
ⓘ	Other	3	5320	221	000	00	$46,961.48	$0.00	$46,961.48	
ⓘ	Other	3	5320	231	000	00	$25,304.00	$0.00	$25,304.00	
ⓘ	Salary	3	5330	131	000	00	$78,275.70	$0.00	$78,275.70	
ⓘ	Other	3	5330	211	000	00	$5,988.09	$0.00	$5,988.09	
ⓘ	Other	3	5330	221	000	00	$16,970.18	$0.00	$16,970.18	

ⓘ	Salary	3	5350	121	000	00	$928,389.00	$0.00	$928,389.00
ⓘ	Salary	3	5350	171	000	00	$168,750.00	$0.00	$168,750.00
ⓘ	Other	3	5350	192	000	00	$25,000.00	$0.00	$25,000.00
ⓘ	Other	3	5350	211	000	00	$85,845.10	$0.00	$85,845.10
ⓘ	Other	3	5350	221	000	00	$243,280.80	$0.00	$243,280.80
ⓘ	Other	3	5350	411	000	00	$400,000.00	$0.00	$400,000.00
ⓘ	Salary	3	5830	131	000	00	$341,214.72	$0.00	$341,214.72
ⓘ	Other	3	5830	211	000	00	$26,102.90	$0.00	$26,102.90
ⓘ	Other	3	5830	221	000	00	$73,975.35	$0.00	$73,975.35
ⓘ	Other	3	5830	231	000	00	$37,956.00	$0.00	$37,956.00
ⓘ	Equipment	3	5860	462	000	00	$2,100,000.00	$0.00	$2,100,000.00
ⓘ	Other	3	6570	523	000	00	$3,650,866.00	$0.00	$3,650,866.00
ⓘ	Other	3	6570	532	000	00	$2,274,999.00	$0.00	$2,274,999.00
ⓘ	Other	3	6580	411	000	00	$500,000.00	$0.00	$500,000.00
ⓘ	Salary	3	7200	174	000	00	$56,250.00	$0.00	$56,250.00
ⓘ	Other	3	7200	211	000	00	$4,303.00	$0.00	$4,303.00
ⓘ	Other	3	7200	221	000	00	$12,195.00	$0.00	$12,195.00
ⓘ	Other	3	8100	392	000	00	$185,349.63	$0.00	$185,349.63
ⓘ	Other	3	8200	399	000	00	$619,663.04	$0.00	$619,663.04
						Total:	**$19,647,228.00**	**$0.00**	**$19,647,228.00**

11/10/2021 9:30:18 AM

Grant Details

Davidson County Schools (290) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Development of the comprehensive needs assessment began by reviewing the grant details and identifying the allowable usage of funds. Once allowable uses were identified, a district team developed questions based on the funding areas in order to get input from all stakeholders. Questions were developed around facilities, student learning loss, special populations of students, mental health, and technology needs. The needs assessment was put into Qualtrics in order to gather the data and analyze the results by stakeholder groups. District leaders met with school administrators to review the needs assessment and methods to distribute the assessment to all stakeholders. All staff received the survey on April 14, 2021. The needs assessment was modified to ensure parents received questions that pertain to their needs and their student needs based on the allowable uses of funds. The needs assessment was distributed to various parent stakeholder groups. In order to address the impact of COVID-19, we analyzed the data from the needs assessment, specifically the questions on learning loss. We looked at what parents said they feel that their child needs and the struggle they have had due to the impacts of COVID-19 (academically and socially). PLC leveled groups used data from MOY (reading and math) to determine the students who are at-risk. Students were given invitations to attend our Summer Learning Program where we will focus on intervention for reading, math and science. 2. Davidson County Schools will address student learning gaps resulting from the disruption in education services in key areas including: -continued focus on priority standards as identified through formative and summative assessments -utilizing tools specifically developed by NCDPI such as Math Sets to increase the formative process -increase the use of tools such as SchoolNet that assist with ongoing data evaluation of student performance -consistent use of digital learning tools across grade levels with fidelity -focus on relationship building with all stakeholders to assist students in being connected -addressing the growth mindset with flexibility, intentionality, and consistency -implementing greater use of social and emotional practices aligned with key practices -increased parent/community involvement with in-person and virtual open houses/parent nights -increased support for ongoing initiatives such as mentor programs that target students who are not successful or not making connections with school and teachers -added in-

person supports at the secondary level with advisory periods or intervention blocks -personalizing learning to student needs with flexibility

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

In order to look at the various needs of each level, the data was sorted by level. Below are links to the survey results: ELEMENTARY NEEDS ASSESSMENT https://drive.google.com/file/d/1IkVlmZAmaNSYYnZpax0IFxIkDVD_YZuR/view?usp=sharing MIDDLE SCHOOL NEEDS ASSESSMENT https://drive.google.com/file/d/1IH70Y4Z06aqEFamKv8qgX8TgUsKQQuWf/view?usp=sharing HIGH SCHOOL NEEDS ASSESSMENT https://drive.google.com/file/d/1tZwxhQPFWUOQyZ73w_ZtO-8vuniUFznf/view?usp=sharing Facilities: The survey results showed that 71% of the staff felt indoor air quality and ventilation were the greatest needs for our schools. The parents also agreed (74%) that our greatest needs were indoor air quality and ventilation even though staff reported that rarely does a parent or student complain about the indoor air quality. Learning Loss Staff and parents feel that the best way to support students with learning loss is to have additional staff at the schools. Specifically, the data indicates that we need to provide specialists for our schools in order to provide intervention during the day, hire teachers to lower class size or to create transition classes for students (80% of respondents). Parents and staff believe that after-school programs are the least effective way to address learning loss citing lack of transportation and participation as barriers. Parents who wrote additional comments mentioned the need for students to have small group or one-on-one intervention time with a specialist in the classroom. Technology Resources Teachers felt that technology tools such as interactive boards, document cameras, and replacements of the 5-year cycle of chromebooks are the most valuable tools in educational interactions between students and teachers (54%) with only 14% requesting calculators and access points for connectivity. Student Supports and Special Populations Parents believe that in order to support our students' mental and social-emotional needs, schools need additional school counselors (71%). While staff also indicated schools need more school counselors (43%) they also stated that additional social workers are needed to support our students (32%). Parents believe that students who have exited EL services and programs are getting the support they need to be successful (78%) and they indicated that the school provides appropriate opportunities for family engagement (75%). Parents of EC students commented that the biggest struggle they have had with the pandemic is the lack of in-person instruction and no interaction with peers. They commented that there is a need for their EC child to have a slower pace in instruction that is individualized for their child and not just moving through the curriculum. The teachers reported that the EC students need additional EC reading and math interventionists (67%). Once the data was collected, district leaders met to look at the results from all of the stakeholders. We worked in teams to collaborate around the district strategic plan and goals, analyzed the data and developed strategies to achieve our district goals and close learning gaps. Timelines for each area in the allowable uses of ESSER funds were created based on the above results that were described.

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.

$ 8,072,376.48 * 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;

In order to assess the true impacts of learning loss, we will review data from valid and reliable assessments, including End-of-Grade and End-of-Course assessment data, NC Check-In data, and formal assessment data from universal screeners. We will use a Curriculum-Based Assessment (CBA) to accurately assess the learning loss for all students and subgroups. For our summer learning program in K-8, we have chosen to use the CBA recommended by the Department of Public Instruction, iReady for reading and for math. We will give an iReady pre-assessment to determine student learning loss and gaps. All support teachers (EL, EC) will have access to the data to support students during times of academic service. Once we have identified the skills needed to close gaps, the iReady Teacher Toolbox will be used to support teachers in differentiating lessons during small groups based on the data from iReady. Researched-based intervention lessons are provided through the iReady Teacher Toolbox to align with the students needs. The growth data will be monitored to help all students and subgroups who may need additional support using the MTSS Framework. Throughout the school year, students in elementary and middle school are formally assessed using a diagnostic tool in reading and math. All students are screened using a universal screener. This occurs at the beginning of the year, in the middle of the year, and at the end of the year in order to determine progress, the students are making and evidence that gaps are closing. We will also continue to implement NC Check-Ins in order to provide students, teachers, and parents with immediate feedback during interim benchmarks. NC Check-Ins are developed by NCDPI and aligned with grade-level content standards. Students take these assessments in Grades 3-8 Reading, 3-8 Mathematics, Grade 5 and Grade 8 Science, and NC Math I. Additionally, teachers at all levels will utilize other assessment items selected from the resources provided by NCDPI to be used in informing instruction. These include Math Sets, Released Tests, and the SchoolNet test bank. All of these resources will form a balanced assessment approach to provide teachers with the data they need in order to differentiate instruction for all students. Current failure rates, screening data, and Check-In data are illuminating concerns with learning gaps in mathematics. We recently purchased a high-quality K-8 mathematics resource and plan to use the additional funding to provide textbooks and digital resources for Math I-IV in addition to K-8 math resources. We have not purchased a high school mathematics textbook in over nine years. Students experiencing homelessness or in the foster care system will be provided any materials or resources needed to be successful in school and at home. The progress of these students is monitored specifically, and interventions, special programs, and additional supports are provided as needed. All students with disabilities will be provided the same additional support and opportunities as their non-disabled peers. IEP teams will convene to determine what support is most appropriate in light of the child's circumstances and the learning gaps due to the pandemic. Teams will consider the nature of the disability and the ability of the student to access the curriculum. If appropriate, the team will determine which goals will be targeted along with the frequency

of service delivery for specially designed academic instruction as well as related services. They will also develop a plan to progress monitor the student and address any assistive technology the student may need for remote learning.

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

In order to meet the comprehensive needs of all students, class size reduction teachers will be provided and reading and math tutors will be hired to support students with closing the learning gaps. The reading and math tutors will be provided with training and materials on research-based programs such as HillRAP. Our tutors will also complete the Math Foundations and Reading Research into Classroom Practice in order to ensure adequate training on addressing the foundational skills students need. Reading support will be focused around the areas of the Science of Reading (phonemic awareness, phonics, fluency, and comprehension). Additional interventionists/tutors will be hired at the secondary level in order to provide support in meeting the academic needs of all students. This personnel will train, coach, and provide daily ongoing support for students as they implement evidence-based instructional strategies in core content. Additional school social workers will be hired at both levels in order to provide comprehensive services to meet the growing and complex social and emotional needs of students. In addition to providing personnel to support student social and emotional needs, Davidson County Schools will continue a very focused and targeted approach to the integration of CASEL social and emotional programming. Resources and materials offered through NCDPI as well as from CASEL will be a significant part of this approach. Teacher and classroom programs will systematically support student SEL competence in the key areas of self-awareness, self-management, responsible decision making, relationship skills, and social awareness and provide opportunities for practice. District staff will continue training on best SEL practices to support their use with fidelity. Period evaluations of behavior and SEL supports will be conducted in conjunction with the school and district level MTSS teams as a part of the annual FAM-S evaluation. Teaming structures will continue to reflect a more integrated approach to student attendance, behavior, academic, and social-emotional needs. Alongside the CASEL SEL framework, Davidson County Schools will further implement the Harmony curriculum and build community partnerships and mentorships that support student academic and SEL needs. The district will continue to support academic offerings such as courses in arts education and career and technical education which engage and attract student interests. Personalizing learning to student needs will be critical with regard to the offering of courses in a "brick and mortar" setting versus an online setting. Our district will seek to expand programming in a hybrid model seeking to attract students who may desire to pursue part of their school day as virtual learners but join the school for performance or product-based courses in the arts and career and technical education field. Research supports meeting and engaging students where they are and where their interests are is critical in maintaining their interest and motivation in school.

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

At all levels, teachers will meet with parents at the beginning of the year to discuss expectations and provide resources for parents and families, whether they are learning in-person or via distance learning. Various forms of communication with parents and families will be utilized to establish parents as partners in the education process. School FAM-S evaluations indicate a significant need for increasing parent and family engagement to mitigate learning loss. Elementary, middle, and high schools will host Open House/Meet the Teacher nights where parents will be provided with specialized information for supporting their child for the school year. In addition, multiple parent nights will be held throughout the school year in order to educate parents on important and relevant topics. We know that families are going to need more support than ever before, so we plan to adjust the topics for these

learning sessions to address how parents and families can be engaged in partnering with us to help mitigate learning loss in reading, math, and science. In addition, parents will be kept informed of student progress and skills needed to be successful through frequent assessment reporting to parents. We also plan to help them understand how they can be more aware of social and emotional issues that impact learning and how they can help their child be more successful. These parent nights will be offered virtually for our students in the virtual academy. For online learners, parents will be given a sample schedule students should follow when their child is at home learning. Teachers will provide weekly/monthly calendars of assignments with live links of the resources that students need to complete the assignments so parents and students understand what is expected. Teachers will ensure that students and parents understand the Learning Management System that will be used. Teachers will explicitly teach students how to access materials, resources, assignments, and how to submit assignments. Infographics or videos will be created to support the parents' understanding of the Learning Management System. Teachers will explicitly teach strategies for online learning. For example, teachers will demonstrate how to annotate text on a computer screen. There will be a video library for teachers to refer to that shows effective small group instruction in a remote learning environment. These videos will be used for training purposes as well as a resource for teachers to refer to when planning small group instruction. Teachers will utilize communication tools such as Class Dojo, Remind, newsletters, etc. to keep parents informed of strategies and ways to support their child at home. Power School will be used to document student assignments and progress so parents can get timely feedback.

* (D) Tracking student attendance and improving student engagement in distance education;

Attendance Attendance will be tracked daily based on in-person attendance to school via PowerSchool, or to scheduled Zoom meetings. We are also assessing daily Google Form submissions as a manner in which we can assess if students are completing assignments and checking in with their workload and courses each day. Parents will be informed of attendance at our virtual open house meetings and updates on our website and social media. Schools will choose a combination of two-way communication processes to track attendance for each school/teacher. Examples of two-way communication tools include but are not limited to the following: Google Form, SeeSaw/Google Classroom/Canvas engagement, virtual meetings, two-way email conversation, online work submission, or phone call for students without internet connectivity. Student Engagement -Purchase and install 700 70 inch Titanium Interactive Panels (Promethean boards) to complete installment in every elementary classroom and secondary classrooms within the district -Interactive panels will increase teacher/student interaction during daily instruction with increased digital enhancement -Using the RFP process, DCS will contract with the chosen vendor to purchase the Interactive Panel product, installation, and on-site training of the Active Inspire software application Davidson County Schools is leveraging learning management systems such as Seesaw, Google Classroom, and Canvas to enhance student learning by providing a common and consistent format for online learning at each grade level. Specifically, student engagement is supported and enhanced with these learning management systems by -Improving communication between the teacher, parents, and students through -in platform communication tools such as inbox messages, conversations, and chats -more frequent updates on assignments, due dates, and grades -multiple formats to support student choice in the types of work products uploaded (written, audio, video) -richer and more personalized feedback -the use of announcements, notifications, and "to-do" lists -cloud-based content allowing for 24/7 access -parent access (Canvas) allowing parents to participate as observers -Providing students and teachers at each level (elementary, middle, and high) unified learning management systems that allow for greater consistency, collaboration, clarity Additional work has been implemented in creating modules and activities to train students how to work and communicate in an online environment where teachers begin the semester/year with a "Getting to Know You" module that contains activities embedded with social and

emotional supports that teach the learning management system before teaching the content and build relationships with students prior to jumping into standards. We know that it is critical students feel a connection with the teacher and comfort with their devices and technology before any meaningful learning can take place. Our teachers have learned through the year that the quantity of assignments does not equate to the quality of assignments. To that end, breaking learning into manageable "chunks" is a best practice our teachers are implementing with opportunities for brain breaks and connection/network built into the learning process. We have learned that tasks can be created that check for understanding and are formative in nature not requiring a grade. Our district has spent a great deal of time addressing student needs (and specifically student engagement needs) this year through targeted coaching for remote learning. We are maximizing tools like Zoom and breakout rooms to guide the student-led conversation to move away from the silence and blank screens. Teachers are employing innovative SEL strategies as welcoming activities in Zoom chat to invite students into the relationship, then, work through the learning process together. Simultaneously, teachers are much more mindful after a year of support from coaching that disengaged students may not always be disinterested students. We are much more mindful of adverse childhood experiences that could be impacting students remotely such as environment and family support. Our district's core beliefs are very applicable to what we have learned and reinforced this year to support our online students: -Students must be taught more than just standards and exposed to various opportunities to become informed and contributing members of our society. (Our remote learning "Get to Know You" unit is addressing concepts as to how to address and email, how to work in collaborative groups remotely, and etiquette when speaking online) -A supportive environment fosters growth for all. (Teachers and schools are implementing more layers of support through advisory/intervention opportunities, mentoring programs, and one-on-one check-ins with students, even personal home visits when there is no response to emails and phone calls) -Learning experiences should include the development of skills to help students in their everyday lives. (Using learning management systems to support student understanding of workflows, deadlines, to-do lists, communication, and problem skills has been a testament to skills students will need for a lifetime.) -The more connected the learning, the deeper it goes and the longer it lasts. (Building relevance with students through shared personal experiences is a key component of the relationship process that is proving to be successful in reaching our students where they are in their learning process.) -Learning experiences should be varied to meet all learners. (A year of online learning has taught us that students and teachers are creative and innovative when posed with a challenge. We have learned to be flexible and problem solve and by allowing students more choice in their experience we are supporting their interest to take ownership in their learning.) -Communicating and maintaining high expectations lead to higher l

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

We will use PowerSchool, SchoolNet, and ECATS to track student data and compare students' performance pre and post-pandemic. Retention and failure data will be reviewed and disaggregated for all students. Subgroups of students who are failing at higher rates will be provided appropriate support to increase success. The teachers' planning process for standards-based instruction will focus on a backward design planning framework to ensure lesson plans and assessments are aligned to the current grade/content from the NCSCOS, with additional focus on priority standards from previous grade/content as outlined by DCS Instructional Framework. Standards will focus on the following key components: Readiness (to be ready for the next level) Endurance (Concepts/skills that last over time) Leverage (Crossover to other areas) The goal will be to improve student understanding and skills based on priority standards and prerequisite skills embedded within them. Teachers will be provided time

to analyze student work and data to improve instructional methods and increase student mastery of content missed due to the pandemic. Curriculum-Based Measures (CBM) will be used by our teachers to find out how students are progressing in academic areas. The CBM will be used to provide week-by-week information to teachers and parents on the progress students are making. CBM will be used in the MTSS Framework to monitor the effectiveness of interventions provided to our students. If the child's growth is not meeting expectations, the teacher will change the way of teaching or the intervention they are using with the child to ensure we are closing learning gaps. CBMs will help monitor and ensure the students are making sufficient progress toward meeting academic goals. If the teacher sees that a child is not making progress at an appropriate rate to close learning gaps, the teacher will increase the instructional time of the intervention, change the intervention or change the materials used. The success of the changes made will be tracked weekly. Throughout the school year, students in elementary and middle school are formally assessed using a diagnostic tool in reading and math. All students are screened using this universal screener. This occurs at the beginning of the year, in the middle of the year, and at the end of the year in order to determine progress, the students are making and evidence that gaps are closing. We will also continue to implement NC Check-Ins in order to provide students, teachers, and parents with immediate feedback during interim benchmarks. NC Check-Ins are developed by NCDPI and aligned with grade-level content standards. Students take these assessments in Grades 3-8 Reading, 3-8 Mathematics, Grade 5 and Grade 8 Science, and NC Math I. Additionally, teachers at all levels will utilize other assessment items selected from the resources provided by NCDPI to be used in informing instructional changes that need to occur in order to address learning loss and gaps in student understanding. These include Math Sets, Released Tests, and the SchoolNet test bank. All of these resources will form a balanced assessment approach to provide teachers with the data they need in order to differentiate instruction for all students.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ◯ No	-Prioritize old versus new equipment -Hardware for social distancing in school buildings -Repairs to piping/boilers -Update to system controls to manage airflow -Contract with American Air System on filter replacements in our buildings -Outsource staffing to conduct preventative maintenance, make emergency repairs and install new equipment	July 2023 through September 2024	-Reduction in school/district work orders through Facility Tracker for HVAC equipment -Monitor efficiency through the Energy Management System (EDUCON) -Monitor contracted staff for completion and reduction of needed repairs/improvements	$ 2,275,000.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ◯ No	-Purchase and install fresh air units/purifiers, ionization bars, and through the wall units -Add HVAC systems to large congregate areas including kitchens and multipurpose rooms/gyms	July 2023 through September 2024	-Reduction in school/district work orders through Facility Tracker for HVAC equipment -Monitor efficiency costs through the Energy Management System (EDUCON)	$ 3,650,866.43

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	-Purchase and disseminate PPE to be used by students, staff, and visitors in the schools -Purchase masks, bell covers, or other specialized protective equipment for use in music classrooms	July 2023 through September 2024	-Utilize Facility Tracker to monitor school use of PPE which will be disseminated by DCS Maintenance Department -With the use of PPE, DCS will have a reduction of virus transmission as evidenced by the district Dashboard data -With the use of intensive and specialized levels of protection of bell covers for instruments and singers in music classrooms, DCS will mitigate potentially harmful aerosols	$ 250,000.00
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No		July 2023 through September 2024		$ 314,086.22

| | | -Continue with EC Reading Diagnostician/Interventionist to support EC teachers and students in the acquisition of literacy skills and to help problem-solve areas in need of intervention to foster reading achievement -Add an EC Math Diagnostician/Interventionist to support EC teachers and students in the acquisition of numeracy skills and to help problem-solve areas in need of intervention to foster math achievement - Address the unique needs of English Language Learners by adding a full-time ESL teacher position within the district -Purchase 90 Apple ipads and 40 HillRAP application subscriptions for progress monitoring of students with disabilities | | -Improved outcomes for students with disabilities in reading with targeted strategies and intervention as well as enhanced instructional strategies for teachers to meet learner needs - Improved outcomes for SWD group in math with targeted strategies and intervention as well as enhanced instructional strategies for teachers to meet learner needs - Continued placement of the additional ESL teacher to improve the frequency and intensity of ESL services -Provides real time data for monitoring | |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ [ ]
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$ [ ]
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	-Purchase cleaning chemicals and tools, including paper products, to maintain cleanliness and sanitation of 35 schools	July 2023 through September 2024	-Daily building inspections by school administrators to monitor cleanliness and sanitation of the building -Utilize Facility Tracker to monitor school use of cleaning chemicals and tools, as well as paper products - School monthly sanitation reports will be completed and submitted to the district	$ 250,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ◯ No	-Purchase of Zoom software program to facilitate the DCS K-12 Virtual Academy online learning school and to provide remote learning for students in quarantine -Purchase Google Suite software tools to provide flexible, collaborative learning as a one-to-one district -Purchase Microsoft software to provide Office 365 across the district for staff and students	July 2023 through September 2024	-Supports remote and hybrid learning environments -Zoom ensures accessibility, increases student engagement and customizes the learning environment -Engage students directly within Classroom to provide clear guidance for doing their best work -Enable an inclusive learning environment with individual accessibility settings that fit each student's unique learning style -Equips staff and students with powerful tools for classroom learning and office efficiency	$ 600,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	-Purchase 5000 Chromebooks to replace the end of life devices utilized by students on state contract through Tiber Creek Consulting, including chrome management software to monitor and manage district devices	July 2023 through September 2024	-Increase use of technology tools for in-person and online access to personalize student learning in the 21st century	$ 1,425,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No		July 2023 through September 2024	-Increased student support personnel (two social workers) will enable DCS to meet the great mental health needs of students and families -Social workers will submit monthly reports of services provided to students and families -Improve learning --Improved counselor ratio	$ 504,120.88

		-Continue with two additional school social worker positions to obtain a 1 social worker to three schools ratio to increase student support personnel -Continue to improve academic services provided to Day Treatment students by adding two part-time certified teachers to serve students -Increase student support personnel with school counselors -Provide a school counselor for the K-12 Virtual Academy for 2021 -Improve student to counselor ratios in schools where counselors are currently split by replacing with fulltime positions			
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		June 2023 through September 2024		$ 1,923,967.62

| | | -Provide Summer Learning programs for students in grades K-12 to mitigate learning loss due to the pandemic -Summer Learning programs will provide explicit instruction with in-person learning in reading, math, science, enriching and extension activities, and social-emotional learning supports -Physical activity will be provided daily to students in K-8 -Transportation and meals (breakfast and lunch) will be provided during summer learning -High school students will have the opportunity to earn course credits in credit recovery -EC and ESL teachers will work to provide support to students in special populations - Homeless and foster care students will be encouraged to attend summer learning - Summer Learning staff will receive their hourly rate of pay and incentives for working summer programs | | -Utilize a Pre and Post assessment to determine student growth and effectiveness of summer learning program -Multiple data points will be collected in small group and one-on-one interventions to monitor student progress during summer programs - High school credit recovery progress and completion will be monitored using a color-coded spreadsheet | |

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	DCS will provide a one-time continuity COVID bonus that rewards, retains and recruits to employ existing staff DCS will offer a K-12 Virtual Academy to serve students with virtual instruction based on student eligibility and parent contract agreement - Continue with 5 full-time CTE Career Development Coordinators in the district to serve the middle and high school in each feeder pattern. CDCs will be responsible for ensuring all students have a Career Development Plan that includes academic and career goals. CDCs will coordinate work-based learning opportunities and facilitate additional career development activities. - Utilize MarjorClarity platform as an Academic and Career Planning Tool to help bridge the gap in career development and planning created by the pandemic	July 2023 through Sepetmber 2024	DCS will retain and recruit to employ existing staff Virtual program will operate as a school within a school -Students in grades 6-12 will have a Career Development Plan - Increase the number of work-based learning opportunities -CDCs will keep records of student interest areas to Career Clusters and Pathways -CDCs will assist students in academic and career planning -Students can earn micro-credentials, apply for scholarships and track work-based learning	$ 381,810.37
				Total ESSER III Allotment	$ 11,574,851.52

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ✔		Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
* ✔		At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ✔		Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ✔		Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ✔		Funds shall not be transferred into or out of this allotment category.
* ✔		**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Davidson County Schools (290) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Dare County Schools (280) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:04:43 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Dare County Schools (280) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,723,546.00	$1,723,546.00
Carryover	$3,483,258.00	$3,483,258.00
Total	$5,206,804.00	$5,206,804.00

Budget

Dare County Schools (280) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Approved ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
280	181	1	No	No	3.63 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$1,723,546.00	$1,723,546.00
Carryover Amount:	$3,483,258.00	$3,483,258.00
Allotment Plus Carryover:	$5,206,804.00	$5,206,804.00
Total Budgeted:		$5,206,804.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 11:38 AM	Evans, Allie

➖ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 11:38 AM	Approved (Pending)		Evans, Allie			
11/9/2021 8:02 AM	Received		Admin, NCCCIP			
9/10/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/10/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/8/2021 4:27 PM	Approved (Pending)		Eddy, Melissa			
9/3/2021 8:32 AM	Received		Admin, NCCCIP			
8/31/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lee, Freda
		☑		3-5110-135-000-000-00	0	Budget denied at the request of PSU.
8/31/2021 11:49 AM	Denied (Pending)		Lee, Freda			
8/31/2021 11:41 AM	Received		Lee, Freda			
8/31/2021 11:38 AM	Under Review		Lee, Freda			
7/30/2021 10:33 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	00	$1,006,111.35	$493,888.65	$1,500,000.00	Realize full allotment	✏
ⓘ	Other	3	5110	211	000	00	$76,882.50	$37,867.50	$114,750.00		✏
ⓘ	Other	3	5110	221	000	00	$230,647.50	$113,602.50	$344,250.00		✏
ⓘ	Other	3	5110	231	000	00	$131,212.80	$64,627.20	$195,840.00		✏
ⓘ	Salary	3	5210	133	000	00	$121,000.00	$60,500.00	$181,500.00	Realize full allotment	✏
ⓘ	Other	3	5210	211	000	00	$9,256.50	$4,628.25	$13,884.75		✏
ⓘ	Other	3	5210	221	000	00	$27,769.50	$13,884.75	$41,654.25		✏
ⓘ	Other	3	5210	231	000	00	$13,057.00	$6,527.00	$19,584.00		✏
ⓘ	Salary	3	5330	127	000	00	$1,005,000.00	$495,000.00	$1,500,000.00	Realize full allotment	✏
ⓘ	Salary	3	5330	135	000	00	$121,000.00	$60,500.00	$181,500.00	Realize full allotment	✏
ⓘ	Other	3	5330	181	000	00	$100,500.00	$54,016.03	$154,516.03	Realize full allotment	✏
ⓘ	Other	3	5330	211	000	00	$93,622.03	$46,526.90	$140,148.93		✏
ⓘ	Other	3	5330	221	000	00	$281,481.75	$139,883.93	$421,365.68		✏
ⓘ	Other	3	5330	231	000	00	$144,268.80	$71,155.20	$215,424.00		✏
ⓘ	Other	3	8100	392	000	00	$121,428.57	$60,957.79	$182,386.36		✏
ⓘ	Other	3	8200	399	000	00	$19.70	($19.70)	$0.00		✏

11/9/2021 12:12:16 PM

Total: $3,483,258.00 $1,723,546.00 $5,206,804.00

Grant Details

Dare County Schools (280) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Multiple leadership meetings facilitated by the Superintendent with directors (PK- 5 Curriculum Director, Dual Language Immersion-Director of Innovation, 6-12 Curriculum Director, EC Director, CTE Director) and school administrators were held. School leaders conferred with their staff between meetings (including meetings with PLCs and School Improvement Teams, which includes parent representatives) to seek input and bring perspectives and suggestions back to the district leadership team meetings throughout the process. General areas of observed deficits and needs were identified and listed. Problem statements were then formulated. 1. Student engagement/disengagement during remote learning resulting in poor attendance, poor grades, and higher failure rates. 2. Isolation and lack of social interactions between classmates and caring adults have resulted in behavior issues prior to and after our return to Face to Face Learning. 3. 6-12 grade pace of teaching the standard course of study has been negatively impacted due to Cohort A/B in the hybrid schedule prior to the return of Face to Face. 4. Teachers in all grades across the district are struggling to differentiate instruction for their students as the gaps have widened for many students; specifically our EC and ESL student groups. 5. Teachers are reporting the need for additional training on research-based interventions in order to address the increased number of students who will be in

Tier II or Tier III of the MTSS (multi-tiered system of support) due to the pandemic. Pre-Pandemic Performance on State Assessments 2019 EOG Reading Results EOG Reading results by Grade Level: 3rd- 69.5%, 4th- 69.0% 5th- 66.2% 6th- 67.0% 7th- 69.9% 8th- 58.7% 2019 EOG Math Results EOG Math results by Grade Level: 3rd- 72.6%, 4th- 68.5%, 5th- 77.5%, 6th- 65.4%, 67.9%, 8th- 53.5% School Growth Performance and TSI Schools The district has 6 schools identified as TSI Schools. All schools were identified based on the performance of the Students with Disabilities subgroup, with ESL and Black student subgroups also identified for Cape Hatteras Secondary School and Manteo Middle School, respectively. 2018-19 subgroup performance data shows that these subgroups increased performance, meeting or exceeding growth in their respective subgroup categories (ESL and SWD). Discipline Referrals (March 1- April 30 2019 an March 1 - April 30, 2021) 2019 2021 Minor Incidents 293 104 Major Incidents 600 90 Attendance/Mental Health Referral Data Referral type 2019-20 2020-21 Attendance Referrals 129 216 Cases Escalated to Attendance Council 9 7 Mental Health Referrals 32 25 Dept. Social Services Referrals 58 55 ACCESS Test Results 417 EL Students in District; 105 or 25% of our EL population MET growth towards their targeted proficiency score MTSS Tier II and III Interventions (Reading, Math, Behavior) Total of 5063 K - 12 students in Dare County Schools Subject % Students in Tier 2 % Students in Tier 3 Total % At Risk Reading 9% 5% 14% Math 4% 2% 6% Behavior 2% 1% 3% PowerSchool At-Risk of Academic Failure Report(based on grades) K - 2 70/1006 students. 7% at risk of failure 3-5 50/1124 students 4% at risk of failure 6-8 272/1229 students 22% at risk of failure 9-12 383/1644 students 23% at risk of failure Among those in this data set, 453 of 666 (68%) are K-12 students with IEPs who are at risk of failure based on a data pull from PowerSchool. Elementary Literacy/Math Data Mid-year Reading (mClass) by Grade, Below Proficiency K = 89% 1st = 62%. 2nd = 43%. 3rd = 50%. 4th = 69% Mid-year Math (DreamBox) Below Proficiency K - 5 = 10.4% After data analysis and the completion of the needs assessment at the school and district level, a plan for addressing learning loss over the next three years through district activities and what flexibility would be given through school-specific activities were presented to school leaders. Staff meetings were then scheduled at each school to share details and collect further input on those activities that directly address the school's needs. The plan developed focuses on three main areas: Personnel to impact learning loss due to COVID-19; Programs (including Summer Learning Programs and instructional support programs to measure outcomes; and Professional Development to support teachers in delivering differentiated instruction, research-based interventions, and building capacity to develop curriculum resources to teach at a variety of levels of student skill while teaching the standard course of study aligned with courses.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Considering our Problem Statements, the following analysis of the data supports our leadership team members assertions and plan for addressing learning loss. 1. Based on attendance rates and referrals to social workers where the years align similarly, it is noted that the number of referrals were relatively the same as the previous year. This, during a time where there was a lack of direct/face-to-face access to the students to assess mental health and safety/well-being needs. The methods and criteria for recording a student "present" is also a consideration in reviewing this data. Students during remote learning were only required to "check in" or complete assignments in order to be counted present for the day. The schedule for direct instruction was abbreviated as it wasn't reasonable to expect students to log into classes for the "normal" duration of the class period and be engaged in school from 8:00 am to 3:00 pm every day. Essentially, students received about ? of the direct instruction, guided practice, and small group support they would have received in a face-to-face setting. The remote delivery of instruction limited key instructional components that allowed for peer interaction, hands-on activities, and collaborative projects. Academic data supports the assertion that elementary students requiring adult supervision received higher levels of support in engaging in online sessions and independent practice. Middle and high school students who struggled academically, disengaged without home support. At-risk report data supports this assertion with 22% of middle school students and 23% of high school students at risk of failing. While the academic performance data represents all students, two data sets speak to our English Learner and Exceptional Children populations. Teachers anecdotally reported difficulty with engaging their ELLs in remote learning. Recent ACCESS results show only 25% of our EL population made growth towards their targeted proficiency score. 68% of students with IEPs in K-12 are at risk of failure as of this time according to PowerSchool at-risk reporting. This data suggests that schools can anticipate an increase in MTSS intervention support being needed in the upcoming school year, which will place a strain on the currently employed school psychologists who not only provide screening/evaluation assistance but also serve as members of the problem-solving teams at each school. 2. As noted above, a lack of interactions and collaborative/hand-on activities during remote learning that typically engages students in learning have contributed to an increase in mental health referrals (when considering direct access to students for assessments). Teachers report an increase in minor disciplinary infractions within the classroom, some elevating to office and counseling referrals-particularly at the middle and high school level. However, when comparing discipline data between March 1 - April 30 2019, and the same time period in 2021, this doesn't appear to be the case. Even when taking into account a 4 day vs. 5 day instructional day and that teachers may be less inclined to report all incidents within the data collection system in order to "give grace" to students who have been out of the physical classroom for nearly a year. In spite of this, 3% of the student population have been identified to receive behavior intervention support. 3. The schedule for direct instruction was abbreviated as it wasn't reasonable to expect students to log into classes for the "normal" duration of the class period and be engaged in school from 8:00 am to 3:00 pm every day. Essentially, students received about ? of the direct instruction, guided practice, and small group support they would have received in a face-to-face setting. This abbreviated schedule has had a negative impact on the depth with which teachers would normally teach the standards and units within their

courses. Teachers met regularly to analyze their pacing guides and adjust to focus on the high impact, most important standards and skills for their course. Compacting the course content, combined with a lower level of parent support during remote learning are contributing factors in the high percentage of students appearing on the PowerSchool At-Risk Report at the middle (22%) and high school (23%) level. 4.District-wide, 14% of our students have been identified as at-risk and in need of Tier II and Tier III interventions in Reading. As already noted, only 25% of our ELL students made growth toward their language targets as measured by the ACCESS test. At the elementary level, where the foundational skills necessary for becoming strong, proficient readers are taught, 43-89% of K-4 students are not meeting benchmark goals as measured by mClass reading assessments. 10.4% of K-5 students are below proficiency as measured through DreamBox assessments. 5. When comparing literacy, math, academically at-risk data to previous years where 60 - 70% of K-8 students were at or above grade level in Reading and Math; 60-70% of middle and high school students demonstrating proficiency on EOGs and EOCs, there are large gaps in learning that must be addressed immediately while building the capacity of teachers on differentiation and implementing interventions. There is a need to have a district-wide system of measuring academic progress aligned with the curriculum (CBAs). Because of the increased intervention support needs, interventionists will be needed at each school to address immediate learning needs through small group, specialized instruction while classroom teachers will need additional training on both the foundations of reading and math instruction, research-based interventions/MTSS, and differentiation planning and execution within the classroom in order to meet the needs of the at-risk students in our district.

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.

$ 3,190,746.43 * 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;

DCS's strategic plan for addressing student learning loss as a result of COVID-19 has three major components: 1. Personnel (10 interventionists, 10 curriculum support/Literacy or Math Specialists, 3 School-based MTSS

Coordinators, and 1 school psychologist) to support intensive instructional/behavioral support and intervention for students in all schools; curriculum support through literacy/math specialists to work directly with students and staff to increase capacity in these core areas. 2. Programs-- Summer Learning, Curriculum-aligned online programs for screening and progress monitoring. 3. Professional Learning to support teachers in becoming more proficient in differentiated teaching, strategies for addressing needs of special populations (EC/ESL), literacy strategies across the curriculum as well as subs/materials to support this training. Dare County Schools (DCS) will assess students using current accountability measures provided by the state as well as adding an additional layer of support for teachers through using literacy and math screeners. These formative assessment screeners along with progress monitoring will help educators meet student's academic needs by differentiating instruction in the classroom. This data will be used by classroom teachers and specialists to best address any learning gaps accentuated by the COVID-19 pandemic. 100% of the funds provided through this grant will be used to address learning loss.

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

DCS will use the funding provided to create the positions below to address the comprehensive needs of students both academically and socially/emotionally over the time period of July, 2021 - June 30, 2024. School-based Interventionist Positions: These educators will be highly skilled and trained on research-based interventions and the MTSS problem-solving process, work directly with students using research-based interventions to address potential learning gaps. The exact subject area (literacy, math) the interventionist focuses on will depending on school need as determined by student data. Multi-Tiered System of Support/Intervention Coordinators: DCS will use this funding to support three grade-span specific (PreK-5, 6-8, 9-12) coordinators to support reading and math interventions. Coordinators will be highly trained on research-based interventions and the MTSS problem-solving process and have the ability to coach teachers and lead PLCs, Problem-solving meetings, and professional development activities focused on intervention identification and implementation. MTSS Coordinators will create and deliver professional learning for school-based intervention positions, as well as classroom teachers. This added layer of support will ensure the needs of student subgroups are met through a wrap-around approach of both teacher's professional development and targeted intervention with students. School Psychologist: DCS will hire an additional School Psychologist to provide SEL supports for our students through the MTSS process that includes behavior as well as academic intervention assistance. Our school psychologists serve as a member of our problem-solving team, along with our social workers and school counselors, providing guidance and teacher feedback on implementing interventions for at-risk students. In addition, the additional school psychologist will support the increase in evaluations we anticipate as a result of COVID-19. Programs such as MTSS are based on evidence-based interventions.

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

DCS will continue to support families through synchronous and asynchronous opportunities. The district and individual schools currently have video banks of tutorials for families to use when they need help or strategies for supporting their child's education. Our website is updated frequently with resources. Parent and family engagement nights that focus on the standards, expectations for proficiency, and strategies for supporting academic growth and success and social/emotional well-being will be held throughout the school year.

* (D) Tracking student attendance and improving student engagement in distance education;

Whether students are in a face-to-face or remote instructional delivery setting, attendance is recorded and monitored on a regular basis. The school counselors, social workers and school psychologists work as a team to monitor student absences of 3-5 consecutive days or 5 cumulative days absent on a monthly basis. Teachers, counselors, and administrators make initial contact with parents of absent students after two consecutive absences or a pattern of absences emerges within a two-week period. If after contacts have been made, progressing to the school administrator, there is still an attendance concern referrals are made to the team. Social workers lead the district's Attendance Council, which is a multi-agency problem-solving team that meets monthly. Referrals are taken to the team and interventions are put in place. If attendance doesn't improve, students' parents are referred to a local Judge where charges for truancy may be filed. Notifications to parents are made at each step of the process. This system has combined tracking, regular monitoring, and problem-solving to increase attendance rates at all schools.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Student academic progress is monitored and evaluated at 8 different points throughout the school year. In addition to the progress reporting and end of the quarter reports, students at all levels are administered benchmark and progress monitoring through curriculum-based assessments. While data is typically compared for growth from one time period to another, group data is often compared to previous groups at the same time period in the previous years. Using the data we have cited in our needs assessment and analysis, we will be able to measure the impact and recovery of learning loss. Specifically, in comparison to Pre-pandemic data, we will know our activities had the desired impact when student achievement rebounds and surpasses 20-18-19 results. Reduction in attendance/truancy, referrals to Attendance Council or DSS--tracking and monitoring monthly; Reduction in the number/percent of students identified as at-risk of failing (measured each quarter); Increase in student performance on state assessments, monitored 3 times per year with curriculum-based assessments/benchmarks.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with

ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$

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EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ⦿ No				$
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	A school psychologist will be hired to provide SEL supports for our students through the MTSS process that includes behavior as well as academic intervention assistance. Our school psychologists serve as a	July, 2021 through June 30, 2024		$ 171,083.00

| | | member of our problem-solving team, along with our social workers and school counselors, providing guidance and teacher feedback on implementing interventions for at-risk students. In addition, the additional school psychologist will support the increase in evaluations we anticipate as a result of COVID-19. | | MTSS implementation data will show an increase in intervention fidelity (Branching Minds); SEL programs will be created and training provided to teachers (materials, sign-in) and integrated into the academic day; Fewer mental health referrals being escalated to DSS or Attendance Council over the next three years. In comparison to Pre-pandemic data, we will know our activities had the desired impact when student achievement rebounds and surpasses 20-18-19 results. | |

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				$
	* ◉ Yes ○ No	Indirect costs will be charged at the allowable percentage. Funds will be used to administer the grant.	July 1, 2021 - June 30, 2024	The grant will be managed and administered as approved.	$ 121,428.57

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.					
				Total ESSER III Allotment	$ 292,511.57

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Dare County Schools (280) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Dare County Schools (280) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Sandra Kinzel

Substantially Approved Dates

Dare County Schools (280) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	**Substantially Approved Date**
FPMS-ARPA ESSER III PRC 181	Monday, August 9, 2021

Dare County Schools (280) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Dare County Schools (280) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Dare County Schools (280) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058395

* Address:

P.O. Box 1508 Nags Head, NC 27959

* Superintendent:

Dr. John D. Farrelly

Key Personnel:

* Sandy Kinzel, Associate Superintendent

* Candy Tilley, Finance Officer

Budget

Lexington City Schools (291) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
291	181	1	No	No	3.65 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$10,446,806.00	$10,446,806.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$10,446,806.00	$10,446,806.00
Total Budgeted:		$10,446,806.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/29/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/29/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Duncan, Jessica

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
		☑		3-5110-135-000-000-01	0	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
10/29/2021 10:00 AM	Approved (Pending)		Duncan, Jessica			
10/29/2021 10:00 AM			Duncan, Jessica	3-5110-135-000-000-01	0	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
10/20/2021 8:36 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/10/2021 9:29 AM	Approved (Pending)		Charles, Alex			
7/8/2021 8:17 AM	Received		Admin, NCCCIP			

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000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	01	$54,000.00	$0.00	$54,000.00		The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and

											requirements of capital projects.
ⓘ	Salary	3	5110	142	000	01	$46,000.00	$0.00	$46,000.00		
ⓘ	Salary	3	5110	181	000	01	$6,320.00	$0.00	$6,320.00		
ⓘ	Salary	3	5110	183	000	07	$435,000.00	$0.00	$435,000.00		
ⓘ	Salary	3	5110	187	000	01	$15,000.00	$0.00	$15,000.00		
ⓘ	Salary	3	5110	192	000	01	$167,500.00	$0.00	$167,500.00		
ⓘ	Other	3	5110	211	000	01	$22,094.73	$0.00	$22,094.73		
ⓘ	Other	3	5110	211	000	07	$33,277.50	$0.00	$33,277.50		
ⓘ	Other	3	5110	221	000	01	$64,320.21	$0.00	$64,320.21		
ⓘ	Other	3	5110	231	000	01	$21,138.00	$0.00	$21,138.00		
ⓘ	Other	3	5110	312	000	01	$225,000.00	$0.00	$225,000.00		
ⓘ	Other	3	5110	411	000	01	$52,636.15	$9,546.36	$62,182.51	For addition to allotment	
ⓘ	Other	3	5110	411	000	06	$179,205.00	$0.00	$179,205.00		
ⓘ	Salary	3	5320	131	000	12	$159,857.94	$0.00	$159,857.94		
ⓘ	Salary	3	5320	181	000	12	$18,781.26	$0.00	$18,781.26		
ⓘ	Other	3	5320	211	000	12	$13,665.90	$0.00	$13,665.90		
ⓘ	Other	3	5320	221	000	12	$39,782.95	$0.00	$39,782.95		
ⓘ	Other	3	5320	231	000	12	$21,138.00	$0.00	$21,138.00		
ⓘ	Salary	3	5330	192	000	01	$40,937.50	$0.00	$40,937.50		
ⓘ	Other	3	5330	211	000	01	$3,131.72	$0.00	$3,131.72		
ⓘ	Other	3	5330	221	000	01	$9,116.78	$0.00	$9,116.78		
ⓘ	Salary	3	5350	198	000	01	$71,662.50	$0.00	$71,662.50		
ⓘ	Other	3	5350	211	000	01	$5,482.19	$0.00	$5,482.19		
ⓘ	Other	3	5350	221	000	01	$15,959.24	$0.00	$15,959.24		
ⓘ	Salary	3	5360	143	000	13	$199,545.00	$0.00	$199,545.00		
ⓘ	Salary	3	5360	180	000	07	$239,202.39	$0.00	$239,202.39		

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ⓘ	Other	3	5360	211	000	07	$18,298.98	$0.00	$18,298.98	
ⓘ	Other	3	5360	211	000	13	$15,265.19	$0.00	$15,265.19	
ⓘ	Other	3	5810	411	000	06	$65,955.00	$0.00	$65,955.00	
ⓘ	Other	3	5810	414	000	06	$113,250.00	$0.00	$113,250.00	
ⓘ	Other	3	5840	312	000	12	$12,000.00	$0.00	$12,000.00	
ⓘ	Other	3	5840	411	000	12	$9,000.00	$0.00	$9,000.00	
ⓘ	Other	3	5840	411	100	12	$12,000.00	$0.00	$12,000.00	
ⓘ	Other	3	5850	311	000	14	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	5850	411	000	09	$31,341.57	$0.00	$31,341.57	
ⓘ	Other	3	5850	411	000	14	$18,750.00	$0.00	$18,750.00	
ⓘ	Equipment	3	5850	462	000	09	$37,408.44	$0.00	$37,408.44	
ⓘ	Other	3	5860	343	000	11	$30,000.00	$0.00	$30,000.00	
ⓘ	Other	3	5860	411	000	11	$25,000.00	$0.00	$25,000.00	
ⓘ	Other	3	5860	418	000	11	$270,500.00	$0.00	$270,500.00	
ⓘ	Equipment	3	5860	462	000	11	$2,132,995.10	$0.00	$2,132,995.10	
ⓘ	Salary	3	6110	192	000	01	$46,100.72	$0.00	$46,100.72	
ⓘ	Other	3	6110	211	000	01	$3,526.70	$0.00	$3,526.70	
ⓘ	Other	3	6110	221	000	01	$10,266.63	$0.00	$10,266.63	
ⓘ	Salary	3	6400	152	000	10	$80,520.00	$0.00	$80,520.00	
ⓘ	Salary	3	6400	181	000	10	$1,610.40	$0.00	$1,610.40	
ⓘ	Other	3	6400	211	000	10	$6,282.97	$0.00	$6,282.97	
ⓘ	Other	3	6400	221	000	10	$18,290.44	$0.00	$18,290.44	
ⓘ	Other	3	6400	231	000	10	$14,092.00	$0.00	$14,092.00	
ⓘ	Other	3	6510	344	000	10	$1,200.00	$0.00	$1,200.00	
ⓘ	Salary	3	6550	171	000	01	$35,884.30	$0.00	$35,884.30	
ⓘ	Other	3	6550	171	000	13	$59,999.80	$0.00	$59,999.80	
ⓘ	Other	3	6550	211	000	01	$2,745.15	$0.00	$2,745.15	

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6550	211	000	13	$4,589.99	$0.00	$4,589.99		
ⓘ	Other	3	6550	311	000	01	$30,000.00	$0.00	$30,000.00		
ⓘ	Other	3	6550	311	000	13	$40,000.00	$0.00	$40,000.00		
ⓘ	Other	3	6580	311	000	02	$50,000.00	$0.00	$50,000.00		
ⓘ	Other	3	6580	311	000	03	$2,250,000.00	$0.00	$2,250,000.00		
ⓘ	Other	3	8100	392	000	00	$282,462.07	$348.64	$282,810.71		
						Total:	**$7,939,090.41**	**$9,895.00**	**$7,948,985.41**		

308 - Charles England Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	01	$121,000.00	$0.00	$121,000.00		
ⓘ	Salary	3	5110	181	000	01	$12,100.00	$0.00	$12,100.00		
ⓘ	Salary	3	5110	192	000	01	$25,000.00	$0.00	$25,000.00		
ⓘ	Other	3	5110	211	000	01	$12,094.65	$0.00	$12,094.65		
ⓘ	Other	3	5110	221	000	01	$35,208.87	$0.00	$35,208.87		
ⓘ	Other	3	5110	231	000	01	$14,092.00	$0.00	$14,092.00		
						Total:	**$219,495.52**	**$0.00**	**$219,495.52**		

332 - Lexington Middle School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	01	$220,000.00	$0.00	$220,000.00		
ⓘ	Salary	3	5110	181	000	01	$22,000.00	$0.00	$22,000.00		
ⓘ	Salary	3	5110	192	000	01	$50,000.00	$0.00	$50,000.00		
ⓘ	Other	3	5110	211	000	01	$22,338.00	$0.00	$22,338.00		
ⓘ	Other	3	5110	221	000	01	$65,028.40	$0.00	$65,028.40		
ⓘ	Other	3	5110	231	000	01	$28,184.00	$0.00	$28,184.00		
ⓘ	Salary	3	5860	192	000	10	$0.00	$20,000.00	$20,000.00	To correct	

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										incorrect code	
ⓘ	Other	3	5860	211	000	10	$0.00	$1,530.00	$1,530.00		
ⓘ	Other	3	5860	221	000	10	$0.00	$4,454.00	$4,454.00		
						Total:	**$407,550.40**	**$25,984.00**	**$433,534.40**		

336 - Lexington Senior High School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	01	$100,000.00	$0.00	$100,000.00		
ⓘ	Salary	3	5110	135	000	01	$204,600.00	$0.00	$204,600.00		
ⓘ	Salary	3	5110	181	000	01	$30,460.00	$0.00	$30,460.00		
ⓘ	Salary	3	5110	192	000	01	$50,000.00	$0.00	$50,000.00		
ⓘ	Other	3	5110	211	000	01	$29,457.09	$0.00	$29,457.09		
ⓘ	Other	3	5110	221	000	01	$85,752.86	$0.00	$85,752.86		
ⓘ	Other	3	5110	231	000	01	$42,276.00	$0.00	$42,276.00		
ⓘ	Salary	3	5120	121	000	14	$150,000.00	$0.00	$150,000.00		
ⓘ	Salary	3	5120	181	000	14	$15,000.00	$0.00	$15,000.00		
ⓘ	Other	3	5120	211	000	14	$12,622.50	$0.00	$12,622.50		
ⓘ	Other	3	5120	221	000	14	$36,745.50	$0.00	$36,745.50		
ⓘ	Other	3	5120	231	000	14	$21,138.00	$0.00	$21,138.00		
ⓘ	Salary	3	5220	131	000	06	$66,000.00	$0.00	$66,000.00		
ⓘ	Salary	3	5220	181	000	06	$3,300.00	$0.00	$3,300.00		
ⓘ	Other	3	5220	211	000	06	$5,301.45	$0.00	$5,301.45		
ⓘ	Other	3	5220	221	000	06	$15,433.11	$0.00	$15,433.11		
ⓘ	Other	3	5220	231	000	06	$21,138.00	$0.00	$21,138.00		
ⓘ	Salary	3	5830	192	000	07	$13,710.20	$0.00	$13,710.20		
ⓘ	Other	3	5830	211	000	07	$1,048.83	$0.00	$1,048.83		
ⓘ											

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	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5830	221	000	07	$3,053.26	$0.00	$3,053.26		
ⓘ	Other	3	5830	333	000	07	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5830	411	000	07	$11,175.00	$0.00	$11,175.00		
ⓘ	Other	3	5860	192	000	10	$20,000.00	($20,000.00)	$0.00	Incorrect Code	
ⓘ	Other	3	5860	211	000	10	$1,530.00	($1,530.00)	$0.00		
ⓘ	Other	3	5860	221	000	10	$4,454.00	($4,454.00)	$0.00		
						Total:	$950,195.80	($25,984.00)	$924,211.80		

340 - Pickett Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	01	$152,256.00	$0.00	$152,256.00		
ⓘ	Salary	3	5110	181	000	01	$15,225.60	$0.00	$15,225.60		
ⓘ	Salary	3	5110	192	000	01	$25,000.00	$0.00	$25,000.00		
ⓘ	Other	3	5110	211	000	01	$14,724.84	$0.00	$14,724.84		
ⓘ	Other	3	5110	221	000	01	$42,865.65	$0.00	$42,865.65		
ⓘ	Other	3	5110	231	000	01	$14,092.00	$0.00	$14,092.00		
						Total:	$264,164.09	$0.00	$264,164.09		

348 - South Lexington School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	01	$110,000.00	$0.00	$110,000.00		
ⓘ	Salary	3	5110	181	000	01	$11,000.00	$0.00	$11,000.00		
ⓘ	Salary	3	5110	192	000	01	$25,000.00	$0.00	$25,000.00		
ⓘ	Other	3	5110	211	000	01	$11,169.00	$0.00	$11,169.00		
ⓘ	Other	3	5110	221	000	01	$32,514.20	$0.00	$32,514.20		
ⓘ	Other	3	5110	231	000	01	$14,092.00	$0.00	$14,092.00		

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	Total:	$203,775.20	$0.00	$203,775.20

352 - Southwest Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	01	$123,200.00	$0.00	$123,200.00		
ⓘ	Salary	3	5110	181	000	01	$12,320.00	$0.00	$12,320.00		
ⓘ	Salary	3	5110	192	000	01	$25,000.00	$0.00	$25,000.00		
ⓘ	Other	3	5110	211	000	01	$12,279.78	$0.00	$12,279.78		
ⓘ	Other	3	5110	221	000	01	$35,747.80	$0.00	$35,747.80		
ⓘ	Other	3	5110	231	000	01	$14,092.00	$0.00	$14,092.00		
						Total:	$222,639.58	$0.00	$222,639.58		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6940	418	000	14	$230,000.00	$0.00	$230,000.00		
						Total:	$230,000.00	$0.00	$230,000.00		

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Lexington City Schools (291) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

In order to determine how ESSER III funding would be used in Lexington City Schools, we held a series of work sessions involving several stakeholder groups. The first work session was conducted by our Superintendent and the stakeholder group included was the Central Services Team. This team consists of all Assistant Superintendents, Executive Director, and Directors. The team brainstormed needs of the district based on instructional expectations, maintenance and custodial needs, and remote learning needs (including transportation, technology, and child nutrition). The categories identified as areas of focus included: Response to COVID, Low Income Student Needs, PD-COVID Cleaning, Child Nutrition, Technology, Learning Loss, HVAC/Facilities/PPE, Transportation, Social-Emotional Needs, Instructional software and material, and Instructional Supports. During this session the team also identified specific needs to be addressed within each category. The team had to justify each strategy and ensure its connection as a COVID induced need. As the strategies were being developed, the input of several community groups was sought including the YMCA, Salvation Army, and faith-based organizations. The work of the Central Services team was shared with school building administrators for review and feedback. Once the feedback was received, the recommendations were shared with the Board of Education for review. During this process, a detailed explanation of the recommendations was provided and suggestions for items to include or eliminate were solicited. After implementation of board recommendations, a summary document was prepared for all teams to reference. As we have reviewed student performance data (istation, Lexile, and IXL) and high school EOC scores and final class grades (first semester), we have determined that students have significant gaps and are underperforming

compared to previous years; especially in reading and math. (SEE CHART BELOW) We intend to address these student learning gaps by bringing in additional tutors and enhancing our Opportunity Culture initiative to provide opportunities for more small-group instruction and support for teachers in meeting the needs of students through personalized learning. We will also utilize end of year data (EOG & EOC) as well as additional istation, Lexile, and IXL data to better group students and provide individualized instruction and support. K-5 ASSESSMENT GRADE LEVEL # of Students Below Grade Level % of Students Below Grade Level istation K 102 72.8% 1 154 69.0% 2 94 49.5% 3 93 50.1% 4 138 64.0% 5 109 57.3% Grades 6-8 6th Grade Benchmark 1 Benchmark 2 Benchmark 3 Math 26.9% (32.3%) 20.1% (25.9%) 25.7% (21.3%) ELA 49.2% (22.7%) 31.3% (39.1%) 52.9% (23.8%) 7th Grade Benchmark 1 Benchmark 2 Benchmark 3 Math 27.3% (23.9%) 24% (17.6%) 30.9% (22.9%) ELA 71.9% (16.6%) 44.5% (37%) 63.2% (22.7%) 8th Grade Benchmark 1 Benchmark 2 Benchmark 3 Math 11.3% (44%) 7.3% (21.8%) 2.9% (10.5%) ELA 55.7% (20.5%) 37.2% (36.2%) 64% (19.6%) Science 55.9% (23.4%) 49.3% (23.7%) Math I 58.6% (24.1%) 36.8% (33.3%) 37.3% (28.8%) 2020-2021 1st Semester High School EOC Scores Assessment Percent Tested % Proficient 2019-2020 % Proficient (1st Semester Only) Biology 85.05% 24.32% 43.21% NC Math 1 79.34% 10.96% 30.77% NC Math 3 92.42% 29.51% 49.38% English II 79.59% 53.52% 53.52% From a human capital perspective, the district is observing an increase in retirements and teachers leaving the profession which may result in an increase of the number of vacancies at the beginning of the school year. Additionally due to the number of close contacts and positive cases, teacher absences have increased by 10 percent as compared to pre-pandemic numbers.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

During the 2020-2021 school year, we have administered a number of assessments to identify the current level of performance for students and to determine the learning gaps that need to be addressed for the remainder of the school year and the summer learning session. Our elementary data is clearly concerning; especially for kindergarten students. All grade levels are at or above 50% of students below grade level based on istation assessments that were done for MOY (Middle of Year) in January. We know that students are going to need double dosing this summer in an effort to build on the growth we've begun since students have been back face-to-face. Middle school students have been given multiple assessments in ELA, Math, and 8th grade Science. Math continues to be a key area for focus at each grade level. Eighth grade Math appears to be the area in need of greatest attention. The first number in each section represents the percentage of students who scored above 60% on the assessment and are considered "proficient." The second number represents students who would be considered "bubble" on these assessments scoring around 50% of the questions correct. As we plan for Saturday Boot camp and Boost, these will be the students who we will concentrate on. All grade levels in math are performing less than 30% proficient on all benchmark assessments. All students at risk will be invited and encouraged to attend the six-week summer learning session. High school student performance on end-of-year assessments was disappointing. The area that was comparable to performance from the previous year was English II. We have a strong English MCL (Multi- classroom

leader) who supports English and she has worked well with building the skill sets of both students and teachers. As we review cohort performance in ELA and Math, students are performing well below their projected performance levels. As a result, we are utilizing some of the ESSER III funding to add foundation/bridge courses in math as elective credits to help students build and relearn those foundation skills necessary to be successful in future math courses.

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.

$ 2,808,993.27 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, underline 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;

Learning loss during the COVID-19 pandemic must be addressed, but it is our belief that we must meet children where they are and move forward with a focused and multi-dimensional plan that addresses students' individual learning and SEL needs. Assessments are one component of that plan. We use a variety of formative and summative assessments to gather baseline diagnostic data, determine the trajectory of instruction, measure progress, adjust instruction if needed, and determine the effectiveness of instruction. State and district assessments, school and classroom benchmarks, IEPs, MTSS data, progress monitoring data, anecdotal notes, work samples, grades, and many other data sources are considered. A balanced assessment system is critical in order to gain an accurate picture of students' strengths and needs, and it is as important to highlight strengths as it is to shine a light on learning loss or yet to be acquired skills.

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

Professional Development training and coaching is provided to educators by the district's Innovation Coach and Master Teacher Leaders to support personalized learning instruction, develop learner profiles for all students, integrate challenge-based learning, and ensure use of authentic student outcomes across the curriculum. *Professional learning on evidence-based best practice, specifically challenge-based learning, authentic student outcomes & personalized learning The district will provide an Innovation Coach to provide individual coaching to teachers to improve digital learning practices, increase innovative practices and opportunities for students, and improve student outcomes.

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

Through a variety of community partnerships, parents and families will be provided opportunities to attend workshops in our Parent Academy that focus on tools to support their child and their academic success, including in distance learning environments. These workshops will be provided on numerous topics, such as family & school partnerships and communication, school preparedness of pre-k and kindergarten, school transition preparedness for upcoming middle and high school students and their families, educational opportunities in the arts, STEM, CTE, dual enrollment, special education support (EC/AIG), college preparedness (GPA, budgeting, application process), anti-bullying and internet safety, and others. The groups have been extraordinarily helpful in giving departmental leadership ideas and direction about where to focus its collective energies. As a result of Parent Advisory Committees, we have a much clearer perspective on what families want and need from their child's education. Ongoing parent communication is a cornerstone of the special education process. The special programs department seeks to work closely with families and engage them as full partners in their child's education. Parent participation, input, and feedback are critical parts of a meaningful IEP, especially with regard to a student's strengths and needs, transitions and what the family envisions for their child's future.

* (D) Tracking student attendance and improving student engagement in distance education;

Key personnel, Outreach Coordinators, Administrators, Guidance Counselors, Social Workers, and Teacher Assistants were responsible for phone calls, texts, emails and home visits for students not consistently being present online during remote learning. Student attendance was taken daily.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Teachers worked closely with administrators and guidance counselors to closely monitor grades during pandemic remote learning. Students who were flagged as struggling or experiencing learning loss were offered additional small group sessions in all subject areas before and after class, before and after school as well as during the set aside acceleration and remediation time on Fridays (during pandemic).

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Installation of Bottle Filling stations throughout the District to minimize exposure as students need to hydrate.	To be completed by December 2021	Students,Faculty and staff will be able to access drinking water in a more safe manner with less contact.	$ 50,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	Boiler Upgrades at LSHS and LMS (total of 3 boilers). Air Handler Upgrades at South Lexington Elementary/Developmental Center and LHS Auditorium to filter air through schools and make schools more energy efficient. Installation of Bipolar ionization of systems in all facilities to be used in HVAC systems. Replace old, inefficient windows in South Lexington and Pickett Elementary Schools.	To be completed by June 2022	To upgrade and replace inefficient mechanical systems and improve the quality of air and building climate. Improve the air circulation throughout the buildings to minimize opportunities for transmission of COVID and other viruses.	$ 2,250,000.00
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	Hire additional CTE Teacher and continuation of grant funded Career Development Coordinator Position to provide career opportunities and additional support to low-income and other special populations of students who need to transition to the world of work as a result of family challenges during the pandemic and beyond. * Bonuses will be paid to child nutrition & bus drivers, who were the front-line staff who prepared and transported meals to students during school closures.	July 2021-September 2024	Provide additional workforce development opportunities for students as they plan for careers beyond High School as a result of loss of family income during the pandemic. * Decrease turnover in transportation and child nutrition.	$ 555,329.72
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ○ No		July 2021-September 2024	Decrease teacher turn-over * Student enrollment in grass-roots teacher fellow program * Planning for safe re-opening of schools * Preparing teachers to be able to provide & support virtual learning	$ 648,949.00

| | | Implement effectiveness and retention bonuses to retain current staff and design and implement a local grass-roots, teacher recruitment program. Teachers' technology training, needed to meet the needs of our students during school closures, was mostly completed at home on their own time. Fear of COVID has increased teacher stress and the rate that qualified instructional staff are leaving our system. The effectiveness and retention bonuses are an incentive for staff to return. Bonuses will also be paid to CO and tech. staff, who were tasked with continuing operations during closure, equipping virtual teaching staff with needed technology, creating budgets and plans, keeping abreast of latest COVID protocols, and preparing our schools for students to return safely. | | | |

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ○ No	Training was provided to custodians and maintenance personnel, who put in extra hours of preparation and training on COVID cleaning protocols. Maintenance was regularly briefed and trained on the latest COVID protocols for preparing our schools for instructional personnel and students to return safely.	July 2021- September 2024	Installation of preventative measures and increased efficiency in sanitation measures will aid in the reduction of new COVID cases.	$ 26,070.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	Purchase equipment and supplies to clean and sanitize all school buildings. Purchase of Kaivacs and misting machines to better clean surfaces throughout facilities to minimize COVID exposures.	July 2021- September 2024	Clean and maintain all facilities, reduce transmission of viruses	$ 68,750.01
	* ⦿ Yes ○ No	Additional technical support position (Tech I) for up to 3 years to meet the increased needs of digital teaching & learning, bi-synchronous instruction and virtual academy as a result of school COVID closures and concerns of families who have medical issues and need students to learn from home.	July 2021- September 2024		$ 147,979.81

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.				Increased response time of technical staff to meet technology needs of staff and students. Decreased number of devices per technician who handle the number of Help Desk calls from students and parents during online learning and those in virtual school, which was offered as a result of concern for those who have medical conditions or special circumstances where students have compromised immune systems or medically fragile family members.
				$ 2,458,495.10

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	Connectivity: Engineering Services and infrastructure upgrades for connectivity for students and staff. Computer Hardware: Student and Teacher iPads and Macbooks, Hotspots, Classroom Mobile Panels, Apple TVs, ipad carts (for 1st and 2nd grade) Other items, such as computer and student laptop replacements parts, tools and supplies. *15 additional Mobile panels and stands *30 device carts for grades 1 & 2 *3,000 Student iPads, 250 Teacher MacBooks, 250 Teacher iPads, 200 Apple TVs, 150 LED Panels, 150 Design Lab iPads, 600 Hotspots *Computer parts for repairs/damages	July 2021-September 2024	Increased: *bandwidth speed & connectivity rates to support online learning needs of students home during virtual learning as a result of COVID. * network security through modernized servers & infrastructure * number of devices able to connect within schools * Software: Increased # of high-quality online resources for staff & students In Hardware Increased: * student & staff access to tech. & improved connectivity for online learning * access to wifi in school buildings & at home	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	Provide mental health services and supports. * Hire SEL/Mental Health Coordinator * Creation of Mental Resource Rooms at schools * Supplies for Art Therapy * Student Services Professional Development	July 2021 - September 2024	Increase access for educators and students to quality Mental Health supports throughout the school year as a result of struggles and social & emotional issues during the pandemic. The emotional toll of COVID is multifaceted. Students have been isolated at home, parents who were unable to work or lost their jobs, increased child abuse by parents who were isolated with children all day, the stress of preparations needed to teach virtually, death of loved ones, and fear caused by the disease.	$ 286,226.05

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	Provide funds for staffing, materials, and transportation for summer learning opportunities that focus on closing learning gaps and providing enrichment opportunities to traditionally underserved populations.	July 2021- June 2024	Increased student achievement, attendance, and engagement for all at-risk students as a result of increased learning gaps that occurred during DOVID related closures and virtual learning.	$ 319,399.97
	* ⦿ Yes ◯ No	Provide funds for the conversion of the HR and Finance system to Business Modernization System and implement a more efficient absence / sub management system. Provide funds to employ additional custodial staff for maintaining and cleaning of schools Indirect Cost	July 2021- June 2024		$ 816,718.07

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.				* Increase efficiency in the HR-Finance Department to manage additional federal and state funding due to COVID. * Decrease the number of teacher absences that do not have a substitute teacher as a result of COVID quarantines and illnesses. Maintaining and deep cleaning schools to minimize transmission of viruses due to COVID-19.	
			Total ESSER III Allotment	$ 7,627,917.73	

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Lexington City Schools (291) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Budget

Thomasville City Schools (292) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
292	181	0	No	Yes	7.29 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$9,656,289.00	$9,646,964.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$9,656,289.00	$9,646,964.00
Total Budgeted:		$9,646,964.00
Total Remaining:	$9,325.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/01/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 9:38 AM	Approved (Pending)		Charles, Alex			
8/31/2021 8:16 AM	Received		Admin, NCCCIP			
8/20/2021 4:48 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☑		3-5110-183-000-000-00	0	Returned per LEA request.
8/20/2021 11:54 AM	Denied (Pending)		Charles, Alex			
7/20/2021 8:11 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	183	000	00	$750,000.00	$0.00	$750,000.00		
ⓘ	Other	3	5110	211	000	00	$74,587.50	$0.00	$74,587.50		
ⓘ	Other	3	5110	221	000	00	$201,052.50	$0.00	$201,052.50		

11/10/2021 9:37:00 AM

ⓘ	Salary	3	5330	126	000	00	$650,000.00	$0.00	$650,000.00	
ⓘ	Salary	3	5330	142	000	00	$75,000.00	$0.00	$75,000.00	
ⓘ	Other	3	5330	143	000	00	$75,000.00	$0.00	$75,000.00	
ⓘ	Other	3	5330	192	000	00	$75,000.00	$0.00	$75,000.00	
ⓘ	Other	3	5330	211	000	00	$84,150.00	$0.00	$84,150.00	
ⓘ	Other	3	5330	221	000	00	$201,052.50	$0.00	$201,052.50	
ⓘ	Other	3	5330	312	000	00	$400,000.00	$0.00	$400,000.00	
ⓘ	Other	3	5330	343	000	00	$64,000.00	$0.00	$64,000.00	
ⓘ	Other	3	5330	411	000	00	$514,698.59	$0.00	$514,698.59	
ⓘ	Other	3	5330	418	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Equipment	3	5330	462	000	00	$999,999.99	$0.00	$999,999.99	
ⓘ	Equipment	3	5330	542	000	00	$230,000.00	$0.00	$230,000.00	
ⓘ	Other	3	6540	311	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	6540	411	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Salary	3	6550	171	000	00	$35,000.00	$0.00	$35,000.00	
ⓘ	Other	3	6550	211	000	00	$2,677.50	$0.00	$2,677.50	
ⓘ	Other	3	6550	221	000	00	$8,529.50	$0.00	$8,529.50	
ⓘ	Other	3	6550	423	000	00	$5,000.00	$0.00	$5,000.00	
ⓘ	Other	3	6570	523	000	00	$4,075,739.11	$0.00	$4,075,739.11	
ⓘ	Other	3	6570	532	000	00	$600,000.00	$0.00	$600,000.00	
ⓘ	Other	3	6580	311	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	6580	411	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	8100	392	000	00	$315,476.81	$0.00	$315,476.81	
						Total:	**$9,646,964.00**	**$0.00**	**$9,646,964.00**	

Grant Details

Thomasville City Schools (292) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

For the 2020-21 school year, Thomasville City Schools have operated in all three plans allowed under the NC Strong Schools guidelines: Plan C from August-October 2020; Plan B from October 2020-March 2021; and Plan A for PK-5 in March 2021, and 6-12 in April 2021. The Thomasville Remote Academy of Innovative Learning (TRAIL) program was also created to serve those students and families that desired a fully remote setting. At its height, this program served nearly 35% of students in the district, and even though some families have chosen to return to in-person instruction, there are still approximately 29% of the district's students enrolled in TRAIL. Assessment of the district's needs have been ongoing throughout the school year as TCS has had to adapt to the various methods of instructional delivery. This needs assessment has included district leadership, school leadership, and community stakeholders. The greatest areas of need that have emerged through this analysis are: Addressing learning loss and performance gaps Facility needs to improve air quality Education technology As school closure has impacted the district, learning loss and gaps in student achievement and student attendance and engagement have been of primary concern. There has been a nearly 100% increase in students failing at least one class at each level, elementary, middle, and high school. In addition, analysis of formative assessments has revealed a substantial increase in students performing significantly

below grade level, particularly within cohorts. For example, 32% of the district's 4th graders were performing at or above grade level in reading during 2019-20; this year only 20% are at or above grade level as 5th graders. In one of the areas where summative data can be compared, in Fall 2018-19, Math I had a proficiency of 73% but this year, Math I EOC proficiency declined to 15%. The same trend can be observed for Math III and Biology. Attendance and student engagement have also suffered throughout the year. Analysis of attendance was conducted at the end of the 5th school month and approximately 25% of elementary students and approximately 42% of secondary students had more than 20 absences, while 128 students district-wide, or approximately 6% of students, had more than 70 absences. Prior to school closure, TCS had been operating a successful attendance initiative but the pandemic has caused this progress to be lost. Given the pressing needs of learning loss, skill and achievement gaps, and the attendance and engagement deficits, TCS will be creating a summer learning program for students in K-12. This program will address learning loss through identification of students at greatest risk and providing personalized, differentiated instruction. This will be a multi-year summer program, as the district recognizes recovery of learning and closing skill gaps will be a long-term task. Funding from PRC 171 will be used for Summer 2021; summer programs in future years will be funded through PRC 181. From a facilities perspective, TCS completed the state-required facility needs assessment in November 2020, using BAISCA, a neutral 3rd party assessment group. Priorities and expenditures for facilities as well as facility needs were assessed. School administrators, school custodians, parents, district leadership staff and board members and district maintenance directors and team members were involved in the needs assessment and determination for use of allowable ESSER II funds in collaboration with other district needs. The district needs amount to $5,400,000 for HVAC and $95,000 specifically for indoor air quality. Our goal is to prioritize this work with ESSER II funds and begin with our two oldest schools, Thomasville High School and Liberty Drive Elementary School. Both of these schools were built in the 1950s and have mechanical, electrical, HVAC and air quality needs valued in the report at approximately $1,000,000 per school. The third priority is providing educational technology for students, as well as giving teachers the technology to be able to provide instruction in a variety of learning environments. In assessing the district's needs for instruction during the pandemic, efforts for remote instruction were hampered by the fact that, while the district was 1:1 for devices in grades 4-12, and 3rd grade devices were added as part of ESSER I funding, students in grades K-2 were not 1:1. As a result, our youngest students were sometimes not able to participate in live remote instruction, or view lessons asynchronously due to not having access to a device. Instruction for these students was provided by work packets, which made one-on-one and small group instruction practically impossible. Clearly there is a glaring need to equip the roughly 600 students in kindergarten through 2nd grade with devices for remote instruction during the pandemic, and for use in personalized instruction after the pandemic has subsided. Leveraging existing resources, the district was able to provide devices to over 1,400 students for use during remote learning. Given a modest projection of 15% of those devices needing to be replaced due to damage or loss, it is estimated approximately 200 devices will be required to restore full inventory for learning. Another challenge revealed through assessing the needs of the district during remote learning is the lack of classroom

technology for teachers to provide instruction in a hybrid or virtual setting. Many teachers did not have devices with microphone or webcam capability, or their classroom computers were so old as to not be compatible with the technology needed for remote instruction. The immediate need is for provision or replacement of approximately 150 staff devices.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Thomasville City Schools has seen a learning loss in our students as a result of the disruption in educational services when we transitioned to remote learning due to COVID-19. The two areas that have been largely impacted is the academic progress of our students, in terms of students passing classes, and daily attendance. In terms of academic progress, pre-COVID at our Primary School, we averaged 25% of students failing at least one class, this year we are averaging 50% of students failing a class per marking period. At our Middle School, pre-COVID, they recorded only 30% of students failing one class per marking period, but this year almost 60% of students are failing one class and currently 78% are failing at least one class for the year. Finally at the High School, only 25% of students failed a course each marking period prior to this year. In 2020-2021, 50% of students are failing one course each marking period, and we had 41% of our students fail a first semester course. Looking at formative assessment data, in Istation during 2019-2020 at the March ISIP testing, 51% of kindergarten students were proficient while this year after January administration only 46% of those students were proficient at first graders. Another formative assessment tool that Thomasville City Schools utilizes is I-READY. During the second diagnostic last year, 21% of the 4th graders were 3 or more grade levels below in reading, this year as 5th graders at the same point, 35% are 3 or more grade levels below. From 5th - 6th 24% to 54% of students were 3 or more grade levels below. 6th to 7th grade saw 45% to 52% 3 or more grade levels below. In Mathematics, 10% of 4th graders were 3 or more grade levels below last year but currently 40% are 3 or more grade levels below. 5th to 6th saw an increase from 22% to 44% 3 or more grade levels below, 6th to 7th 29% to 44% and 7th to 8th 48% to 59%. More of our students are falling further behind in terms of mastery grade level skills. One additional data point that demonstrates the loss of skill acquisition, is our High School End of Course Proficiency scores comparison from the fall semester over the past three years. In Fall 2018-19, Math I had a proficiency of 73% but this year, our Math I EOC proficiency declined to 15% proficient. The same trend can be observed for Math III (40% to 17%%) and Biology (44% to 27%). Relating to attendance, during the 2017-2018 school year, the district attendance attendance rate through month 6 was 93.6%, while 2018-2019 we were at a 92.7% attendance rate, 2019-2020 93.3%, and this year 88.5% attendance rate. To break down the date even further, during the 2018-19 school year, 140 students were absent between 18-39 days, 15 between 40-59 days, and 3 more than 60

days. In 2019-2020, 120 were absent 18-39 days, 12 between 40-59, and no students had more than 60 days absent. Currently, we have 369 students absent between 18-39 days, 197 between 40-59 day, and 236 students have more than 60 days absent.

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.

$ 1,929,392.80 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Thomasville City Schools uses a variety of valid, reliable, and research-based assessments to measure progress and to drive data-based decisions about instruction for each individual student. Formative assessments are given in the form of Istation competency-based assessments for students in Grades K-3, and i-Ready competency-based assessments in Grades 4-8. Benchmarking is done using the CASE 21 assessments. These assessments are used to identify gaps in skills that impact student performance, and especially identify lost learning opportunities due to the pandemic. This data is compiled and disaggregated at the district level to ensure schools have the information they need to make data-driven decisions about student ability and progress, and how best to meet student needs from an instructional standpoint. Through the administration of these CBAs, we are able to diagnose the essential skills that students are deficient in and teachers can use that data to differentiate their instruction to address the learning loss that occurred and areas students did not master fundamental skills.

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

In assessing the needs of Thomasville City Schools students as well as performance on formative assessments throughout the 2020-21 school year, a number of key data points stood out. First is that while the district currently utilizes a research-based reading instruction curriculum in grades K-10, there is not a unified math curriculum. ESSER funds will be used to identify, purchase, and implement a research-based math curriculum to address the skill deficits

in math in our students. The second area targeted for improvement is in developing capacity in teachers and equipping them with the skills and opportunities needed to deliver effective, high-quality instruction and close learning gaps. To help reach that goal, TCS will use ESSER funds to begin exploration and implementation of opportunity culture and leverage teacher leadership and those with demonstrated student performance. The third area of focus is understanding the gaps in learning opportunity for students will be greater than ever before given the manner in which students received instruction and the varying levels of engagement between remote and in-person instruction. Recognizing that these gaps cannot be closed in classroom instruction alone, TCS will provide grants to each of our schools in accord with their Title I allotments for support, targeted tutoring, extended day programs, and other strategies necessary to help students recover learning and close gaps. The district realizes that these gaps will require more than one year to close, so these grants will be for the next three academic years. Similarly, beyond the summer extension program required by legislation in 2021, TCS recognizes the need to provide summer extension opportunities beyond this year, so ESSER funds will be used to provide a summer learning program for 2022, 2023, and 2024. Again, the district understands the long-range need to address learning gaps beyond a single summer or school year.

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

Thomasville City Schools has a robust plan for providing information and assistance to parents and families. TCS is entering the 3rd year of a partnership with Scholastic to develop a framework of family and community engagement that involves principals, leadership teams, and stakeholders from all four of the district's schools. In addition, two of our schools dedicate a portion of their Title I funding to employ a dedicated parent involvement specialist whose primary responsibility is providing information and support to parents. These schools conduct monthly meetings with parents and families to discuss ways to support students. Beyond those supports, the TCS EL program provides monthly support meetings for Spanish-speaking families. These meetings are available in online and now in-person formats. Each school also provides weekly messages in English and Spanish for families, and the district provides a bi-weekly message using our communication platform.

* (D) Tracking student attendance and improving student engagement in distance education;

Prior to the pandemic, Thomasville City Schools was in the process of implementing a comprehensive plan to address student attendance and engagement. Components of this plan included working closely with Scholastic to improve family and community engagement (FACE) over a 4-year period. This FACE partnership included school administrators, teachers, student support staff, social workers, district leadership, and other stakeholders to identify and intervene early with students who were demonstrating concerns in engagement and attendance. This initiative also incorporated family involvement and diversion before family court was involved for attendance issues. TCS will

resume that program as there was evidence of success in rising attendance prior to March, 2020. At this time, Thomasville City Schools does not plan to provide a remote instructional option beyond the 2020-21 school year.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

We maintain an individual growth plan on each student that tracks various data points and establishes trends that can be correlated pre-pandemic learning to post pandemic performance. Beyond the individual student tracking, we have overall grade level performance data that monitors group outcomes. Both skill, standards, and overall mastery is evaluated and general loss or progress can be determined.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	TCS will install touchless fixtures in all school facilities for sinks, restrooms, and water fountains to reduce the risk of virus transmission as well as other health hazards	July 2021- September 2024	Reduction in infections Reduction in instructional days lost to sickness	$ 600,000.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No		Ongoing through July, 2024	Replacement of HVAC systems to bring air handling capacity and quality up to modern specifications.	$ 3,596,571.20

		District facility needs study has already been conducted and needs prioritized, beginning with the oldest buildings/systems. All TCS school facilities are at least 30 years old; the oldest is nearly 70 years old. ESSER III funds will be used to complete the replacement of the HVAC systems at Liberty Drive Elementary and Thomasville High School (both built in the 1950s) begun with ESSER II funds. Project will then move to repair/replacement at Thomasville Middle School (1970s) and Thomasville Primary School (1990s).			

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⦿ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	TCS will continue to purchase and use supplies to clean and disinfect district buildings and facilities to minimize virus transmission.	Ongoing through September, 2024	Reduction in days lost to quarantine	$ 100,000.00
	* ◉ Yes ○ No		Ongoing through July, 2023		$ 495,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		As we anticipate the need for additional remote learning to occur in 2021-2022 and beyond per the data analysis above, our staff need access to hardware and resources that will enable them to utilize the power of digital learning in an efficient and effective manner. This funding will be used to purchase 200 staff laptops as well as providing ActivPanels in classrooms to assist in the delivery of instruction remotely. In addition, this funding will provide for professional development for teachers in remote and hybrid instruction.		The anticipated impacts of providing devices that are going to run video-conferencing platforms and multiple digital resources simultaneously will be performance enhancements and minimized instructional disruptions for more positive staff and student experiences.	
		For students to			

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | * ○ Yes ○ No | For students to access adequate online learning resources to aid in recovering learning loss, our students need devices. Whether students are engaged in remote learning again by choice or necessity, there are programs and interventions that teachers and instructional support staff will be using to personalize instruction with students to build skills to recoup the skills needed and master standards. Access to devices beyond the school day will be essential to having other stakeholders and parents partner with us and their student's personal learning needs. Additionally, there will be the need to | December 2021-July 2024 | Students will all have the same access to a digital learning device which will provide equitable resources for every student in every grade level. Enhanced opportunities for digital learning will allow students to participate and engage with teachers and classmates in a way that some students were limited to completing paper/pencil packets only with limited instructional assistance due to connectivity and hardware issues. | $ 1,206,000.00 |

		recoup lost devices from students where due to a variety of circumstances, their devices were damaged, lost or unrecoverable. In addition, devices currently in inventory will need to be refreshed or replaced. Connectivity has been addressed via other funding sources. TCS will purchase 1,500 student devices over the life of this grant.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◯ Yes ◉ No				$
	* ◉ Yes ◯ No	TCS recognizes that learning recovery will be a multiple year process and will require extension opportunities	August 2021-July 2024		$ 750,000.00

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.		beyond the school day and school year. TCS will fund a summer extension program in Summer 2022, Summer 2023, and Summer 2024. In addition, TCS will provide grants to schools to be used for targeted tutoring, extended employment, and other resources required to extend instruction and recover learning. In addition, TCS will seek to implement Opportunity Culture in our secondary schools to improve instructional outcomes and develop teachers. Further, TCS will purchase and implement a new math curriculum to		Pre-assessments and post-assessments will be administered to assess learning loss and progress of students in closing skill gaps. Participation in this program will assess student abilities and guide teachers in addressing learning loss while closing gaps for the upcoming year.	

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	TCS will provide retention bonuses of up to $4000 for classroom teachers, $3000 for teachers assistants, and $2000 for other staff who have worked through the 2020-21 school year and return for the 2021-22 year.	July 2022-July 2023	Reduced teacher turnover Increased student outcomes	$ 970,000.00
				Total ESSER III Allotment	$ 7,717,571.20

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Thomasville City Schools (292) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Innovative School District (295) Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:04:52 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Innovative School District (295) Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$908,970.00	$908,970.00
Carryover	$0.00	$0.00
Total	$908,970.00	$908,970.00

Budget

Innovative School District (295) Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
295	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$908,970.00	$905,961.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$908,970.00	$905,961.00
Total Budgeted:		$905,961.00
Total Remaining:	$3,009.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/02/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/31/2021 12:35 PM	Approved (Pending)		Eddy, Melissa			
8/31/2021 11:59 AM	Under Review		Eddy, Melissa			
8/26/2021 8:20 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5210	317	000	00	$10,000.00	$0.00	$10,000.00		
ⓘ	Other	3	5320	311	000	00	$40,000.00	$0.00	$40,000.00		
ⓘ	Salary	3	5330	121	000	00	$32,000.00	$0.00	$32,000.00		
ⓘ	Salary	3	5330	131	000	00	$140,000.00	$0.00	$140,000.00		
ⓘ	Other	3	5330	180	000	00	$80,000.00	$0.00	$80,000.00		
ⓘ	Other	3	5330	181	000	00	$35,000.00	$0.00	$35,000.00		
ⓘ	Other	3	5330	211	000	00	$21,955.50	$0.00	$21,955.50		

11/9/2021 1:32:13 PM

ⓘ	Other	3	5330	221	000	00	$66,526.60	$0.00	$66,526.60	
ⓘ	Other	3	5330	312	000	00	$30,000.00	$0.00	$30,000.00	
ⓘ	Other	3	5330	411	000	00	$15,000.00	$0.00	$15,000.00	
ⓘ	Other	3	5330	418	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Equipment	3	5330	461	000	00	$86,353.50	$0.00	$86,353.50	
ⓘ	Equipment	3	5330	462	000	00	$66,353.80	$0.00	$66,353.80	
ⓘ	Salary	3	5350	121	000	00	$125,000.40	$0.00	$125,000.40	
ⓘ	Other	3	5350	211	000	00	$9,562.56	$0.00	$9,562.56	
ⓘ	Other	3	5350	221	000	00	$28,975.10	$0.00	$28,975.10	
ⓘ	Other	3	5350	411	000	00	$7,172.34	$0.00	$7,172.34	
ⓘ	Other	3	5840	311	000	00	$79,000.00	$0.00	$79,000.00	
ⓘ	Other	3	6400	311	000	00	$15,000.00	$0.00	$15,000.00	
ⓘ	Other	3	6540	411	000	00	$8,061.20	$0.00	$8,061.20	
						Total:	**$905,961.00**	**$0.00**	**$905,961.00**	

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Grant Details

Innovative School District (295) Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The North Carolina Innovative School District (ISD) regularly employs a continuous improvement process as a systematic approach to collaboration and innovation. As the state required school closures in March 2020, the district worked to collect stakeholder feedback to address the impacts of the COVID-19 pandemic. The district employed surveys, reviewed data, and sought stakeholder input. School leadership team members, staff, families, and community stakeholders were engaged in a process of reviewing the school data to determine emergent student needs. In the Spring of 2021, the School Improvement Team met specifically to discuss and plan the use of ESSER II and III funds. The School Improvement Team was comprised of the Interim Principal; SIT Chair; IPG Coordinator; Counselor; Teachers from grades K-5; a Parent Representative; and the ISD Superintendent. Additional input was collected from the Public Schools of Robeson County, financial professionals, and the State Board of Education (EICS Committee). The district conducted an analysis of the data to identify the instructional needs of learners, assess learning loss and identify the social-emotional impacts due to the implementation of remote learning during the 2019-20 and 2020-21 school years. An array of data was reviewed, including, but not limited to diagnostic and formative standards-based assessment results from i-Ready; student attendance; staff vacancies; technology assessment;

Exceptional Children's program compliance needs; and perceptual data collected by the social worker, nurse, counselor, parent coordinator, SRO, and teachers (home visits, Canvas usage, etc.). i-READY DIAGNOSTIC - March 2021 READING Grade Level | Mid/Above Grade Level | Early/On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3 or More Grade Levels Below | Number of students tested (%) K 12 35 54 0 0 26 1 2 5 86 7 0 43 2 19 6 44 31 0 32 3 13 16 19 25 28 32 4 5 5 24 18 47 38 5 0 0 22 35 43 23 MATH Grade Level | Mid/Above Grade Level | Early/On Grade Level | 1 Grade Level Below | 2 Grade Levels Below | 3 or More Grade Levels Below | Number of students tested (%) K 19 15 65 0 0 26 1 0 5 84 12 0 43 2 16 6 50 19 9 32 3 9 13 41 19 19 32 4 16 5 39 21 18 38 5 4 18 32 18 29 28 STUDENT ATTENDANCE 2020-21 20 days | 40 days | 60 days | 80 days | 100 days | 120 days | 140 days | 160 days | 180 days | AVERAGE 96.8% | 96.3% | 91.2% | 89.6% | 83.9% | 83.2% | 85.5% | 84.3% | 86.9% | 88.6% VACANCIES Over 50% of instructional positions are currently vacant. The bulk of the positions are in grades three through five and instructional support (Exceptional Children and Student Support Services). Less than 20% of the staff from the 2018-2019 school year remain. TECHNOLOGY A formal technology assessment was conducted in the spring of 2021. The report discovered that the current classroom technology systems are outdated and have limited functionality due to the major advances in technology over the past five years and the needs arising from remote learning. All the classroom whiteboards, PCs, overhead projectors, and televisions are outdated. The classrooms have individual air conditioning units that are over 20 years old and run loudly which prevent students from hearing. Speaking through masks exacerbates the auditory issues. EXCEPTIONAL CHILDREN Data for the Exceptional Children's program is still being compiled. Multiple IEP initial evaluations, re-evaluations and annual evaluations have not been completed due to access to independent educational evaluators, safety precautions and other issues. Districts across the state have not provided the instructional and resource supports to students in the Exceptional Children's program due to the COVID-19 pandemic. PERCEPTUAL DATA During the 2020-21 school year, students were provided with hotspots and laptops to accommodate remote instruction. However, elementary students often require support in accessing their classes and participating fully. About 30% of students remained at home and received virtual instruction due to parental concerns about the district's ability to minimize the transmission of COVID, ensure preparedness and response to future closures or outbreaks, fill staff vacancies with high-quality educators and address the social-emotional needs of students and families as they re-enter. The district will address learning gaps through the administration of high-quality assessment such as i-Ready diagnostic tests to assess students' needs, develop individualized learning pathways and monitor growth. Professional development in the areas of unpacking the NCSCOS standards, aligning them to the curricula and revising pacing guides for the upcoming year will support teachers in the understanding and covering of the content. Parents and families will be assisted using social media as well to submit Helpdesk tickets to the school to repair or exchange devices and hotspots. A social worker will be contracted to track attendance and improve engagement. Additional positions will be added to increase acquisition of literacy skills, support teachers in instructional and accelerate student learning.

Part B: Data Analysis

The data uncovered multiple areas of need and funds were prioritized to address the following areas: instructional resources and staff to increase student achievement in Reading and Math; decreased student attendance; district vacancy and substitute coverage; Exceptional Children evaluations and re-evaluations needed to ensure compliance; nursing services; social work support; technology resources ; PPE; cleaning supplies inventory and usage data; Technology device inventory for students and employees, including adaptive devices, and device condition reports. Students returned to full-time, in-person learning in March 2021. While about 70% of students returned to school, 30% remained at home to continue virtual learning. Students remaining at-home received simultaneous instruction from their classroom teachers as they simultaneously taught in-person students. The district discussed the usage of ESSER funds as well as all other state, local and federal funds to address the needs uncovered. A multi-year plan was developed to mitigate learning loss; minimize virus transmission; address unique needs of special populations; coordinate preparedness response; sanitize spaces; provide mental health services; improve educational technology; implement summer learning opportunities; offer principal resources; and enact other ESSA approved activities. The district plan will be measured based on student achievement, turnover rates, attendance, and other metrics as described below. i-READY READING & MATH DIAGNOSTIC - March 2021 The i-Ready data percentages in the table above represent the percentage of students at each grade level who are on-track to master grade level standards. The majority of students at each grade level are not on track to master grade level standards in Reading and Math. The majority of students are below grade level in Reading. Most students in grades three, four and five are three grade levels or more behind in Reading. None of the students in 5th grade were on grade level. Most students are below grade level in Math. Most students in Kindergarten through fifth grades are one grade levels or more behind in Math. Instructional support staff such as a Literacy Coach, Curriculum and Instructional Support Coordinator and Media Specialist will assist in strengthening the K-5 literacy program through the implementation of LETRS and guided reading programs. The Curriculum and Instructional Support Coordinator will support PLCs and the disaggregation of data such as formative assessments, NC Check-Ins and i-Ready. The school has not had a media specialist since 2018-19. The media specialist will update the book collection and support the use of leveled and challenging texts for literacy acquisition. STUDENT ATTENDANCE 2020-21 Student attendance began at 96.8% in August and dropped by almost 13 percentage points by the 100th day of school. While attendance improved to 86%, it remained significantly lower than the 92.3% average attendance for the previous year. Students must be in school or attending online to receive the necessary supports for closing learning gaps. A nurse and social worker will work in tandem to increase student attendance and engagement. VACANCIES Over 50% of instructional positions are currently vacant. The bulk

of the positions are in grades three through five and instructional support (Exceptional Children and Student Support Services). Less than 20% of the staff from the 2018-2019 school year remain. The recruitment and retention of highly effective staff are critical strategies for close learning gaps. Providing staff in hard to hire positions such as third, fourth and fifth grades as well as EC will attract talent and allow the district to provide competitive compensation in comparison to the surrounding districts. TECHNOLOGY The technology assessment discovered that the current classroom technology systems are outdated, and the air conditioning units coupled with the use of masks require solution that will allow both in-person and remote students to hear and see the teacher and their classmates clearly. Fifteen classrooms will undergo a technology retrofit which will include new smartboards, cameras, document cameras, microphones, voice amplifiers and other resources to improve technology integration. EXCEPTIONAL CHILDREN Multiple IEP initial evaluations, re-evaluations and annual evaluations have not been completed due to access to independent educational evaluators, safety precautions and other issues. Compensatory instructional and resource supports must be supplied for students in the Exceptional Children's program. Contracted a school psychologist will allow all IEPs to be brough current and assessments conducted in a timely manner. PERCEPTUAL DATA About 30% of students remained at home and received virtual instruction due to parental concerns about the district's ability to minimize the transmission of COVID, ensure preparedness and response to future closures or outbreaks, fill staff vacancies with high-quality educators and address the social-emotional needs of students and families as they re-enter. Resources are needed to ensure the school has sufficient PPE, appropriate sanitization materials, high-quality instruction materials and access to professional development. The school psychologist, nurse and social worker may proactively address COVID-related concerns and provide SEL programming. Portable air purifier will serve as a short-term solution to air quality concerns.

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.

$ 181,192.20 * 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;

The ISD will continue to maintain its robust, evidence-based assessment portfolio including End-of-Grade, NC Check -Ins, I-Ready and mClass literacy assessments. The i-Ready assessments diagnose student learning loss, monitor reading and math progress, and provide adaptive instruction that adjusts to on, below and above grade level standards to meet students at their individual performance level. ISD students are provided with laptops to engage in synchronous and asynchronous lessons led by their teachers and access the i-Ready software.

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

To fully and effectively implement the assessments, the district will utilize ESSER funds to employ additional instructional positions which will be directly responsible for analyzing assessment data and intervening at the individual student level to ensure improved student outcomes and mitigate instruction gaps due to COVID-19. Staff will utilize i-Ready diagnostic data to guide teachers and others in supporting student academic needs. By having this data in real time, teachers and other support staff can work with students to ensure that they are receiving differentiated instruction that is specific to their individual needs. Teachers, administrators, and others will collaborate and disaggregate data from iReady, NC Check-ins, School Net, and other assessment tools in PLCs to determine best practices and lesson development and design to support addressing the learning loss. Funds will be used to ensure staff will receive on-going job-embedded professional development on Saturdays to insure the work of teacher teams. Tier three students as evidenced by i-Ready data will receive additional instructional support through small reading groups and a targeted curriculum outside of the core.

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

Facebook and Twitter accounts are will be used used for communicating with families to provide tips and strategies. Parents can submit technology helpdesk tickets for repair or exchange and request a hotspot. The school provides a schedule for the pickup of student devices and hotspots.

* (D) Tracking student attendance and improving student engagement in distance education;

In addition to the current resources and procedures, the district will provide contracted services support for a school social worker. The social worker will track and attendance, improve engagement during remote learning . The school staff have access to online reports that track student online engagement. Parents may monitor student attendance and performance through PowerSchool.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The ISD will evaluate student progress to provide acceleration and instructional support positions. These positions will ensure the ability to track student academic progress and address learning loss and deliver hands-on support for teachers as they address the learning loss needs of their students.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Desk shields, air purifiers and additional furniture to ensure distancing will be purchased and installed for teachers as well as each student to prevent the transmission of COVID-19.	August 2021 - June 2024	Reduced virus transmission	$ 8,061.20
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◯ Yes ⦿ No				$

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No		August 2021 - June 2024	Increased student achievement by using appropriate curriculum resources and students receiving appropriate services through identification	$ 221,000.00

		Due to learning loss from COVID, purchase of reading curriculum to meet needs of EC and low-income students; contracting school psychologist for testing to meet re-evaluation deadlines missed due to COVID-19 and hire a K-3 literacy specialist to meet the instructional needs of students.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No		August 2021 - June 2024	Reduced virus transmission	$ 79,000.00

		In addition to the current resources and procedures, the district will provide contracted services support for a school nurse. The nurse will develop power point presentations and written communication for teachers, staff, parents and students about the virus, social distancing, guidelines for the nurse's office and student's dismissal if necessary when COVID-19 is suspected.			

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No		Increased access to school instruction and August 2021 - June 2024	Increased access to school instruction and increased attendance	$ 105,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		The ISD will retrofit 15 classrooms through the purchase of new PCs, microphones, room amplifiers, SMART boards, classroom cameras, document cameras and other technology to address the growing demands of technology support as we support students virtually during any potential quarantines or school closures and continue to use online resources to address learning loss due to COVID.			

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	The ISD will support the purchase of STEM materials to provide a MakerSpace and additional elective for students. The updated technology will allow teachers to better instruct students and increase student enrollment as a response to COVID.	August 2021 - June 2024	Increased class enrollment and technology tickets	$ 52,707.60
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No		August 2021 - June 2024	A reduction in learning gaps and increased student achievement	$ 179,000.00

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.		The ISD will provide summer learning opportunities to address learning loss for next two summers to students who are identified as "at-risk" based on various factors (EL, students experiencing homelessness, low income, etc. in addition to academic and other risk factors). Funds will be used to provide payroll, supplies and transportation.			
	* ◉ Yes ○ No		August 2021 - June 2024	Increased teacher retention and decreased number of open positions	$ 80,000.00

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.		Due to the impact of COVID, districts across the state have experienced high turnover. To fully return students to in-person learning and close instructional gaps, it is essential to retain and recruit employees. Retention incentives will be provided as well as recruitment bonuses for hard-to-fill positions in EC and upper grade levels.			
			Total ESSER III Allotment	$	724,768.80

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Innovative School District (295) Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Innovative School District (295) Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	DeShawna Gooch	

Substantially Approved Dates

Innovative School District (295) Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, August 26, 2021

Innovative School District (295) Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Innovative School District (295) Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Innovative School District (295) Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

116955459

* Address:

301 S. Wilmington Street Education Building MSC 6312

* Superintendent:

Dr. Derrick Jordan, Interim

Key Personnel:

* Dr. DeShawna Gooch

Budget

Davie County Schools (300) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
300	181	0	No	Yes	0.00 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$2,660,448.00	$0.00
Carryover Amount:	$5,313,127.26	$5,313,127.26
Allotment Plus Carryover:	$7,973,575.26	$5,313,127.26
Total Budgeted:		$5,313,127.26
Total Remaining:	$2,660,448.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

☐ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/14/2021 10:07 AM	Approved (Pending)		Charles, Alex			
7/30/2021 8:18 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$175,000.00	$0.00	$175,000.00		
ⓘ	Salary	3	5110	142	000	00	$200,000.00	$0.00	$200,000.00		
ⓘ	Other	3	5110	411	000	00	$20,000.00	$0.00	$20,000.00		
ⓘ	Other	3	5110	418	000	00	$450,000.00	$0.00	$450,000.00		
ⓘ	Salary	3	5210	121	000	00	$500,000.00	$0.00	$500,000.00		
ⓘ	Salary	3	5360	113	000	00	$3,500.00	$0.00	$3,500.00		
ⓘ	Salary	3	5360	126	000	00	$215,000.00	$0.00	$215,000.00		
ⓘ	Salary	3	5360	142	000	00	$50,000.00	$0.00	$50,000.00		
ⓘ	Salary	3	5360	171	000	00	$20,000.00	$0.00	$20,000.00		
ⓘ	Other	3	5360	180	000	00	$1,500.00	$0.00	$1,500.00		

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ⓘ	Other	3	5360	211	000	00	$20,000.00	$0.00	$20,000.00
ⓘ	Salary	3	5410	114	000	00	$230,000.00	$0.00	$230,000.00
ⓘ	Salary	3	6300	113	000	00	$150,000.00	$0.00	$150,000.00
ⓘ	Equipment	3	6400	542	000	00	$500,000.00	$0.00	$500,000.00
ⓘ	Salary	3	6540	173	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	6580	311	000	00	$2,100,000.00	$0.00	$2,100,000.00
ⓘ	Equipment	3	6580	461	000	00	$660,000.00	$0.00	$660,000.00
ⓘ	Other	3	8200	399	000	00	$8,127.26	$0.00	$8,127.26
						Total:	**$5,313,127.26**	**$0.00**	**$5,313,127.26**

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Davie County Schools (300) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1. The district collaborated with many different groups to determine the needs of Davie County Schools. The first budgeting meeting was held with a district leadership team (Superintendent, Assistant Superintendent, CFO, CAO, CTO, Maintenance Director, Transportation Director, EC Director, and the Federal Programs Director). The Federal Programs Director outlined all the allowable uses for the funds specifying the primary purpose of the funds and the expiration of funding. Each director was then tasked with collaborating within their departments to prioritize a list of needs with a description and data of the purpose of their request. The Superintendent and the Federal Programs Director outlined the same information for principals at a district staff meeting. The Chief Academic Officer (CAO) was responsible for communicating with principals and teacher leaders overall school needs. Principals were responsible for reviewing information with their SIT (which includes parent input) to determine their site needs. Once information and data were collected each department prioritized its needs on a uniform budget sheet. Then, each department lead met with the district leadership team (Superintendent, Assistant Superintendent, CFO, and Federal Programs Director) to defend and justify their needs and to prioritize the overall district plan. The result was 55.33% for Learning Loss (including summer learning for two years - 2023 and 2024; instructional support positions; and software/resources to help assess learning gaps and progress monitor); 34.36% for maintenance (upgrade facility for the virtual school, instructional support collaboration, and community technology lab for after-hours use); 6.23% for educational technology to support instruction and decrease learning loss; and, 4.08% unbudgeted for any unknown needs that may arise. 2. Learning loss is the primary use of funds for ESSER II funding for

Davie County Schools. Various forms of assessment will be utilized to determine learning loss and closing academic gaps. The district will use EOC/EOG data, iReady progress monitoring data, teacher-made assessment data, attendance data, student participation data, discipline data, retention/promotion data, and school counselor referral data. The district will also use course failure data for high school courses to determine if students are on track for graduation and how to support students in recovering those credits. All of these data points will guide district and school monthly and weekly PLCs. District and school data talks will be led by the Accountability Department and Instructional Support personnel.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Learning Loss - the following data is an example of data collected and utilized to inform all decisions regarding learning loss. Not all data points could be included but other data and more in-depth analysis of data being used are EOC/EOG data, NC Check-In data, teacher-made assessment data, failure rates of courses/retention data, attendance data, discipline data, and school counselor referral data. The district focuses on district-wide and overall school/grade-span trends, but instructional leaders work with schools on drilling down to more specific data points within the school. District Participation During Virtual Learning/Virtual Activities 71.5% Actively Engaged 18.7% Somewhat Engaged 9.7% Not Engaged 4.3% Not Connected i-Ready Reading CES: EC students average 1.6 grade levels behind 36% at or above grade level 45% one grade level below 19% two or more grade levels below CZE: EC students average 1.7 grade levels behind 51% at or above grade level 49% one or more grade levels below MES: EC students average 1.3 grade levels behind 51% at or above grade level 49% one or more grade levels below PES: EC students average 1.7 grade levels behind 47% at or above grade level 53% one or more grade levels below SGES: EC students average 1.1 grade levels behind 64% at or above grade level 36% one or more grade levels below WRD: EC students average 1.8 grade levels behind 44% at or above grade level 56% one or more grade levels below i-Ready Math CES: EC students average 1.5 grade levels behind 26% at or above grade level 74% one or more grade levels below CZE: EC students average 1.4 grade levels behind 43% at or above grade level 57% one or more grade levels below MES: EC students average 1.4 grade levels behind 36% at or above grade level 64% one or more grade levels below PES: EC students average 1.7 grade levels behind 34% at or above grade level 66% one or more grade levels below SGES: EC students average 1.3 grade levels behind 53% at or above grade level 47% one or more grade levels below WRD: EC students average 1.5 grade levels behind 34% at or above grade level 66% one or more grade levels below Middle School Check-In Data 2020-2021: ELA Grade 6 - 62% Grade 7 - 61% Grade 8 - 60% Math Grade 6 - 51% Grade 7 - 38% Grade 8 - 45% i-Ready Math for Middle School EC Students Only NDMS: 6% at or above grade level 94% one or more grade levels below SDMS: 0% at or above grade level 100% one or more grade levels below WEMS: 0% at or above grade level 100% one or more grade levels below High School - EOC Failures as of 3rd quarter (including Semester 1) 2020-21 334 students Resources and Software - After looking at student data, schools and the curriculum department collaborated with principals, instructional coaches, and teachers to determine the most effective

resources/software to close academic gaps and collect student data trends. Math was seen as a district-wide need, so many resources and supports will be math-specific (especially for EC students). Based on failing grades, referrals to school counselors, and the COVID-19 pandemic, SEL, and Mental Health supports are a priority. The district will hire additional personnel to support students' social-emotional health. The district will get back on track with Compassionate Resilient Schools (CRS) training. Training that began in the spring of 2019 was put on hold due to COVID. Funding will provide booster training to those initially trained and train all new staff and administrators. Full CRS implementation is expected by 2023-2024. Instructional Technology - A district-wide assessment of technology needs showed SmartBoard replacement as a priority. Interactive whole class devices are a key component in quality instruction. All K-5 SmartBoards will be replaced with Interactive Flatpanels and 6-8 SmartBoards will be replaced with a Flatpanel Television and a casting device. Facilities An assessment of facilities as it pertains to clean air was conducted by the maintenance department and an HVAC subcontractor. It was determined that six of our older school buildings (with older HVAC systems) did not have sufficient access to clean air. The most effective solution is to add ionization bars to each of those schools. The district plans to upgrade a current building (known as K Building) in the district (left intact from the old high school site). With newly hired instructional support personnel, the district plans to use K Building as the instructional hub of our district as well as housing Davie County Virtual School (DCVS). The district currently does not have a space large enough for professional development and/or training safely with social distancing and does not have a single location to house DCVS teachers/administration or to assess virtual students. Without K Building, the district will be required to assess students at the student's previous home school or other school locations which potentially exposes those students to a COVID risk. Most students who chose the virtual school did so due to the student and/or caretaker being immunocompromised while others chose the virtual school for fear of an increased risk of exposure to COVID. There will be a designated area in K Building with Chromebooks and desktop computers staffed after hours by technology and instructional personnel for parents to bring their children into the building for instructional and technological help. District surveys provided data of families in our district who have insufficient internet service or are without internet service. This lab will help families gain access to quality internet service with instructional support. The district plans on designating 60% of the building for COVID-related activities (ESSER funds) and 40% of the building for other multipurpose usages (local funds). This building upgrade will have a direct impact on our district's 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.

$ 2,099,000.00 * 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;

All assessments, both formative and summative, will inform instruction in Davie County Schools as outlined by the district Common Instructional Framework. Pre-assessments will be a key component of quality instruction to close achievement gaps and to reduce learning loss. Pre-assessments are a district expectation for all teachers as outlined by the district Common Instructional Framework. Pre-assessments will include, but not be limited to SchoolNet, Canvas, Kahoot, district/school-created Common Formative Assessments (CFAs), DIAL (for PreK), etc. Utilizing data from these assessments, additional before, during, and after school tutoring will be implemented at all grade levels to front-load and catch students up on content. Priority will be given to any students who are quarantined due to a positive contraction of COVID-19 and/or are quarantined due to contact tracing. To assess student progress, CFAs will be consistent and standards-based across the district for grade levels and content areas. Instructional support personnel will continue to construct and tweak CFAs for teachers. Summative assessments will be used in data collection to determine the effectiveness of teaching strategies and to monitor student progress throughout the course. Summative assessments will include but are not limited to NC Check-Ins, EOCs, EOGs, i-Ready data, the BOG, etc. MTSS - The district will continue training in MTSS for administrators and teachers. School data discussions will outline the processes for placing students in the appropriate tiered level of support. Instructional support personnel will continue to train teachers on the most effective researched-based instructional strategies in PLCs. Using data, instructional staff work to provide targeted support to the students who need it, when they need it and in the area of need in order for growth to take place.

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

All activities will be evidence-based and standards-driven. Data, both formative and summative, will direct instructional practices. Data discussions will take place in school and district level PLCs. Examples of evidence-based activities through the standards-based curriculum: Letterland, Heggerty, SEFEL, Ready Rosie, decodable text, small group reading, HillRAP, Reading Research to Classroom Practice, All appropriate teachers will be adequately trained in any practice/program they will be required to use. Teachers have or will be trained in PLCs, Letterland, Heggerty, SEFEL, Ready Rosie, decodable text, small group reading, HillRAP, Reading Research to Classroom Practice, the Science of Reading, etc. One of the main district goals is to always strengthen core instruction. In 2020-2021, instructional support personnel have worked this year to dig into the standards and rewrite them in student-friendly language which we call learning targets. It is a universal expectation to post these in every classroom and reference them so students are aware of their learning goals. This process takes place in PLCs which meet weekly where teachers have to discuss standards, plan instruction, respond to student data. Moving forward a focus will be on providing research-based interventions for students who still have not mastered the content, especially those with learning gaps due to the nature of this school year. One of the strategies we will use to differentiate instruction in the planning and implementation of small group instruction. This will target the learning needs of individual students. MTSS - Multiple layers are in place to meet students' needs. All staff including counselors,

special education teachers, reading specialists, teacher assistants, and interventionists collaborate to identify and work on a variety of student needs including academic, social-emotional, and behavior. Training will continue to build on our MTSS framework for school improvement that is established at every school. Within this framework, data-driven problem-solving is used to promote growth from whole group core instruction to small group interventions. Using data, instructional staff work to provide targeted support to the students who need it, when they need it and in the area of need in order for growth to take place. Blended Learning is a district initiative due to the increase of devices due to COVID. The device is only as good as the instruction that accompanies it. Blended learning provides a balance of educational tools that give intentional options for learner agency which enhances engagement and success for all. Blended Learning will allow for differentiation, promotes student success, engages and empowers students, creates purposeful time with each student, prepares students for future success, and allows students to become creative and independent thinkers. There will be a committee of teachers representing each grade level/span and an appropriate device set up in each classroom. Training will be provided by Beyond the Chalk with a focus on station rotation, flipped classroom, and playlist models.

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

Parent/family communication is required for teachers/administrators in the district if students are not engaged/active in distance education. Contact logs must be kept at the school. The purpose of these contacts is to promote student success and involve parents in their child's learning. School administrators have been tasked with working with school staff in having engaging and interactive family engagement events; many of which can be done through virtual means. The focus of family engagement events is to provide technology and instructional support to families to make students more successful. All school and district communications are required to be put into a language families can understand. The district sends a minimum of weekly communication (by phone and email) regarding events and general information, as well as posting all information on the school website. There is also a Safe and Secure page on the district website updated by the Marketing and Communications Officer. There is also a Families page on the district website to provide information to parents and families.

* (D) Tracking student attendance and improving student engagement in distance education;

Attendance must be taken each day of the school year. Attendance for Plan B (Students with both on-site and off-site days - A/B students) If it is the student's assigned day to be on-site, the student must physically be in the building for at least half of the instructional day in order to be counted present. Early Checkout or Late codes may be used for students that are not present for the full instructional day. If it is the student's assigned day to be off-site, the student must meet the teacher's expectations for that day to be counted present. If technical issues prevent this from happening, the family must communicate with the teacher and/or school on that day for alternate arrangements to be made to be counted present. Absence, Early Checkout or Late codes may be used for students that do not fully meet the communicated expectations as appropriate. Attendance for Plan C or virtual only students (Students enrolled in DCS Virtual or otherwise being served only virtually) Please clearly communicate to your students what they must do to be counted "present" for every off-site or virtual

day. Absences may be coded retroactively if the expectation is discovered to have not been met. Please assign a 1R code to those students that meet expectations on off-site days. If a student should be on-site and they are not, they must be assigned a 2A absence code, even if they complete the work for that day. A student needs to meet the attendance expectations for at least half of their classes on an "off-site" day to be counted present (1R). This can be tracked by using period attendance but period attendance is not required by the state or the district. Daily attendance is required every day in the homeroom section, with all off-site present students being marked a 1R and absent students being marked a 2A by the teacher. The procedure to know whether a student is present or absent on an off-site day is to be developed by the school. Students must attend each teacher's synchronous instruction or meet other communicated expectations in order to be counted present for the day. If technical issues prevent this from happening, the family must communicate with the teacher and/or school on that day for alternate arrangements to be made to be counted present. Absence, Early Checkout, or Late codes may be used for students that do not fully meet the communicated expectations as appropriate. For asynchronous work that will determine attendance, it is suggested to set a due date and time for work/assignments at the end of the day (9 pm, midnight, etc). Do not set assignments to be due at the end of the school day since some students may be at locations where they can not complete off-site work during the school day and will complete it that evening. If a student does not finish the expected work on a particular day, they are absent for that day and must be coded as a 2A, unless there has been a communication from parents with a legitimate reason. If a legitimate reason exists, students can be counted present by turning in the work by the agreed due date between family and teacher. Legitimate reasons might include but are not limited to, lack of internet connectivity or other technical issues. Students can always make up the work, even when counted absent. Grading consequences might occur if the work is not made up in a reasonable amount of time, depending on the circumstances. You have the ability to change attendance up to four days in the past. There may be some times when you will be told that a student is not able to attend school (ie, quarantine), and the reason for that absence may not be able to be shared with you. In that case, you will provide work virtually to that student, but they will still be counted absent if it is their on-site day. For their off-site day, they can be counted present off-site (1R) if they are meeting the teacher's expectations for attendance. Canvas includes analytics to help you determine if a student participates in the content you have created. Please see this video to learn more about the analytics available in Canvas. It is very important that students do not physically attend schools if they are sick. Because of this, please remove any incentives or rewards for perfect attendance. Exam exemptions should not include an attendance component, and awards for perfect attendance should not be given. Any other rewards or incentives should not have an attendance component. Local board policies containing information about the consequences of absences are being reviewed for changes that need to be made. When you receive information from DHHS that a student is in quarantine, either from DHHS directly or through your nurse, code their on-site days as a 1D. Off-site days during quarantine or dates that a doctor/parent has excused can be coded as a 1R if the student is meeting attendance expectations. Otherwise, students would be coded a 1D,1B, or 1A as appropriate according to the documentation you have. All documentation should be placed in the attendance folder. If the documentation is verbal communication, a letter signed by the school employee providing the verbal communication or an email from that employee should be placed in the attendance folder stating the dates of the quarantine and the student name(s). The district also

tracks participation during virtual learning/activities: 71.5% Actively Engaged 18.7% Somewhat Engaged 9.7% Not Engaged 4.3% Not Connected Parent/family communication is required for teachers/administrators in the district if students are not engaged/active in distance education. Contact logs must be kept at the school.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Schools have been required to document all pre-pandemic student progress and compare it to pandemic student progress. PLCs focus on growth and outline trends (both negative and positive) for individual students, classes, grade levels, content areas, and schools. Supports are put into place currently for students who are falling behind, and preparations are being made for how to close those gaps beginning next school year. Teachers and administrators are currently working in PLCs on a plan to teach next year's content while catching students up on any learning loss. Summer Learning is focused on students that have the largest academic gaps/learning loss. Students were selected for our elementary school camps based on academic needs. Students being considered for retention were first invited to camp. Additional students were then prioritized based on academic need and invited. High School students were placed on three lists and were prioritized by the number of classes failed, the number of EOC classes failed, and the number of failed classes that count as graduation requirements. Student data, pulled at the end of first semester and again as the invitation process starts, will be used to determine if students will receive face-to-face instruction or if they will participate in the Program using GradPoint and APEX. All assessments, both formative and summative, will inform instruction in Davie County Schools as outlined by the district Common Instructional Framework. Pre-assessments will be a key component of quality instruction to close achievement gaps and to reduce learning loss. Pre-assessments are a district expectation for all teachers as outlined by the district Common Instructional Framework. Pre-assessments will include, but not be limited to SchoolNet, Canvas, Kahoot, district/school-created Common Formative Assessments (CFAs), DIAL (for PreK), etc. To assess student progress, CFAs will be consistent and standards-based across the district for grade levels and content areas. Instructional support personnel will continue to construct and tweak CFAs for teachers. Summative assessments will be used in data collection to determine the effectiveness of teaching strategies and to monitor student progress throughout the course. Summative assessments will include but are not limited to NC Check-Ins, EOCs, EOGs, i-Ready data, the BOG, etc.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	HVAC and facility upgrade in K Building for DCVS Davie County Virtual School (DCVS) will be housed in K building. Teachers will have their own classroom and students will be able to come in there in small groups for activities and as whole classes for state assessments. Without K Building, the district will be required to assess students at the student's previous home school or other school locations which potentially exposes those students to a COVID risk. Most students who chose the virtual school did so due to the student and/or caretaker being	June 2021- April 2022	Virus transmission data from virtual students and staff. Contact Tracing Air quality checks	$ 800,000.00

		immunocompromised while others chose the virtual school from fear of an increased risk of exposure to COVID. Having a separate space without other students/teachers creates a safer space for virtual students to socially distance when they are required to come back into the building. See a more detailed plan in the History Log.			
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No		June 2021-September 2021	Air quaility checks Virus transmission rates within school buidings Contact Tracing Data Quarantine data	$ 500,000.00

		After a clean air assessment for all HVAC systems in schools, ionization bars for eight school HVAC systems to provide cleaner air to classrooms. Ionization bars will be installed in the following schools: South Davie Middle Shady Grove Elementary William R. Davie Elementary Central Davie Pre-K Cornatzer Elementary Cooleemee Elementary Mocksville Elementary William Ellis Middle			

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				$ [ ]
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No		August 2022-June 2024	EC Program Data i-Ready Data EC Staffing Data EC Student Headcount Data Trans Math Reports Unique Learning System Reports	$ 45,000.00

		Reviewing EC assessment data, math was recognized as an area of concern. Trans Math Digital licenses will be purchased as a resource for EC students who choose to enroll in the virtual school. Unique Learning System licenses will also be purchased to support students on Extended Content Standards. Additional EC personnel will be hired in the highest need schools as determined by the percentage of students being served in the EC program.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ [ ]

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
	* ○ Yes ◉ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ◉ Yes ○ No		July 2021-July 2022	Walk-through Data (interactive use of devices) PDP Goals set specifically for the effective use of technology in the classroom Blended Learning Data	$ 500,000.00

11/10/2021 9:39:36 AM

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		SmartBoards were purchased in 2005 with a life expectancy of 10 years. Sixteen years later, the technology department has been able to keep them working, but they are becoming beyond repairable. Interactive whole class devices are now a staple of classroom instruction and have become a key component in quality instruction. The plan is to replace all K-5 SmartBoards with Interactive Flatpanel Televisions and 6-8 SmartBoards will be replaced with a Flatpanel Television with a casting device.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	The district will hire additional personnel to support students' social-emotional health to help where needed with a focus on our virtual students who seem to struggle the most due to a lack of face-to-face interactions. There will	June 2022- July 2024	Referrals to school counselors Referrals to cooperating mental health partners Student grades Student attendance Discipline data (Educator's Handbook)	$ 182,604.00

		also be a concerted effort to get the district back on track with Compassionate Resilient Schools (CRS) training. Training began in the spring of 2019 with the district planning full CRS implementation in every school by the end of the 2021-22 school year. Due to COVID-19, all training and implementation were put on hold. The plan is to use ESSER funding to give booster training to those who have already had the initial training and train all new staff and administrators. Davie County Schools would like to have full CRS implementation by the 2023-2024 school year.			
	* ⦿ Yes ◯ No		June-July 2022, 2023, 2024		$ 460,448.00

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.		A K-12 summer learning program will be conducted for Davie County Schools as required by legislation. All aspects of the legislation will be followed including prioritizing at-risk students; providing enrichment opportunities, SEL support, transportation, physical activities, breakfast, lunch, and a snack; and, using researched-based instructional practices, both face-to-face instruction and online modules. Staff participating in Summer School/Camp will be compensated and incentivized. We will follow the guidance as given by the legislature/NCDPI and the framework of the 2021 Summer Learning Program		Student retention/promotion Student assessment data Graduation rate Student social-emotional check-in data Child nutrition data Transportation data	
		The district plans to upgrade a current building and make it the instructional hub of	June 2021-April 2022		$ 3,386,523.26

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	our district as well as housing DCVS. The district currently needs a space large enough for professional development and training safely with social distancing and a single location to house DCVS teachers/administration or to assess virtual students. Without the building, virtual students could potentially be exposed to a heightened COVID risk. There will be a designated area in the building with Chromebooks and desktop computers staffed after hours by technology and instructional personnel for parents to bring their children into the building for instructional and technological help. District surveys showed families in our district have insufficient internet service or are without internet service. This lab will		DCVS and District graduation rate DCVS and District student assessment data Instructional Initiative Effectiveness Data from district needs assessment (Blended Learning, The Science of Reading, Math Effective Strategies, PLCs, etc) District-wide Student Growth Data Teacher effectiveness data as shown in EVAAS	

		help families gain access to quality internet service with instructional support. This building upgrade will have a direct impact on our district's learning loss. The district will provide a recruitment and retention bonus to staff due to the loss of staff and to recruit new staff. See additional descriptions and comments in History Log			
			Total ESSER III Allotment	$	5,874,575.26

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.

* ☑		Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ☑		Funds shall not be transferred into or out of this allotment category.
* ☑		**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Davie County Schools (300) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Durham Public Schools (320) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/5/2021 2:28:54 PM	Dietrich Morrison-Danner	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/5/2021 2:28:54 PM	Dietrich Morrison-Danner	Status changed to 'Chief Administrator Approved'.	S
☐	11/5/2021 2:28:45 PM	Dietrich Morrison-Danner	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

11/9/2021 1:36:30 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/5/2021 2:28:45 PM	Dietrich Morrison-Danner	Status changed to 'Fiscal Representative Approved'.	S
	11/5/2021 2:28:33 PM	Dietrich Morrison-Danner	Status changed to 'Revision Completed'.	S
	10/20/2021 3:05:01 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Durham Public Schools (320) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$34,489,528.00	$34,489,528.00
Carryover	$69,793,327.00	$69,793,327.00
Total	$104,282,855.00	$104,282,855.00

Budget

Durham Public Schools (320) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: [Received ▾]

Mark Plan As Required: ☑

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
320	181	1	No	Yes	2.82 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$34,489,528.00	$34,489,528.00
Carryover Amount:	$69,793,327.00	$69,793,327.00
Allotment Plus Carryover:	$104,282,855.00	$104,282,855.00
Total Budgeted:		$104,282,855.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/08/2021 08:03 AM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/8/2021 8:03 AM	Received		Admin, NCCCIP			
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/17/2021 10:29 AM	Approved (Pending)		Eddy, Melissa			
8/2/2021 9:23 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	162	000	00	$500,000.00	$0.00	$500,000.00		✏
ⓘ	Salary	3	5110	167	000	00	$141,138.93	$0.00	$141,138.93		✏
ⓘ	Salary	3	5110	180	140	00	$0.00	$1,250,000.00	$1,250,000.00	bonus pay	✏
ⓘ	Other	3	5110	180	140	01	$0.00	$2,000,000.00	$2,000,000.00	retention bonus	✏
ⓘ	Other	3	5110	211	000	00	$49,047.12	$0.00	$49,047.12		✏
ⓘ	Other	3	5110	211	140	00	$0.00	$95,625.00	$95,625.00		✏
ⓘ	Other	3	5110	211	140	01	$0.00	$153,000.00	$153,000.00		✏
ⓘ	Other	3	5110	221	000	00	$32,179.68	$0.00	$32,179.68		✏
ⓘ	Other	3	5110	311	140	00	$16,000.00	$0.00	$16,000.00		✏
ⓘ	Other	3	5110	312	140	00	$7,500.00	$0.00	$7,500.00		✏

	Type						Amount 1	Amount 2	Amount 3	Note	
ⓘ	Other	3	5110	351	140	00	$149,120.00	$0.00	$149,120.00		✏
ⓘ	Other	3	5110	418	221	00	$0.00	$1,604,389.10	$1,604,389.10	computer software	✏
ⓘ	Equipment	3	5110	462	140	00	$30,000.00	$0.00	$30,000.00		✏
ⓘ	Salary	3	5120	180	140	01	$0.00	$100,000.00	$100,000.00	retention bonus	✏
ⓘ	Other	3	5120	211	140	01	$0.00	$7,650.00	$7,650.00		✏
ⓘ	Salary	3	5130	180	140	01	$0.00	$100,000.00	$100,000.00	retention bonus	✏
ⓘ	Other	3	5130	211	140	01	$0.00	$7,650.00	$7,650.00		✏
ⓘ	Salary	3	5210	131	221	00	$370,800.00	$0.00	$370,800.00		✏
ⓘ	Salary	3	5210	135	000	00	$339,900.00	$0.00	$339,900.00		✏
ⓘ	Salary	3	5210	162	000	00	$200,000.00	$0.00	$200,000.00		✏
ⓘ	Salary	3	5210	167	000	00	$99,953.06	$0.00	$99,953.06		✏
ⓘ	Salary	3	5210	180	140	01	$0.00	$500,000.00	$500,000.00	retention bonus	✏
ⓘ	Salary	3	5210	181	000	00	$52,260.00	$0.00	$52,260.00		✏
ⓘ	Other	3	5210	181	221	00	$62,712.00	$0.00	$62,712.00		✏
ⓘ	Other	3	5210	211	000	00	$52,946.65	$0.00	$52,946.65		✏
ⓘ	Other	3	5210	211	140	01	$0.00	$38,250.00	$38,250.00		✏
ⓘ	Other	3	5210	211	221	00	$33,163.66	$0.00	$33,163.66		✏
ⓘ	Other	3	5210	221	000	00	$112,201.78	$0.00	$112,201.78		✏
ⓘ	Other	3	5210	221	221	00	$98,840.74	$0.00	$98,840.74		✏
ⓘ	Other	3	5210	231	221	00	$39,000.00	$0.00	$39,000.00		✏
ⓘ	Other	3	5210	411	000	00	$36,128.80	$0.02	$36,128.82	revised	✏
ⓘ	Salary	3	5220	180	140	01	$0.00	$500,000.00	$500,000.00	retention bonus	✏
ⓘ	Other	3	5220	211	140	01	$0.00	$38,250.00	$38,250.00		✏
ⓘ	Salary	3	5230	180	140	01	$0.00	$250,000.00	$250,000.00	retention bonus	✏
ⓘ	Other	3	5230	211	140	01	$0.00	$19,125.00	$19,125.00		✏
ⓘ	Salary	3	5240	180	140	01	$0.00	$100,000.00	$100,000.00	retention bonus	✏

	Type										
ℹ	Other	3	5240	211	140	01	$0.00	$7,650.00	$7,650.00		✏
ℹ	Salary	3	5260	180	140	01	$0.00	$250,000.00	$250,000.00	retention bonus	✏
ℹ	Other	3	5260	211	140	01	$0.00	$19,125.00	$19,125.00		✏
ℹ	Salary	3	5270	131	221	00	$370,800.00	$0.00	$370,800.00		✏
ℹ	Salary	3	5270	146	239	00	$299,999.52	$0.00	$299,999.52		✏
ℹ	Salary	3	5270	162	000	00	$15,000.00	$0.00	$15,000.00		✏
ℹ	Salary	3	5270	167	000	00	$19,860.38	$0.00	$19,860.38		✏
ℹ	Salary	3	5270	180	140	01	$0.00	$250,000.00	$250,000.00	retention bonus	✏
ℹ	Salary	3	5270	181	221	00	$57,924.00	$0.00	$57,924.00		✏
ℹ	Other	3	5270	211	000	00	$2,666.82	$0.00	$2,666.82		✏
ℹ	Other	3	5270	211	140	01	$0.00	$19,125.00	$19,125.00		✏
ℹ	Other	3	5270	211	221	00	$32,797.39	$0.00	$32,797.39		✏
ℹ	Other	3	5270	211	239	00	$22,949.96	$0.00	$22,949.96		✏
ℹ	Other	3	5270	221	000	00	$4,528.17	$0.00	$4,528.17		✏
ℹ	Other	3	5270	221	221	00	$97,749.07	$0.00	$97,749.07		✏
ℹ	Other	3	5270	221	239	00	$68,399.89	$0.00	$68,399.89		✏
ℹ	Other	3	5270	231	221	00	$39,000.00	$0.00	$39,000.00		✏
ℹ	Other	3	5270	231	239	00	$39,000.00	$0.00	$39,000.00		✏
ℹ	Other	3	5270	411	000	00	$43,619.54	$0.00	$43,619.54		✏
ℹ	Salary	3	5310	180	140	01	$0.00	$250,000.00	$250,000.00	retention bonus	✏
ℹ	Other	3	5310	211	140	01	$0.00	$19,125.00	$19,125.00		✏
ℹ	Salary	3	5320	180	140	01	$0.00	$10,000.00	$10,000.00	retention bonus	✏
ℹ	Other	3	5320	211	140	01	$0.00	$765.00	$765.00		✏
ℹ	Salary	3	5330	142	279	00	$304,000.32	$0.00	$304,000.32		✏
ℹ	Salary	3	5330	146	279	00	$600,000.48	$0.00	$600,000.48		✏
ℹ	Salary	3	5330	162	000	00	$300,000.00	$0.00	$300,000.00		✏
ℹ	Salary	3	5330	167	000	00	$50,139.32	$0.00	$50,139.32		✏

ℹ	Salary	3	5330	180	140	01	$0.00	$50,000.00	$50,000.00	retention bonus	✏
ℹ	Other	3	5330	211	000	00	$26,785.66	$0.00	$26,785.66		✏
ℹ	Other	3	5330	211	140	01	$0.00	$3,825.00	$3,825.00		✏
ℹ	Other	3	5330	211	279	00	$69,156.06	$0.00	$69,156.06		✏
ℹ	Other	3	5330	221	000	00	$11,431.77	$0.00	$11,431.77		✏
ℹ	Other	3	5330	221	279	00	$206,112.18	$0.00	$206,112.18		✏
ℹ	Other	3	5330	231	279	00	$130,000.00	$0.00	$130,000.00		✏
ℹ	Other	3	5330	411	000	00	$72,040.92	$0.00	$72,040.92		✏
ℹ	Other	3	5330	411	141	00	$0.00	$1,024,405.25	$1,024,405.25	supplies	✏
ℹ	Salary	3	5340	180	140	01	$0.00	$100,000.00	$100,000.00	retention bonus	✏
ℹ	Other	3	5340	211	140	01	$0.00	$7,650.00	$7,650.00		✏
ℹ	Salary	3	5350	192	141	00	$0.00	$8,725,477.26	$8,725,477.26	addl responsibility over the year/sch	✏
ℹ	Other	3	5350	192	221	00	$1,200,000.00	($1,200,000.00)	$0.00	reducing the addl responsibility stipend	✏
ℹ	Salary	3	5350	196	140	00	$150,000.00	$0.00	$150,000.00		✏
ℹ	Other	3	5350	198	221	00	$6,000,000.00	($6,000,000.00)	$0.00	reducing out the tutoring	✏
ℹ	Other	3	5350	211	140	00	$11,475.00	$0.00	$11,475.00		✏
ℹ	Other	3	5350	211	141	00	$0.00	$667,499.01	$667,499.01		✏
ℹ	Other	3	5350	211	221	00	$550,800.00	($550,800.00)	$0.00		✏
ℹ	Other	3	5350	221	141	00	$0.00	$1,989,408.82	$1,989,408.82		✏
ℹ	Other	3	5350	221	221	00	$1,641,600.00	($1,641,600.00)	$0.00		✏
ℹ	Other	3	5350	221	140	00	$34,200.00	$0.00	$34,200.00		✏
ℹ	Other	3	5350	331	246	00	$0.00	$1,800,000.00	$1,800,000.00	transportation for summer	✏
ℹ	Other	3	5350	411	246	00	$0.00	$854,087.60	$854,087.60	summer supplies & materials	✏

ⓘ	Other	3	5350	459	246	00	$0.00	$480,000.00	$480,000.00	other food purchases	✏
ⓘ	Salary	3	5360	126	246	00	$0.00	$13,454,080.00	$13,454,080.00	summer program teachers	✏
ⓘ	Salary	3	5360	142	246	00	$0.00	$594,000.00	$594,000.00	summer TA extra duty	✏
ⓘ	Salary	3	5360	146	246	00	$0.00	$227,700.00	$227,700.00	summer extra duty	✏
ⓘ	Salary	3	5360	151	246	00	$0.00	$227,700.00	$227,700.00	summer program admins	✏
ⓘ	Salary	3	5360	162	246	00	$0.00	$300,000.00	$300,000.00	sub pay for summer prgrm	✏
ⓘ	Salary	3	5360	180	246	00	$0.00	$960,000.00	$960,000.00	bonus for summer work	✏
ⓘ	Other	3	5360	211	246	00	$0.00	$1,205,906.22	$1,205,906.22		✏
ⓘ	Salary	3	5400	180	140	00	$0.00	$25,000.00	$25,000.00	recruitment bonus	✏
ⓘ	Other	3	5400	180	140	01	$0.00	$100,000.00	$100,000.00	retention bonus	✏
ⓘ	Other	3	5400	211	140	00	$0.00	$1,912.50	$1,912.50		✏
ⓘ	Other	3	5400	211	140	01	$0.00	$7,650.00	$7,650.00		✏
ⓘ	Salary	3	5410	180	140	01	$0.00	$100,000.00	$100,000.00	retention bonus	✏
ⓘ	Other	3	5410	211	140	01	$0.00	$7,650.00	$7,650.00		✏
ⓘ	Salary	3	5420	180	140	01	$0.00	$200,000.00	$200,000.00	retention bonus	✏
ⓘ	Other	3	5420	211	140	01	$0.00	$15,300.00	$15,300.00		✏
ⓘ	Salary	3	5810	180	140	01	$0.00	$250,000.00	$250,000.00	retention bonus	✏
ⓘ	Other	3	5810	211	140	01	$0.00	$19,125.00	$19,125.00		✏
ⓘ	Salary	3	5820	180	140	01	$0.00	$200,000.00	$200,000.00	retention bonus	✏
ⓘ	Other	3	5820	211	140	01	$0.00	$15,300.00	$15,300.00		✏
ⓘ	Salary	3	5830	180	140	01	$0.00	$200,000.00	$200,000.00	retention bonus	✏
ⓘ	Other	3	5830	211	140	01	$0.00	$15,300.00	$15,300.00		✏
ⓘ											✏

	Other	3	5830	411	000	00	$46,605.84	$0.00	$46,605.84	
ℹ️	Salary	3	5840	146	143	00	$0.00	$580,000.00	$580,000.00	salaries of Covid-19 dept ✏️
ℹ️	Salary	3	5840	180	140	01	$0.00	$25,000.00	$25,000.00	retention bonus ✏️
ℹ️	Other	3	5840	211	140	01	$0.00	$1,912.50	$1,912.50	✏️
ℹ️	Other	3	5840	211	143	00	$0.00	$44,370.00	$44,370.00	✏️
ℹ️	Other	3	5840	221	143	00	$0.00	$132,240.00	$132,240.00	✏️
ℹ️	Other	3	5840	231	143	00	$0.00	$65,000.00	$65,000.00	✏️
ℹ️	Other	3	5840	311	279	00	$600,000.00	($450,000.00)	$150,000.00	reduced down to covid-19 dept ✏️
ℹ️	Other	3	5840	312	143	00	$0.00	$15,000.00	$15,000.00	workshop expenses ✏️
ℹ️	Other	3	5840	314	143	00	$0.00	$4,000.00	$4,000.00	printing and binding ✏️
ℹ️	Other	3	5840	332	143	00	$0.00	$16,000.00	$16,000.00	travel reimbursement ✏️
ℹ️	Other	3	5840	344	143	00	$0.00	$10,000.00	$10,000.00	mobile communications ✏️
ℹ️	Other	3	5840	411	143	00	$0.00	$15,000.00	$15,000.00	supplies & materials ✏️
ℹ️	Other	3	5840	418	143	00	$0.00	$10,000.00	$10,000.00	computer software ✏️
ℹ️	Equipment	3	5840	461	143	00	$0.00	$10,000.00	$10,000.00	tables and chairs ✏️
ℹ️	Equipment	3	5840	462	143	00	$0.00	$10,000.00	$10,000.00	computers for covid-19 team ✏️
ℹ️	Salary	3	6110	180	140	01	$0.00	$100,000.00	$100,000.00	retention bonus ✏️
ℹ️	Other	3	6110	211	140	01	$0.00	$7,650.00	$7,650.00	✏️
ℹ️	Other	3	6110	352	140	00	$88,042.00	$0.00	$88,042.00	✏️
ℹ️	Salary	3	6120	180	140	01	$0.00	$10,000.00	$10,000.00	retention bonus ✏️
ℹ️	Other	3	6120	211	140	01	$0.00	$765.00	$765.00	✏️

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	Type		Fund	Object	Program	Sub	Original	Change	Revised	Description	
ⓘ	Salary	3	6200	180	140	01	$0.00	$10,000.00	$10,000.00	retention bonus	✏
ⓘ	Other	3	6200	211	140	01	$0.00	$765.00	$765.00		✏
ⓘ	Salary	3	6300	180	140	01	$0.00	$10,000.00	$10,000.00	retention bonus	✏
ⓘ	Other	3	6300	211	140	01	$0.00	$765.00	$765.00		✏
ⓘ	Salary	3	6400	131	221	00	$906,400.00	$0.00	$906,400.00		✏
ⓘ	Salary	3	6400	152	121	00	$559,999.68	($279,999.84)	$279,999.84	reducing 2nd year positions	✏
ⓘ	Other	3	6400	152	221	00	$900,000.00	$0.00	$900,000.00		✏
ⓘ	Salary	3	6400	180	140	01	$0.00	$50,000.00	$50,000.00	retention bonus	✏
ⓘ	Salary	3	6400	181	221	00	$139,360.00	$0.00	$139,360.00		✏
ⓘ	Other	3	6400	211	140	01	$0.00	$3,825.00	$3,825.00		✏
ⓘ	Other	3	6400	211	221	00	$148,850.64	$0.00	$148,850.64		✏
ⓘ	Other	3	6400	211	121	00	$42,839.98	($21,419.99)	$21,419.99		✏
ⓘ	Other	3	6400	221	221	00	$443,633.28	$0.00	$443,633.28		✏
ⓘ	Other	3	6400	221	121	00	$127,679.93	($63,839.97)	$63,839.96		✏
ⓘ	Other	3	6400	231	121	00	$52,000.00	($26,000.00)	$26,000.00		✏
ⓘ	Other	3	6400	231	221	00	$234,000.00	$0.00	$234,000.00		✏
ⓘ	Other	3	6400	311	121	00	$1,362,698.80	($682,348.80)	$680,350.00	reducing contract lines	✏
ⓘ	Other	3	6400	344	121	00	$1,200,000.00	($600,000.00)	$600,000.00	reducing wifi	✏
ⓘ	Other	3	6400	411	221	00	$31,048.58	$0.00	$31,048.58		✏
ⓘ	Other	3	6400	418	121	00	$1,600,000.00	($800,000.00)	$800,000.00	reducing software	✏
ⓘ	Equipment	3	6400	461	121	00	$800,400.00	($400,200.00)	$400,200.00	reducing 2nd year costs	✏
ⓘ	Equipment	3	6400	462	121	00	$3,189,600.00	($1,594,800.00)	$1,594,800.00	reducing amount of chromebooks	✏
ⓘ	Salary	3	6540	173	000	00	$2,496,000.00	($1,248,000.00)	$1,248,000.00	reducing positions for 2nd year	✏
ⓘ	Salary	3	6540	180	140	00	$0.00	$25,000.00	$25,000.00	recruitment bonus	✏

ⓘ	Other	3	6540	180	140	01	$0.00	$350,000.00	$350,000.00	retention bonus	✎
ⓘ	Salary	3	6540	199	000	00	$200,000.00	($100,000.00)	$100,000.00	reducing overtime hours	✎
ⓘ	Other	3	6540	211	000	00	$206,244.00	($103,122.00)	$103,122.00		✎
ⓘ	Other	3	6540	211	140	00	$0.00	$1,912.50	$1,912.50		✎
ⓘ	Other	3	6540	211	140	01	$0.00	$26,775.00	$26,775.00		✎
ⓘ	Other	3	6540	311	152	00	$1,250,000.00	($170,757.52)	$1,079,242.48	reducing contracted services	✎
ⓘ	Other	3	6540	411	152	00	$1,300,000.00	($300,000.00)	$1,000,000.00	reducing supplies	✎
ⓘ	Salary	3	6550	171	000	00	$580,000.00	$0.00	$580,000.00		✎
ⓘ	Salary	3	6550	180	140	00	$0.00	$75,000.00	$75,000.00	recruitment bonus	✎
ⓘ	Other	3	6550	180	140	01	$0.00	$300,000.00	$300,000.00	retention bonus	✎
ⓘ	Other	3	6550	211	000	00	$44,370.00	$0.00	$44,370.00		✎
ⓘ	Other	3	6550	211	140	00	$0.00	$5,737.50	$5,737.50		✎
ⓘ	Other	3	6550	211	140	01	$0.00	$22,950.00	$22,950.00		✎
ⓘ	Other	3	6550	221	000	00	$132,240.00	$0.00	$132,240.00		✎
ⓘ	Other	3	6550	423	000	00	$250,138.64	$0.00	$250,138.64		✎
ⓘ	Salary	3	6560	180	140	01	$0.00	$10,000.00	$10,000.00	retention bonus	✎
ⓘ	Other	3	6560	211	140	01	$0.00	$765.00	$765.00		✎
ⓘ	Other	3	6570	522	151	00	$2,000,000.00	$0.00	$2,000,000.00		✎
ⓘ	Other	3	6570	523	151	00	$2,721,708.82	$5,278,291.18	$8,000,000.00	increase for fac planning-hvac	✎
ⓘ	Other	3	6570	532	151	00	$2,837,869.88	$6,162,130.12	$9,000,000.00	increase to improvements to existing sites	✎
ⓘ	Salary	3	6580	180	140	01	$0.00	$150,000.00	$150,000.00	retention bonus	✎
ⓘ	Other	3	6580	211	140	01	$0.00	$11,475.00	$11,475.00		✎
ⓘ	Other	3	6580	311	151	00	$400,000.00	$0.00	$400,000.00		✎

	Type		Fund	Obj	Func		Amount 1	Amount 2	Amount 3	Description	
ⓘ	Other	3	6580	325	151	00	$2,760,000.00	$0.00	$2,760,000.00		✏
ⓘ	Other	3	6580	326	151	00	$4,800,000.00	$0.00	$4,800,000.00		✏
ⓘ	Other	3	6580	411	151	00	$2,000,000.00	$0.00	$2,000,000.00		✏
ⓘ	Other	3	6580	422	151	00	$1,000,000.00	$0.00	$1,000,000.00		✏
ⓘ	Salary	3	6610	180	140	01	$0.00	$45,000.00	$45,000.00	retention bonus	✏
ⓘ	Other	3	6610	211	140	01	$0.00	$3,442.50	$3,442.50		✏
ⓘ	Salary	3	6620	180	140	01	$0.00	$45,000.00	$45,000.00	retention bonus	✏
ⓘ	Other	3	6620	211	140	01	$0.00	$3,442.50	$3,442.50		✏
ⓘ	Salary	3	6710	180	140	01	$0.00	$25,000.00	$25,000.00	retention bonus	✏
ⓘ	Other	3	6710	211	140	01	$0.00	$1,912.50	$1,912.50		✏
ⓘ	Salary	3	6820	180	140	01	$0.00	$10,000.00	$10,000.00	retention bonus	✏
ⓘ	Other	3	6820	211	140	01	$0.00	$765.00	$765.00		✏
ⓘ	Salary	3	6840	180	140	01	$0.00	$15,000.00	$15,000.00	retention bonus	✏
ⓘ	Other	3	6840	211	140	01	$0.00	$1,147.50	$1,147.50		✏
ⓘ	Other	3	6840	312	151	00	$600,000.00	$0.00	$600,000.00		✏
ⓘ	Salary	3	6860	180	140	01	$0.00	$15,000.00	$15,000.00	retention bonus	✏
ⓘ	Other	3	6860	211	140	01	$0.00	$1,147.50	$1,147.50		✏
ⓘ	Salary	3	6940	180	140	01	$0.00	$20,000.00	$20,000.00	retention bonus	✏
ⓘ	Other	3	6940	211	140	01	$0.00	$1,530.00	$1,530.00		✏
ⓘ	Salary	3	6950	180	140	01	$0.00	$5,000.00	$5,000.00	retention bonus	✏
ⓘ	Other	3	6950	211	140	01	$0.00	$382.50	$382.50		✏
ⓘ	Salary	3	7110	165	265	00	$0.00	$300,000.00	$300,000.00	before and afterschool program	✏
ⓘ	Salary	3	7110	178	265	00	$0.00	$1,500,000.00	$1,500,000.00	before/afterschool leaders	✏
ⓘ	Other	3	7110	211	265	00	$0.00	$137,700.00	$137,700.00		✏
ⓘ	Salary	3	7200	165	132	00	$0.00	$150,000.00	$150,000.00	subs for cns	✏

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	7200	180	140	00	$0.00	$75,000.00	$75,000.00	retention bonus	✏
ⓘ	Other	3	7200	180	140	01	$0.00	$300,000.00	$300,000.00	retention bonus	✏
ⓘ	Other	3	7200	211	132	00	$0.00	$11,475.00	$11,475.00		✏
ⓘ	Other	3	7200	211	140	00	$0.00	$5,737.50	$5,737.50		✏
ⓘ	Other	3	7200	211	140	01	$0.00	$22,950.00	$22,950.00		✏
ⓘ	Other	3	7200	311	132	00	$700,000.00	($290,325.00)	$409,675.00	reduction	✏
ⓘ	Other	3	7200	411	132	00	$50,000.00	($50,000.00)	$0.00	reduce for salaries	✏
ⓘ	Other	3	7200	453	132	00	$50,000.00	($50,000.00)	$0.00	reduce	✏
ⓘ	Other	3	8100	392	000	00	$1,586,493.72	$675,161.01	$2,261,654.73		✏
						Total:	**$55,333,152.66**	**$41,719,614.97**	**$97,052,767.63**		

304 - Bethesda Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5210	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing down to 1 position	✏
ⓘ	Salary	3	5210	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for position	✏
ⓘ	Other	3	5210	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ⓘ	Other	3	5210	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ⓘ	Other	3	5210	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
ⓘ	Salary	3	5270	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reduced position	✏
ⓘ	Salary	3	5270	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏
ⓘ	Other	3	5270	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ⓘ	Other	3	5270	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ⓘ	Other	3	5270	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏

| | | | | | | | Total: | $336,705.82 | ($168,352.92) | $168,352.90 | | |

306 - Brogden Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5210	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 1 position	✎
ⓘ	Salary	3	5210	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✎
ⓘ	Other	3	5210	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✎
ⓘ	Other	3	5210	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✎
ⓘ	Other	3	5210	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✎
ⓘ	Salary	3	5270	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reduced position	✎
ⓘ	Salary	3	5270	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✎
ⓘ	Other	3	5270	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✎
ⓘ	Other	3	5270	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✎
ⓘ	Other	3	5270	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✎
ⓘ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	✎
ⓘ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✎
ⓘ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✎
ⓘ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✎
ⓘ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✎
ⓘ	Salary	3	5830	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year position	✎
ⓘ	Salary	3	5830	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reducing 2nd year supplement	✎

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5830	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✎
ⓘ	Other	3	5830	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✎
ⓘ	Other	3	5830	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✎
						Total:	$703,754.30	($351,877.14)	$351,877.16		

310 - Eastway Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	✎
ⓘ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✎
ⓘ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✎
ⓘ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✎
ⓘ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✎
ⓘ	Salary	3	5330	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year positions	✎
ⓘ	Salary	3	5330	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reducing 2nd year supplement	✎
ⓘ	Other	3	5330	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✎
ⓘ	Other	3	5330	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✎
ⓘ	Other	3	5330	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✎
						Total:	$367,048.48	($183,524.22)	$183,524.26		

312 - C E Jordan High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reduced position	✎
ⓘ	Salary	3	5270	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for	✎

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										2nd year	
ℹ	Other	3	5270	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ℹ	Other	3	5270	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ℹ	Other	3	5270	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
ℹ	Salary	3	5330	121	000	00	$206,000.00	($103,000.00)	$103,000.00	reducing 2nd year positions	✏
ℹ	Salary	3	5330	127	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year positions	✏
ℹ	Salary	3	5330	181	000	00	$49,600.00	($24,800.00)	$24,800.00	reducing 2nd year supplement	✏
ℹ	Other	3	5330	211	000	00	$28,220.85	($14,110.41)	$14,110.44		✏
ℹ	Other	3	5330	221	000	00	$84,109.20	($42,054.60)	$42,054.60		✏
ℹ	Other	3	5330	231	000	00	$39,000.00	($19,500.00)	$19,500.00		✏
ℹ	Salary	3	5830	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year salary	✏
ℹ	Salary	3	5830	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reducing 2nd year supplement	✏
ℹ	Other	3	5830	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
ℹ	Other	3	5830	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
ℹ	Other	3	5830	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$872,107.20	($436,053.58)	$436,053.62		

316 - George L Carrington Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5210	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 1 position	✏
ℹ	Salary	3	5210	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏
ℹ											✏

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5210	211	000	00	$9,110.39	($4,555.20)	$4,555.19		
ⓘ	Other	3	5210	221	000	00	$27,152.52	($13,576.26)	$13,576.26		🖉
ⓘ	Other	3	5210	231	000	00	$13,000.00	($6,500.00)	$6,500.00		🖉
						Total:	$168,352.91	($84,176.46)	$84,176.45		

319 - Creekside Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reduced position	🖉
ⓘ	Salary	3	5270	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	🖉
ⓘ	Other	3	5270	211	000	00	$9,110.39	($4,555.20)	$4,555.19		🖉
ⓘ	Other	3	5270	221	000	00	$27,152.52	($13,576.26)	$13,576.26		🖉
ⓘ	Other	3	5270	231	000	00	$13,000.00	($6,500.00)	$6,500.00		🖉
						Total:	$168,352.91	($84,176.46)	$84,176.45		

320 - Glenn Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5210	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 1 position	🖉
ⓘ	Salary	3	5210	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	🖉
ⓘ	Other	3	5210	211	000	00	$9,110.39	($4,555.20)	$4,555.19		🖉
ⓘ	Other	3	5210	221	000	00	$27,152.52	($13,576.26)	$13,576.26		🖉
ⓘ	Other	3	5210	231	000	00	$13,000.00	($6,500.00)	$6,500.00		🖉
ⓘ	Salary	3	5270	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing position	🖉
ⓘ	Salary	3	5270	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing	🖉

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										supplement for 2nd year	
ℹ	Other	3	5270	211	000	00	$9,110.39	($4,555.20)	$4,555.19		🖊
ℹ	Other	3	5270	221	000	00	$27,152.52	($13,576.26)	$13,576.26		🖊
ℹ	Other	3	5270	231	000	00	$13,000.00	($6,500.00)	$6,500.00		🖊
						Total:	$336,705.82	($168,352.92)	$168,352.90		

322 - Durham's Performance Learning Center

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	🖊
ℹ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	🖊
ℹ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		🖊
ℹ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		🖊
ℹ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		🖊
						Total:	$183,524.24	($91,762.11)	$91,762.13		

323 - Durham School of the Arts

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5330	121	000	00	$206,000.00	($103,000.00)	$103,000.00	reducing 2nd year positions	🖊
ℹ	Salary	3	5330	181	000	00	$32,180.00	($16,090.00)	$16,090.00	reducing 2nd year supplement	🖊
ℹ	Other	3	5330	211	000	00	$18,220.77	($9,110.38)	$9,110.39		🖊
ℹ	Other	3	5330	221	000	00	$54,305.04	($27,152.52)	$27,152.52		🖊
ℹ	Other	3	5330	231	000	00	$26,000.00	($13,000.00)	$13,000.00		🖊
						Total:	$336,705.81	($168,352.90)	$168,352.91		

325 - Hillside High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$309,000.00	($154,500.00)	$154,500.00	reducing 2nd year positions	✎
ⓘ	Salary	3	5330	127	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year positions	✎
ⓘ	Salary	3	5330	181	000	00	$65,765.00	($32,882.50)	$32,882.50	reduce down the 2nd year position	✎
ⓘ	Other	3	5330	211	000	00	$37,336.97	($18,668.47)	$18,668.50		✎
ⓘ	Other	3	5330	221	000	00	$111,278.82	($55,639.41)	$55,639.41		✎
ⓘ	Other	3	5330	231	000	00	$52,000.00	($26,000.00)	$26,000.00		✎
ⓘ	Salary	3	5830	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year salary	✎
ⓘ	Salary	3	5830	181	000	00	$17,345.00	($8,672.50)	$8,672.50	reducing 2nd year supplement	✎
ⓘ	Other	3	5830	211	000	00	$9,994.34	($4,997.16)	$4,997.18		✎
ⓘ	Other	3	5830	221	000	00	$29,787.06	($14,893.53)	$14,893.53		✎
ⓘ	Other	3	5830	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✎
						Total:	$872,107.19	($436,053.57)	$436,053.62		

328 - Holt Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$206,000.00	($103,000.00)	$103,000.00	reducing 2nd year positions	✎
ⓘ	Salary	3	5270	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year position	✎
ⓘ	Salary	3	5270	181	000	00	$49,600.00	($24,800.00)	$24,800.00	reducing supplement for	✎

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										2nd year	
ⓘ	Other	3	5270	211	000	00	$28,220.85	($14,110.41)	$14,110.44		✏
ⓘ	Other	3	5270	221	000	00	$84,109.20	($42,054.60)	$42,054.60		✏
ⓘ	Other	3	5270	231	000	00	$39,000.00	($19,500.00)	$19,500.00		✏
						Total:	$520,230.05	($260,115.01)	$260,115.04		

332 - Forest View Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 2nd year position	✏
ⓘ	Salary	3	5270	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏
ⓘ	Other	3	5270	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ⓘ	Other	3	5270	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ⓘ	Other	3	5270	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$168,352.91	($84,176.46)	$84,176.45		

340 - Little River K-8 School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5210	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 1 position	✏
ⓘ	Salary	3	5210	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏
ⓘ	Other	3	5210	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ⓘ	Other	3	5210	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ⓘ	Other	3	5210	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏

							Total:	$168,352.91	($84,176.46)	$84,176.45		

341 - Lakeview School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	✏
ⓘ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✏
ⓘ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
ⓘ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
ⓘ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$183,524.24	($91,762.11)	$91,762.13		

343 - Lucas Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$206,000.00	($103,000.00)	$103,000.00	reducing 2nd year positions	✏
ⓘ	Salary	3	5330	181	000	00	$32,180.00	($16,090.00)	$16,090.00	reducing 2nd year supplement	✏
ⓘ	Other	3	5330	211	000	00	$18,220.77	($9,110.38)	$9,110.39		✏
ⓘ	Other	3	5330	221	000	00	$54,305.04	($27,152.52)	$27,152.52		✏
ⓘ	Other	3	5330	231	000	00	$26,000.00	($13,000.00)	$13,000.00		✏
						Total:	$336,705.81	($168,352.90)	$168,352.91		

344 - Fayetteville Street Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$206,000.00	($103,000.00)	$103,000.00	reducing 2nd year positions	✏

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	181	000	00	$32,180.00	($16,090.00)	$16,090.00	reducing 2nd year supplement	✏️
ⓘ	Other	3	5330	211	000	00	$18,220.77	($9,110.38)	$9,110.39		✏️
ⓘ	Other	3	5330	221	000	00	$54,305.04	($27,152.52)	$27,152.52		✏️
ⓘ	Other	3	5330	231	000	00	$26,000.00	($13,000.00)	$13,000.00		✏️
						Total:	$336,705.81	($168,352.90)	$168,352.91		

346 - Lowe's Grove Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5210	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 1 position	✏️
ⓘ	Salary	3	5210	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏️
ⓘ	Other	3	5210	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏️
ⓘ	Other	3	5210	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏️
ⓘ	Other	3	5210	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏️
ⓘ	Salary	3	5330	121	000	00	$309,000.00	($154,500.00)	$154,500.00	reducing 2nd year positions	✏️
ⓘ	Salary	3	5330	127	000	00	$226,600.00	($113,300.00)	$113,300.00	reducing 2nd year positions	✏️
ⓘ	Salary	3	5330	181	000	00	$83,110.00	($41,555.00)	$41,555.00	reducing 2nd year supplement	✏️
ⓘ	Other	3	5330	211	000	00	$47,331.32	($23,665.66)	$23,665.66		✏️
ⓘ	Other	3	5330	221	000	00	$141,065.88	($70,532.94)	$70,532.94		✏️
ⓘ	Other	3	5330	231	000	00	$65,000.00	($32,500.00)	$32,500.00		✏️
ⓘ	Salary	3	5830	131	000	00	$113,300.00	($56,650.00)	$56,650.00	taking out 2nd year position	✏️
ⓘ	Salary	3	5830	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✏️

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5830	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✎
ℹ	Other	3	5830	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✎
ℹ	Other	3	5830	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✎
						Total:	$1,223,984.35	($611,992.17)	$611,992.18		

352 - Merrick-Moore Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	✎
ℹ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✎
ℹ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✎
ℹ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✎
ℹ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✎
ℹ	Salary	3	5330	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year positions	✎
ℹ	Salary	3	5330	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reducing 2nd year supplement	✎
ℹ	Other	3	5330	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✎
ℹ	Other	3	5330	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✎
ℹ	Other	3	5330	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✎
						Total:	$367,048.48	($183,524.22)	$183,524.26		

355 - Neal Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5210	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 1 position	✎
ℹ	Salary	3	5210	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing	✎

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										supplement for 2nd year	
ⓘ	Other	3	5210	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ⓘ	Other	3	5210	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ⓘ	Other	3	5210	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
ⓘ	Salary	3	5270	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 2nd year position	✏
ⓘ	Salary	3	5270	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏
ⓘ	Other	3	5270	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ⓘ	Other	3	5270	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ⓘ	Other	3	5270	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
ⓘ	Salary	3	5330	121	000	00	$309,000.00	($154,500.00)	$154,500.00	reducing 2nd year positions	✏
ⓘ	Salary	3	5330	181	000	00	$48,270.00	($24,135.00)	$24,135.00	reducing 2nd year supplement	✏
ⓘ	Other	3	5330	211	000	00	$27,331.16	($13,665.58)	$13,665.58		✏
ⓘ	Other	3	5330	221	000	00	$81,457.56	($40,728.78)	$40,728.78		✏
ⓘ	Other	3	5330	231	000	00	$39,000.00	($19,500.00)	$19,500.00		✏
ⓘ	Salary	3	5830	131	000	00	$113,300.00	($56,650.00)	$56,650.00	taking out 2nd year position	✏
ⓘ	Salary	3	5830	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✏
ⓘ	Other	3	5830	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
ⓘ	Other	3	5830	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
ⓘ	Other	3	5830	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$1,025,288.78	($512,644.39)	$512,644.39		

356 - Northern High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
🛈	Salary	3	5330	121	000	00	$309,000.00	($154,500.00)	$154,500.00	reducing 2nd year positions	✏
🛈	Salary	3	5330	127	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year positions	✏
🛈	Salary	3	5330	181	000	00	$65,690.00	($32,845.00)	$32,845.00	reducing 2nd year supplement	✏
🛈	Other	3	5330	211	000	00	$37,331.24	($18,665.61)	$18,665.63		✏
🛈	Other	3	5330	221	000	00	$111,261.72	($55,630.86)	$55,630.86		✏
🛈	Other	3	5330	231	000	00	$52,000.00	($26,000.00)	$26,000.00		✏
🛈	Salary	3	5830	131	000	00	$113,300.00	($56,650.00)	$56,650.00	taking out 2nd year position	✏
🛈	Salary	3	5830	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✏
🛈	Other	3	5830	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
🛈	Other	3	5830	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
🛈	Other	3	5830	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$872,107.20	($436,053.58)	$436,053.62		

360 - Oak Grove Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
🛈	Salary	3	5330	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year positions	✏
🛈	Salary	3	5330	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reducing 2nd year supplement	✏
🛈	Other	3	5330	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
🛈	Other	3	5330	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
🛈	Other	3	5330	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏

| | | | | | | | Total: | $183,524.24 | ($91,762.11) | $91,762.13 | | |

362 - Parkwood Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 2nd year positions	✏
ⓘ	Salary	3	5330	141	000	00	$177,000.00	($88,500.00)	$88,500.00	reducing 2nd year positions	✏
ⓘ	Salary	3	5330	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing 2nd year supplement	✏
ⓘ	Other	3	5330	211	000	00	$22,650.89	($11,325.45)	$11,325.44		✏
ⓘ	Other	3	5330	221	000	00	$67,508.52	($33,754.26)	$33,754.26		✏
ⓘ	Other	3	5330	231	000	00	$52,000.00	($26,000.00)	$26,000.00		✏
ⓘ	Salary	3	5830	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year position	✏
ⓘ	Salary	3	5830	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reducing 2nd year supplement	✏
ⓘ	Other	3	5830	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
ⓘ	Other	3	5830	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
ⓘ	Other	3	5830	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$621,773.65	($310,886.82)	$310,886.83		

364 - Pearsontown Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5210	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 1 position	✏
ⓘ	Salary	3	5210	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5210	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ⓘ	Other	3	5210	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ⓘ	Other	3	5210	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
ⓘ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	✏
ⓘ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✏
ⓘ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
ⓘ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
ⓘ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$351,877.15	($175,938.57)	$175,938.58		

365 - Riverside High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 2nd year position	✏
ⓘ	Salary	3	5270	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏
ⓘ	Other	3	5270	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ⓘ	Other	3	5270	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ⓘ	Other	3	5270	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
ⓘ	Salary	3	5330	121	000	00	$309,000.00	($154,500.00)	$154,500.00	reducing 2nd year positions	✏
ⓘ	Salary	3	5330	181	000	00	$48,270.00	($24,135.00)	$24,135.00	reducing 2nd year supplement	✏
ⓘ	Other	3	5330	211	000	00	$27,331.16	($13,665.58)	$13,665.58		✏
ⓘ	Other	3	5330	221	000	00	$81,457.56	($40,728.78)	$40,728.78		✏
ⓘ	Other	3	5330	231	000	00	$39,000.00	($19,500.00)	$19,500.00		✏

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5830	131	000	00	$113,300.00	($56,650.00)	$56,650.00	taking out 2nd year position	✏
ⓘ	Salary	3	5830	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✏
ⓘ	Other	3	5830	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
ⓘ	Other	3	5830	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
ⓘ	Other	3	5830	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$856,935.87	($428,467.93)	$428,467.94		

366 - Sherwood Githens Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5210	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 1 position	✏
ⓘ	Salary	3	5210	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏
ⓘ	Other	3	5210	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ⓘ	Other	3	5210	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ⓘ	Other	3	5210	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$168,352.91	($84,176.46)	$84,176.45		

368 - Southern School of Energy and Sustainabi

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing 2nd year position	✏
ⓘ	Salary	3	5270	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏
ⓘ	Other	3	5270	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5270	221	000	00	$27,152.52	($13,576.26)	$13,576.26		🖉
ⓘ	Other	3	5270	231	000	00	$13,000.00	($6,500.00)	$6,500.00		🖉
ⓘ	Salary	3	5330	121	000	00	$412,000.00	($206,000.00)	$206,000.00	reducing 2nd year positions	🖉
ⓘ	Salary	3	5330	181	000	00	$64,360.00	($32,180.00)	$32,180.00	reducing 2nd year supplement	🖉
ⓘ	Other	3	5330	211	000	00	$36,441.54	($18,220.77)	$18,220.77		🖉
ⓘ	Other	3	5330	221	000	00	$108,610.08	($54,305.04)	$54,305.04		🖉
ⓘ	Other	3	5330	231	000	00	$52,000.00	($26,000.00)	$26,000.00		🖉
ⓘ	Salary	3	5830	131	000	00	$113,300.00	($56,650.00)	$56,650.00	taking out 2nd year position	🖉
ⓘ	Salary	3	5830	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	🖉
ⓘ	Other	3	5830	211	000	00	$10,000.08	($5,000.03)	$5,000.05		🖉
ⓘ	Other	3	5830	221	000	00	$29,804.16	($14,902.08)	$14,902.08		🖉
ⓘ	Other	3	5830	231	000	00	$13,000.00	($6,500.00)	$6,500.00		🖉
						Total:	**$1,025,288.77**	**($512,644.38)**	**$512,644.39**		

369 - Sandy Ridge Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	🖉
ⓘ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	🖉
ⓘ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		🖉
ⓘ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		🖉
ⓘ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		🖉
						Total:	**$183,524.24**	**($91,762.11)**	**$91,762.13**		

370 - Rogers-Herr Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5210	121	000	00	$103,000.00	($51,500.00)	$51,500.00	reducing one position	✏
ⓘ	Salary	3	5210	181	000	00	$16,090.00	($8,045.00)	$8,045.00	reducing supplement for 2nd year	✏
ⓘ	Other	3	5210	211	000	00	$9,110.39	($4,555.20)	$4,555.19		✏
ⓘ	Other	3	5210	221	000	00	$27,152.52	($13,576.26)	$13,576.26		✏
ⓘ	Other	3	5210	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
ⓘ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	✏
ⓘ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✏
ⓘ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
ⓘ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
ⓘ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$351,877.15	($175,938.57)	$175,938.58		

374 - C C Spaulding Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	✏
ⓘ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✏
ⓘ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
ⓘ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
ⓘ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
ⓘ											✏

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	131	000	00	$135,960.00	($67,980.00)	$67,980.00	reducing 2nd year positions	
ⓘ	Salary	3	5330	181	000	00	$20,904.00	($10,452.00)	$10,452.00	reducing 2nd year supplement	✏
ⓘ	Other	3	5330	211	000	00	$12,000.10	($6,000.06)	$6,000.04		✏
ⓘ	Other	3	5330	221	000	00	$35,764.99	($17,882.49)	$17,882.50		✏
ⓘ	Other	3	5330	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
						Total:	$401,153.33	($200,576.66)	$200,576.67		

388 - W G Pearson Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	✏
ⓘ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✏
ⓘ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏
ⓘ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏
ⓘ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏
ⓘ	Salary	3	5330	127	000	00	$113,300.00	($56,650.00)	$56,650.00	reducing 2nd year positions	✏
ⓘ	Salary	3	5330	131	000	00	$135,960.00	($67,980.00)	$67,980.00	reducing 2nd year positions	✏
ⓘ	Salary	3	5330	181	000	00	$38,324.00	($19,162.00)	$19,162.00	reducing 2nd year supplement	✏
ⓘ	Other	3	5330	211	000	00	$22,000.18	($11,000.09)	$11,000.09		✏
ⓘ	Other	3	5330	221	000	00	$65,569.15	($32,784.57)	$32,784.58		✏
ⓘ	Other	3	5330	231	000	00	$26,000.00	($13,000.00)	$13,000.00		✏
						Total:	$584,677.57	($292,338.77)	$292,338.80		

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400 - Y E Smith Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$113,300.00	($56,650.00)	$56,650.00	reduce 2nd year position	✏️
ⓘ	Salary	3	5320	181	000	00	$17,420.00	($8,710.00)	$8,710.00	reduce 2nd year supplement	✏️
ⓘ	Other	3	5320	211	000	00	$10,000.08	($5,000.03)	$5,000.05		✏️
ⓘ	Other	3	5320	221	000	00	$29,804.16	($14,902.08)	$14,902.08		✏️
ⓘ	Other	3	5320	231	000	00	$13,000.00	($6,500.00)	$6,500.00		✏️
						Total:	$183,524.24	($91,762.11)	$91,762.13		

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Grant Details

Durham Public Schools (320) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

In collaboration with Durham Public Schools (DPS) stakeholders (teachers, principals, and district leaders), stakeholders reviewed analyzed remote learning student academic performance/attendance data, teacher/parents remote learning survey data, and ESSER II/III employees survey data to prioritize the use of CRRSA-ESSER II funding to address student learning gaps resulting from the disruption of in-person learning as of March 2020 through March 2021(K-5 schools) and March 2020 to April 2021 (6-12 schools). Additionally, the process involved a review of the district's Strategic Plan and funding priorities, a review of the district's use of CARES ACT/ESSER I funding, and an overview of CRRSA-ESSER/ AMR -ESSER III funding including allowable uses as well as input from the public during the 2021-2022 budget review held on April 9, 2021.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Prior to the onset of the COVID-19 pandemic, Durham Public Schools was making significant progress toward its 4-year Strategic Plan implemented in the fall of 2018. The following Five Strategic Priorities drive the district's Strategic Plan: Priority 1: Increase Academic Achievement Priority 2: Provide a Safe School Environment that Supports the Whole Child Priority 3: Attract and Retain Educators and Staff Priority 4: Strengthen School, Family, and Community Engagement Priority 5: Ensure Fiscal and Operational Responsibility For the purposes of this data analysis, Strategic Priority 1: Increase Academic Achievement (Goal 1A, By 2023, at least 90 percent of all DPS schools will meet or exceed standards for year-to-year academic growth as measured by the state model; Goal 1B, By 2023, at least 60 percent of all DPS students will achieve grade level as measured by the End-of-Grade and

End-of-Course testing; Goal 1C, By 2023, the DPS four-year graduation rate for students who start with DPS in ninth grade will be at least 90 percent; Goal 1D, By 2023, 100 percent of all teachers, leaders, staff will use technology for accelerating and personalizing student learning); Strategic Priority 2: Provide a Safe School Environment that Supports the Whole Child (Goal 2A, By 2023, 100 percent of Durham Public Schools will implement research-based cultural frameworks to support the social-emotional health and safety of students and staff); Strategic Priority 3, Attract and Retain Outstanding Educators and Staff (Equity Priority Staffing); and Strategic Priority 5: Ensure Fiscal and Operational Responsibility (Goal 5D, By 2023, DPS will improve the physical environment to enhance student learning and ensure safety) will be the focus of these funds. Since the district transitioned educational services from in-person to remote learning from March 2020 to March 2021 (elementary schools), and March 2020 to April 2021 (middle and high schools), district Quarter 3 2020-2021 Grading Snapshot data indicates 50.6% of students in grades 6-12 have failed at least one course compared to 20% of students in grades 6-12 in 2019-2020, an increase of 30.6 percentage points; Quarter 3 Attendance Snapshot data reveals 27.2% of students in grades K-12 have15 or more absences for the school year compared to 12.9% of students in grades K-12 in 2019-2020, an increase of 14.3 percentage points. The impact of COVID-19 and remote learning has significantly limited effective teaching and learning practices and in many cases negatively influenced school, family, and community relationships which has been shown to have a direct correlation on student learning outcomes. The increase in student absences may yield significant learning loss, especially for our most vulnerable students, which ultimately broadens the learning opportunity between racial and socio-economic subgroups and may increase the dropout rate in middle and high schools. Prior to COVID-19, the district experienced a decrease in reported dropouts, 264 in 2019-2020 in comparison to 455 in 2018-2019. Based on the data analysis, the district will aggressively implement acceleration and summer learning programs throughout the 2021-2022;2022-2023 school years to mitigate academic learning loss across subgroups, particularly for most vulnerable students. Subsequently, the district will prioritize funds to maintain concurrent learning (remote/blended learning), 1:1 technology/connectivity, support for the whole child (emotionally, mentally, socially, and physically), improve facilities (repairs, air quality, etc) and provide highly effective teaching and learning in a safe school environment.

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.

$ 20,999,502.35 * 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;

Durham Public Schools uses the following high-quality, reliable assessments to assess students' academic progress and assist educators in meeting student's academic needs including progress monitoring as well as inform instructional decisions and

teaching practices: iReady Formative Assessments (Reading, Math)/Progress Monitoring (MTSS) Reading Plus/Progress Monitoring Case21 Benchmark (Beginning-of-Year, Middle-of-Year, and End-of-Year) Reading Inventory Assessments (i.e. IRLA) to support literacy instruction WIDA (English learners) End-of-Grade Assessment End-of-Course Assessment Panaroma Screener (Fall/Spring)

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

Expand extended day opportunities (summer, intercession camps, Saturday Academies, flexible learning environments) to accelerate student learning; increase instructional personalized supports as requested by schools (Strategic Equity Staffing positions, i.e., teachers, literacy, math, and science coaches, student success coaches) as well as broaden district support with additional literacy integration specialists to reduce class size, mitigate and accelerate student learning, and standardized intervention supports for marginalized populations to address students' social, emotional, and behavioral needs using a Multi-Tiered System; provide evidence-based curriculum resources to support literacy instruction, and expand professional learning opportunities across schools to increase teacher efficacy in high impact teaching strategies through digital literacy

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

Offer training to families through the Family Academy with evidence-based strategies for supporting students' academic and social-emotional learning needs including digital literacy; provide on-going digital/technology series to support families with digital content and practical strategies for supports students virtually and in-person

* (D) Tracking student attendance and improving student engagement in distance education;

Utilize Powerschool to track attendance daily for remote learning; monitor attendance through MTSS school teams to determine appropriate supports to students as needed; and provide on-going professional learning to teachers on highly effective, evidence-based digital pedagogy, and high impact teaching strategies to engage students in meaningful learning

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Address the impact of COVID-19 on learning and improving learning outcomes by providing acceleration and enrichment programs (afterschool, intercession, Saturday academies, summer learning) to narrow learning loss and increase student mastery of content throughout the school year. Formative (iReady, common district assessments, CASE21 benchmarks) and summative data (EOC, EOG) will be compared to the pre-pandemic data to ascertain student performance and efficacy of acceleration strategies.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline

for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	Create outdoor learning spaces; Replacement of bib water coolers with bottle filling stations; Replacement of building finishes that trap moisture/dirt leading to mold/mildew; Abatement/encapsulation of environment health hazards (lead, asbestos, etc.); New construction, renovations, temporary facilities to support minimizing class sizes as well as to provide adequate learning environments for highly effective teaching and learning	2020-2021 (July-June); 2022-2023 (July-June); 2022-2024 (July-June)	Clean School Data; Emergency Response and Crisis Management; Safe School Climate Survey Data	$ 13,760,000.00

| IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement. | * ⦿ Yes ◯ No | Filter changes; Coil cleaning/sanitizing; Controls retro-commissioning; Assessment of major equipment; Air quality testing; Review capital improvement report for repairs/replacement; Upgrade mechanical/non-mechanical building per IAQ | 2020-2021 (July-June); 2022-2023 (July-June); 2023-2024 (July-June) | Clean School Data; Emergency Response and Crisis Management Report; Safe School Climate Survey Data; Indoor Air Quality Report | $ 16,800,000.00 |
| 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 | | | | $ |

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ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	Increase instructional personalized supports as requested by schools (Strategic Equity Staffing positions, i.e. EC/ELL teachers) to reduce class size, mitigate and accelerate student learning as well as Parent Liaison/Interpreters to support families with diverse language needs, and standardized intervention supports for marginalized populations to address students' social, emotional, and behavioral needs using a Multi-Tiered System; Recruit additional exceptional children's teachers and staff to narrow the learning opportunity gap of children with disabilities.	2020-2021 (July-June); 2022-2023 (July-June); 2023-2024 (July-June)	Student growth and proficiency data (iReady, benchmarks, EOC/EOG assessments); Discipline Data (Educators' Handbook); Dropout Data; Cohort Graduation Data	$ 2,926,873.75
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ 0.00

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ○ No	Providing training to staff of proper methods of cleaning and disinfecting including use of personal protective equipment; Offer professional development to reinforce proper hand hygiene and symptom monitoring measures to reduct the transmission of infectious diseases	2020-2021 (July-June); 2022-2023 (July-June); 2023-2024 (July-June)	Clean School Data Emergency Response and Crisis Management Report Safe School Climate Survey Data	$ 0.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	Purchase custodial supplies and equipment for cleaning and disinfecting; Increase personnel and services for cleaning and disinfecting	2020-2021 (July-June); 2022-2023 (July-June); 2023-2024 (July-June)	Clean School Data; Emergency Response and Crisis Management Report; Safe School Climate Survey Data	$ 3,530,364.48

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ◯ No	Contract additional services to assist with planning and implementing a coordinated response for maintaining meal distribution and virtual/remote learning during long-term district or school(s) closure; Provide child care (learning centers, before/afterschool, summer camp) for existing and potential educators to avoid disruption of educational services	2020-2021 (July-June); 2022-2023 (July-June); 2023-2024 (July-June)	Student growth and proficiency data (iReady, benchmarks, EOG/EOC assessments)	$ 2,508,850.00
EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	Procurement of student learning devices (chromebooks, mobile hot spots, etc.) for virtual/asynchronous instruction; Expand information/educational technology personnel for 1:1 learning including virtual and asynchronous, provide technical assistance and inventory maintenance, and increase cyber security administration	2020-2021 (July-June); 2022-2023 (July-June); 2022-2024 (July-June)	Student growth and proficiency data (iReady, benchmarks, EOG/EOC assessments);Discipline Data (Educators' Handbook); Dropout Data Cohort Graduation Data; Technology Survey; NC Teachers Working Conditions Survey	$ 7,269,902.29

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	Increase instructional personalized supports as requested by schools (Strategic Equity Staffing positions i.e. Mental Health Counselors, Guidance Counselor, Mental Health Coordinator, other student support personnel) to accelerate student learning and provide standardized intervention supports for marginalized populations to address students' social, emotional, and behavioral needs using a Multi-Tiered System	2020-2021 (July-June); 2022-2023 (July-June); 2022-2024 (July-June)	Student growth and proficiency data (iReady, benchmarks, EOG/EOC assessments)	$ 2,615,730.44

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	Address impact of COVID-19 on learning Improve learning outcomes by providing summer learning opportunities to targeted students; Recruit highly effective teachers for in-person, summer learning; Provide operational support for summer learning including transportation; Cultivate partnerships to provide students meaningful and purposeful summer learning	Summer (June -July 2022); Summer (June-July 2023), Summer (June -July 2024)	Student growth and proficiency data (iReady, benchmarks, EOG/EOC assessments) Cohort Graduation Data	$ 21,110,222.46
	* ◉ Yes ○ No		2020-2021 (July-June); 2022-2023 (July-June); 2022-2024 (July-June)	Teacher Licensure/PRAXIS Passage Rate; Program participant survey; NC Teacher Working Conditions Survey	$ 12,761,409.23

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.		Increase teacher pipeline by implementing the Teacher Assistant to Teacher Program in partnership with North Carolina Central University; Support lateral entry teachers and hard to staff high need teaching areas (EC, Math, Science, and Elementary) with PRAXIS test preparation and reimbursement; Target recruitment strategies in collaboration with Hispanic Serving Institutions and Historically Black Colleges and Universities (HBCUs) to attract and retain teachers of color including on-boarding and targeted professional development; indirect cost			
				Total ESSER III Allotment	$ 83,283,352.65

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Durham Public Schools (320) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Durham Public Schools (320) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts	
Type	**Contact(s)**
Funding Application Contact [Select at least 1 contact(s)]	Dietrich Morrison-Danner

Substantially Approved Dates

Durham Public Schools (320) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, August 4, 2021

Durham Public Schools (320) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Durham Public Schools (320) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Durham Public Schools (320) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058429

* Address:

P.O. Box 30002 Durham, NC 27702

* Superintendent:

Dr. Pascal Mubenga

Key Personnel:

* Dietrich Morrison-Danner

* Paul LeSeiur

Edgecombe County Public Schools (330) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:05:24 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Edgecombe County Public Schools (330) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$6,462,480.00	$6,462,480.00
Carryover	$12,301,338.20	$12,301,338.20
Total	$18,763,818.20	$18,763,818.20

Budget

Edgecombe County Public Schools (330) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
330	181	0	No	No	3.79 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$6,462,480.00	$0.00
Carryover Amount:	$12,301,338.20	$12,301,338.20
Allotment Plus Carryover:	$18,763,818.20	$12,301,338.20
Total Budgeted:		$12,301,338.20
Total Remaining:	$6,462,480.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/20/2021 04:48 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/18/2021 10:17 AM	Approved (Pending)		Eddy, Melissa			
7/29/2021 9:15 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$837,000.00	$0.00	$837,000.00		
ⓘ	Other	3	5110	181	000	00	$497,590.00	$0.00	$497,590.00		
ⓘ	Other	3	5110	187	000	00	$78,000.00	$0.00	$78,000.00		
ⓘ	Other	3	5110	211	000	00	$108,063.23	$0.00	$108,063.23		
ⓘ	Other	3	5110	221	000	00	$306,249.46	$0.00	$306,249.46		
ⓘ	Other	3	5110	231	000	00	$120,194.76	$0.00	$120,194.76		
ⓘ	Other	3	5110	312	000	00	$91,500.00	$0.00	$91,500.00		
ⓘ	Other	3	5110	411	000	00	$1,536,159.15	$0.00	$1,536,159.15		
ⓘ	Other	3	5110	418	000	00	$210,672.43	$0.00	$210,672.43		
ⓘ	Equipment	3	5110	462	000	00	$103,950.00	$0.00	$103,950.00		

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ℹ	Other	3	5120	181	000	00	$27,000.00	$0.00	$27,000.00	
ℹ	Other	3	5120	211	000	00	$2,065.50	$0.00	$2,065.50	
ℹ	Other	3	5120	221	000	00	$5,853.60	$0.00	$5,853.60	
ℹ	Other	3	5210	181	000	00	$75,000.00	$0.00	$75,000.00	
ℹ	Other	3	5210	211	000	00	$5,737.50	$0.00	$5,737.50	
ℹ	Other	3	5210	221	000	00	$16,260.00	$0.00	$16,260.00	
ℹ	Other	3	5230	181	000	00	$1,000.00	$0.00	$1,000.00	
ℹ	Other	3	5230	211	000	00	$76.50	$0.00	$76.50	
ℹ	Other	3	5230	221	000	00	$216.80	$0.00	$216.80	
ℹ	Other	3	5240	181	000	00	$4,000.00	$0.00	$4,000.00	
ℹ	Other	3	5240	211	000	00	$306.00	$0.00	$306.00	
ℹ	Other	3	5240	221	000	00	$867.20	$0.00	$867.20	
ℹ	Other	3	5260	181	000	00	$5,000.00	$0.00	$5,000.00	
ℹ	Other	3	5260	211	000	00	$382.50	$0.00	$382.50	
ℹ	Other	3	5260	221	000	00	$1,084.00	$0.00	$1,084.00	
ℹ	Other	3	5270	181	000	00	$7,000.00	$0.00	$7,000.00	
ℹ	Other	3	5270	211	000	00	$535.50	$0.00	$535.50	
ℹ	Other	3	5270	221	000	00	$1,517.60	$0.00	$1,517.60	
ℹ	Other	3	5310	181	000	00	$5,000.00	$0.00	$5,000.00	
ℹ	Other	3	5310	211	000	00	$382.50	$0.00	$382.50	
ℹ	Other	3	5310	221	000	00	$1,084.00	$0.00	$1,084.00	
ℹ	Other	3	5320	181	000	00	$4,000.00	$0.00	$4,000.00	
ℹ	Other	3	5320	211	000	00	$306.00	$0.00	$306.00	
ℹ	Other	3	5320	221	000	00	$867.20	$0.00	$867.20	
ℹ	Other	3	5330	143	000	00	$223,750.00	$0.00	$223,750.00	

ⓘ	Salary	3	5330	148	000	00	$63,000.00	$0.00	$63,000.00		
ⓘ	Other	3	5330	211	000	00	$21,936.38	$0.00	$21,936.38		
ⓘ	Other	3	5330	221	000	00	$17,777.60	$0.00	$17,777.60		
ⓘ	Other	3	5330	231	000	00	$11,070.57	$0.00	$11,070.57		
ⓘ	Other	3	5340	181	000	00	$22,000.00	$0.00	$22,000.00		
ⓘ	Other	3	5340	211	000	00	$1,683.00	$0.00	$1,683.00		
ⓘ	Other	3	5340	221	000	00	$4,769.60	$0.00	$4,769.60		
ⓘ	Other	3	5400	181	000	00	$14,000.00	$0.00	$14,000.00		
ⓘ	Other	3	5400	211	000	00	$1,071.00	$0.00	$1,071.00		
ⓘ	Other	3	5400	221	000	00	$3,035.20	$0.00	$3,035.20		
ⓘ	Other	3	5410	181	000	00	$14,000.00	$0.00	$14,000.00		
ⓘ	Other	3	5410	211	000	00	$1,071.00	$0.00	$1,071.00		
ⓘ	Other	3	5410	221	000	00	$3,035.20	$0.00	$3,035.20		
ⓘ	Other	3	5420	181	000	00	$16,000.00	$0.00	$16,000.00		
ⓘ	Other	3	5420	211	000	00	$1,224.00	$0.00	$1,224.00		
ⓘ	Other	3	5420	221	000	00	$3,468.80	$0.00	$3,468.80		
ⓘ	Other	3	5810	181	000	00	$13,000.00	$0.00	$13,000.00		
ⓘ	Other	3	5810	211	000	00	$994.50	$0.00	$994.50		
ⓘ	Other	3	5810	221	000	00	$2,818.40	$0.00	$2,818.40		
ⓘ	Other	3	5820	181	000	00	$11,000.00	$0.00	$11,000.00		
ⓘ	Other	3	5820	211	000	00	$841.50	$0.00	$841.50		
ⓘ	Other	3	5820	221	000	00	$2,384.80	$0.00	$2,384.80		
ⓘ	Other	3	5830	181	000	00	$17,000.00	$0.00	$17,000.00		
ⓘ	Other	3	5830	211	000	00	$1,300.50	$0.00	$1,300.50		
ⓘ	Other	3	5830	221	000	00	$3,685.60	$0.00	$3,685.60		

ⓘ	Other	3	5830	411	000	00	$82,587.00	$0.00	$82,587.00
ⓘ	Other	3	5840	181	000	00	$1,000.00	$0.00	$1,000.00
ⓘ	Other	3	5840	211	000	00	$76.50	$0.00	$76.50
ⓘ	Other	3	5840	221	000	00	$216.80	$0.00	$216.80
ⓘ	Other	3	5840	411	000	00	$125,000.00	$0.00	$125,000.00
ⓘ	Other	3	5860	181	000	00	$2,000.00	$0.00	$2,000.00
ⓘ	Other	3	5860	211	000	00	$153.00	$0.00	$153.00
ⓘ	Other	3	5860	221	000	00	$433.60	$0.00	$433.60
ⓘ	Other	3	5880	181	000	00	$450.00	$0.00	$450.00
ⓘ	Other	3	5880	197	000	00	$10,500.00	$0.00	$10,500.00
ⓘ	Other	3	5880	211	000	00	$842.69	$0.00	$842.69
ⓘ	Other	3	5880	221	000	00	$2,373.96	$0.00	$2,373.96
ⓘ	Other	3	5880	311	000	00	$169,500.00	$0.00	$169,500.00
ⓘ	Other	3	5880	411	000	00	$13,500.00	$0.00	$13,500.00
ⓘ	Other	3	5880	459	000	00	$6,206.53	$0.00	$6,206.53
ⓘ	Salary	3	6110	113	000	00	$40,000.02	$0.00	$40,000.02
ⓘ	Other	3	6110	181	000	00	$9,200.00	$0.00	$9,200.00
ⓘ	Other	3	6110	211	000	00	$3,763.80	$0.00	$3,763.80
ⓘ	Other	3	6110	221	000	00	$10,666.56	$0.00	$10,666.56
ⓘ	Other	3	6110	231	000	00	$2,635.85	$0.00	$2,635.85
ⓘ	Other	3	6200	181	000	00	$3,000.00	$0.00	$3,000.00
ⓘ	Other	3	6200	211	000	00	$229.50	$0.00	$229.50
ⓘ	Other	3	6200	221	000	00	$650.40	$0.00	$650.40
ⓘ	Other	3	6400	181	000	00	$9,000.00	$0.00	$9,000.00
ⓘ	Other	3	6400	211	000	00	$688.50	$0.00	$688.50

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ⓘ	Other	3	6400	221	000	00	$1,951.20	$0.00	$1,951.20
ⓘ	Salary	3	6540	173	000	00	$194,664.12	$0.00	$194,664.12
ⓘ	Other	3	6540	181	000	00	$35,050.00	$0.00	$35,050.00
ⓘ	Other	3	6540	211	000	00	$17,573.16	$0.00	$17,573.16
ⓘ	Other	3	6540	221	000	00	$49,802.05	$0.00	$49,802.05
ⓘ	Other	3	6540	231	000	00	$22,882.93	$0.00	$22,882.93
ⓘ	Other	3	6550	181	000	00	$84,000.00	$0.00	$84,000.00
ⓘ	Other	3	6550	211	000	00	$6,426.00	$0.00	$6,426.00
ⓘ	Other	3	6550	221	000	00	$18,211.20	$0.00	$18,211.20
ⓘ	Other	3	6580	181	000	00	$20,000.00	$0.00	$20,000.00
ⓘ	Other	3	6580	211	000	00	$1,530.00	$0.00	$1,530.00
ⓘ	Other	3	6580	221	000	00	$4,336.00	$0.00	$4,336.00
ⓘ	Other	3	6610	181	000	00	$8,000.00	$0.00	$8,000.00
ⓘ	Other	3	6610	211	000	00	$612.00	$0.00	$612.00
ⓘ	Other	3	6610	221	000	00	$1,734.40	$0.00	$1,734.40
ⓘ	Other	3	6620	181	000	00	$5,000.00	$0.00	$5,000.00
ⓘ	Other	3	6620	211	000	00	$382.50	$0.00	$382.50
ⓘ	Other	3	6620	221	000	00	$1,084.00	$0.00	$1,084.00
ⓘ	Other	3	6940	181	000	00	$7,000.00	$0.00	$7,000.00
ⓘ	Other	3	6940	211	000	00	$535.50	$0.00	$535.50
ⓘ	Other	3	6940	221	000	00	$1,517.60	$0.00	$1,517.60
ⓘ	Other	3	7200	181	000	00	$47,000.00	$0.00	$47,000.00
ⓘ	Other	3	7200	211	000	00	$3,595.50	$0.00	$3,595.50
ⓘ	Other	3	7200	221	000	00	$10,189.60	$0.00	$10,189.60
ⓘ	Other	3	8100	392	000	00	$204,409.61	$0.00	$204,409.61

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							$330,337.04	$0.00	$330,337.04		
ⓘ	Other	3	8200	399	000	00					
						Total:	**$6,103,338.20**	**$0.00**	**$6,103,338.20**		

304 - G W Bulluck Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	522	000	00	$464,000.00	$0.00	$464,000.00		
						Total:	**$464,000.00**	**$0.00**	**$464,000.00**		

308 - G W Carver Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	522	000	00	$741,000.00	$0.00	$741,000.00		
ⓘ	Other	3	6570	523	000	00	$150,000.00	$0.00	$150,000.00		
						Total:	**$891,000.00**	**$0.00**	**$891,000.00**		

312 - Coker-Wimberly Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	522	000	00	$451,000.00	$0.00	$451,000.00		
						Total:	**$451,000.00**	**$0.00**	**$451,000.00**		

328 - North Edgecombe High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	522	000	00	$254,000.00	$0.00	$254,000.00		
ⓘ	Other	3	6570	523	000	00	$300,000.00	$0.00	$300,000.00		
						Total:	**$554,000.00**	**$0.00**	**$554,000.00**		

332 - Phillips Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	522	000	00	$540,000.00	$0.00	$540,000.00		
ℹ	Other	3	6570	523	000	00	$225,000.00	$0.00	$225,000.00		
						Total:	$765,000.00	$0.00	$765,000.00		

334 - Princeville Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	522	000	00	$3,000.00	$0.00	$3,000.00		
ℹ	Other	3	6570	523	000	00	$15,000.00	$0.00	$15,000.00		
						Total:	$18,000.00	$0.00	$18,000.00		

340 - South Edgecombe Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	522	000	00	$453,000.00	$0.00	$453,000.00		
ℹ	Other	3	6570	523	000	00	$345,000.00	$0.00	$345,000.00		
						Total:	$798,000.00	$0.00	$798,000.00		

344 - W A Pattillo Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	522	000	00	$11,000.00	$0.00	$11,000.00		
ℹ	Other	3	6570	523	000	00	$370,000.00	$0.00	$370,000.00		
						Total:	$381,000.00	$0.00	$381,000.00		

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348 - West Edgecombe Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	522	000	00	$548,000.00	$0.00	$548,000.00		
						Total:	**$548,000.00**	**$0.00**	**$548,000.00**		

350 - SouthWest Edgecombe High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	522	000	00	$206,000.00	$0.00	$206,000.00		
ⓘ	Other	3	6570	523	000	00	$425,000.00	$0.00	$425,000.00		
						Total:	**$631,000.00**	**$0.00**	**$631,000.00**		

354 - Stocks Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	522	000	00	$232,000.00	$0.00	$232,000.00		
						Total:	**$232,000.00**	**$0.00**	**$232,000.00**		

358 - Tarboro High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	522	000	00	$81,000.00	$0.00	$81,000.00		
						Total:	**$81,000.00**	**$0.00**	**$81,000.00**		

360 - Martin Millennium Academy

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

							Amount	Amount	Amount	Justification	Comments
ⓘ	Other	3	6570	522	000	00	$79,000.00	$0.00	$79,000.00		
ⓘ	Other	3	6570	523	000	00	$305,000.00	$0.00	$305,000.00		
					Total:		**$384,000.00**	**$0.00**	**$384,000.00**		

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Grant Details

Edgecombe County Public Schools (330) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

ECPS Strategic Planning Team worked to develop the needs assessment for the district. Members of the team collected data and input from stakeholders in their department, schools, and community. Principals solicited feedback from teachers and staff and identified individual school needs through a survey. Empathy interviews were conducted with students as well. *Link to Face to Face and Virtual Student Data: https://docs.google.com/document/d/1Q7w00IhOFljGQs2_q4W82-IE1Xj7ivPnlIruoUNRfZo/edit?usp=sharing *65.2% of ECPS are face to face learners and 34.7% of learners remain remote The Exceptional Children's Department has seen a decrease in headcount from 851 to 750 from school year 2018-19 to 2020-21. Exceptional Children Attendance Grade Span Face to Face Virtual K-5 64% 36% 6-8 51% 49% 9-12 53% 47% AIG Attendance Grade Span Face to Face Virtual K-5 48% 52% 6-8 47% 53% Academic Data: IReady Data School BOY - Tier 1 MOY - Tier 1 BOY - Tier 2 MOY - Tier 2 BOY - Tier 3 MOY - Tier 3 Coker Wimberly 27% 29% 37% 36% 36% 35% Bulluck 25% 32% 42% 38% 33% 30% Carver 27% 35% 45% 41% 28% 23% MMA 37% 37% 35% 32% 28% 30% Phillips 22% 16% 18% 16% 60% 67% Princeville 17% 20% 51% 46% 32% 34% South Ed. Middle 8% 27% 16% 22% 76% 52% Stocks 22% 18% 40% 43% 38% 39% Pattillo 21% 21% 17% 10% 63% 68% West Ed. Middle 32% 30% 19% 15% 49% 56%

Grade 18-19 EOG Reading Data Mock 20-21 Reading Data 3 39.2 29.7 4 35.3 32.7 5 32.8 30.4 6 33.5 31 7 41.7 29.1 8 34.9 27 Grade 18-19 EOG Math Data Mock 20-21 Math Data 3 49.1 35.2 4 36.6 29.7 5 42.1 30.6 6 35 22.4 7 39.9 24.9 8 35.1 10.7 Grade 18-19 EOC Data Mock 20-21 EOC Data Biology 35.5 41.9 NC Math 1 25.7 12.6 NC Math 3 25 28 English 2 38.2 29.1 Loss of ADM: ADM comparison: The district is projected to lose ADM for the 2021-2022 school year. The 2020-2021 school year's ADM is 5621 and the projected ADM for 2021-2022 is 5331 1:1 District Need: 2000 additional devices needed for the district to become a true 1:1 district. Travel Efficiency Rating ECPS 2018-19 efficiency rating was 81.35% ECPS 2019 20 efficiency rating was 85.62 % We do not currently have the rating for the 2020-21 school year. Link to Teacher Turnover Rate:
*https://docs.google.com/document/d/1pCbd1XXl7mgIiueYa26B0ElJivxlgmK914tMQF2goRg/edit?usp=sharing
Student Social Emotional Needs: *Link to Panorama Survey Data *6-12 Results:
https://docs.google.com/document/d/1LDf2HinRRTAg0q7rM-ecw8dMMPnGidNzCQsD7ldm6Yk/edit?usp=sharing *3-5 Results: https://docs.google.com/document/d/1Mk72WlFfeFPqAWPojPfwA0msrKhT61tO5VuOM2qdONU/edit?usp=sharing Building Needs: *Maintenance report (age of buildings and conditions of HVAC systems) https://docs.google.com/document/d/1CpxLuYuYt8YzEOKf3ievIGaDWC3HpY4UVUky2e865CQ/edit?usp=sharing

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Student Achievement + Educator Effectiveness I-Ready data for students in grades K-8 shows that student progress was minimal in almost every grade. Where there was some gain, the gain was minimal and not what would be expected during a year with all students receiving in person instruction. I-ready is a virtual platform used for diagnostic assessments and personalized learning path. When considering our pre-pandemic EOG data and our most recent MOCK assessment data for all schools, it is easy to see that student achievement has been negatively impacted by our pandemic learning environments. All schools have experienced a drop in proficiency in both reading and math, with greatest losses being seen in the area of math. Projected proficiency scores on our mock high school EOC assessments show that scores increased in Biology and Math 3 compared to final EOC results in 18-19. Mock data shows a decline in projected achievement scores in Math 1 and English 2. Student Enrollment Edgecombe County Public Schools has seen a decrease in student enrollment since COVID. It is believed some families have relocated and others are choosing other options while the pandemic posed significant health risks to face to face learning. With the decrease in ADM, state teacher allotments will be less. In order to provide a high quality education to all students and support all learners, it is important that the district not lose teaching positions as we anticipate the return of students. Losing teachers could create inequities in schools creating additional learning loss. Due to the increase in

learning loss, more teachers are actually needed to provide the necessary remediation. Exceptional Children The Exceptional Children's Department has seen a decrease in headcount from 861 to 787 from school year 2018-19 to 2020-21. Due to COVID the frequency of EC services was decreased due to the amount of time students were in school and the decrease in instructional time. Their services were aligned with the frequency students received on their current IEP. Contingency plan meetings were held for every EC student to reflect the reduction in services during COVID. Early Learning The North Carolina Early Learning Inventory provides us with data regarding how prepared our students are as they enter kindergarten. Students are assessed across 5 domains. The data indicates our youngest learners are entering school with many areas being below the widely expectations. During the pandemic, our PreK enrollment was lower than normal and we are expecting our 21-22 NCELI data to reflect even more students to enter below widely held expectations because they did not have the benefits of our high quality early learning environments. Pre-K enrollment numbers have decreased by 36% due to COVID. We feel the decrease in these numbers is due to parents taking precaution due to COVID. Our typical enrollment months are April and May in each elementary school and local childcare centers. April and May 2020 was the beginning of COVID and our schools and childcare centers were closed which decreased the opportunities for parents to enroll their children. Attendance for Pre-K students has been inconsistent at times due to COVID cases and quarantine. 1:1 In order to accommodate the needs for students in our district to each have access to a device, 2,000 additional devices will need to be purchased. Becoming a 1:1 district will allow our students to access learning and learning resources outside of school hours in order to support the loss of learning that has occurred over the past year. Travel Expenses: Transportation's annual funding allotment from the State of NC is affected by this efficiency rating. Additional use of Yellow buses will need to be funded separately since our funds can only be used for 2 trips per day (TO and FROM school) x 185 days per calendar year. Teacher Turnover Rate: Upon review of Teacher Turnover data for the past five years, Edgecombe County Public Schools is experiencing an overall decrease in its attrition rates; however, we experienced a slight increase of .40% during the 2019-2020 school year as compared to the 2018-19 school year. While Edgecombe County Public Schools attrition rate has decreased over the years, based on comparisons to the state's data, we are almost three times the state's turnover rate. Because of this, we find it necessary to ensure that we are proactively including strategies and various methods of support to retain our teachers as well as rapidly decrease the attrition rates. Student Social-Emotional State ECPS has increased by over 50% the number of students/families requesting school supported therapeutic services this year as a result of COVID. Some of this need as evidenced by student responses on the Panorama survey given to grades 3-5 November 2020 and grades 6-12 March 2021. Specifically, students struggled with questions around GRIT and CHALLENGING FEELINGS. Already marginalized populations (EC, ELL, and Black students) responded least favorably to these question sets which shows that they struggle more than counterparts in these areas. Building Needs: *ECPS has (11) chillers that beyond the 20-25 year life expectancy *(2) of the (11) chillers no long function *CDC recommends Merv 13 or higher rated filters for catching airborne virus and existing AHU and motors will not support thicker filters *ECPS contracted Progressive Design Collaborative to conduct a HVAC

Study and found that the (11) chillers will not support proper air flow nor will they support the thicker filters recommended to prevent virus spread. *(13) schools have inadequate HVAC controls that do not allow for the control of fresh air flowing through the buildings. ECPS can not meet the CDC recommendation of in non-residential settings, running the HVAC system at maximum outside airflow for 2 hours before and after the building is occupied.

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.

$ 3,945,115.06 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, underline 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;

Continue to purchase IREADY ($202,572.43): Edgecombe County Public Schools uses I-Ready in K-8 for diagnostic assessments. These assessments are administered three times a year (BOY, MOY, EOY). The results of these assessments leads to a personalized learning path for students. The purchase of IREADY will provide consistent and uninterrupted learning opportunities for both face to face and virtual learners.

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

*Provide an aligned curriculum in ELA for all K-12 students which includes EC ($760,000 for 3 years) *Provide an aligned curriculum in Math for all K-12 students which includes EC ($760,000 for 3 years) *Provide Second Step for SEL support to K-8 students. ($14,487 for 3 years) *Provide Ripple Effects for SEL support of 9-12 students. ($68,100 for 3 years) *Provide Hill Rap tutors to close gaps in early literacy specifically related to learning loss. ($248,149.10) *Provide shared MCLs for high school Math, English, and Science to coach teachers and implement evidenced based activities to meet the comprehensive needs of students ($595,497.90 for 2 years) *To provide facilitators for learning hubs. Facilitators will extend student learning from content specific to application. ($89,385.45) *Contract with Emerging Leaders to provide professional development to MCLS and leaders in the area of data disaggregration and

coaching for excellence. MCLs will use strategies learned to work with teachers to address learning loss and implement plans for students. ($91,500)

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

*Contract with TNTP to provide Early Literacy Community Educator Academy ($167,500) Train the trainer *To provide stipends for staff facilitating the TNTP academies. (13,579.65) *To provide supplies for parents to create make and take materials (12,600) *To provide snacks for parents attending TNTP parent academies (6,206.53) *Contract with a Family Counselor to provide parent workshops on how to support students with academic, behavioral, and social and emotional concerns. ($2,000) *Pay a stipend to a Triple P parenting facilitator ($587) *Purchase E-Tips for parents - Provide information to parents on how they can effectively support students especially in distance learning environments ($900)

* (D) Tracking student attendance and improving student engagement in distance education;

*Continuing Learning Pods after school and in the summer. Transportation will be needed for students. Learning Pods will provide additional support to students and families after school, weekends, and during the summer. *Teachers were expected to maintain accurate attendance records throughout the school year (remote and face to face). When teachers recognized a pattern of absences or lack of engagement, after unsuccessful contacts by teachers, the school would use social workers to assist with parent/family contacts to encourage participation. Schools also offered office hours and some recorded versions of live lessons to allow students and families to receive support after regular school hours. *Implement a Virtual Academy to meet comprehensive needs of students and maximize student engagement in distance learning. ($800,000) *1:1 To purchase chromebooks and cases to make the district a true 1:1 district. Students will be allowed to use chromebooks at home for an extension of learning. This extension will address learning loss. ($112,050)

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

*The district has continued to implement our local benchmarks to assist in gauging student success at all levels via Mastery Connect (TE21). This data was easily compared to previous benchmark data. K-8 students have been evaluated using I-Ready diagnostic assessments three times per year (BOY, MOY, EOY) and monthly growth monitoring assessments. This was our first year using I-Ready as an assessment. We were able to look for areas of growth within domains from one assessment period to the next but were unable to compare to the previous year. Schools have used data to guide instruction at their schools.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	*Replace inoperable windows to allow for natural ventilation in buildings. *Purchasing water filler stations *Replace carpet with tile to reduce pollutant and allergen transmission.	June 2021 - June 2024	*Improved indoor air quality test results (Pre and Post Test) Decrease the number of allergens and pollutants present in the buildings.	$ 2,955,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	*Purchase exhaust fans to filter air through a carbon filtration system. *Replace chillers to improve air quality. *HAVC upgrade and controls *The 2 story building on the campus of MMA does not have a functioning AC system. It has been recommended by an engineering services to redesign the system to heat and cool the building without using window units. To provide zoned heated and cooled spaces for classrooms, offices, and restrooms along with exhaust fans to filter the air inside of the building.	June 2021-June 2024	*Improved indoor air quality test results (Pre and Post Test) Decrease the number of allergens and pollutants present in the buildings.	$ 3,243,000.00

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				$ [ ]
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No		December 2021-July 2022	Goal: Increase proficiency and growth goals met for all subgroups Measure: EOG/EOC data	$ 58,506.43

		Hire Innovative Partner: Providing principals and others school leaders with the resources necessary to address the needs of their individual schools through supporting design processes, and coaching and supporting advanced roles teachers. The person in this role will also support the unique needs of our diverse school population.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◯ Yes ⦿ No				$ [ ]

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	*Contract with part time custodians to help sanitize buildings. *Purchase sanitizing supplies to clean facilities and prevent the spread of COVID 19.	June 2021-June 2024	Reduce the number of staff and student COVID infections based on monthly data collected in the ECPS COVID Dashboard.	$ 401,000.06

| LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | * ○ Yes ⦿ No | | | | $ |

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ◉ No				$
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$

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				$
	* ◉ Yes ◯ No		August 2021-June 2022	*Staff Retention Data, EOG data, iReady Data, Child Nutrition Data *Rate from DPI *Measures may change based on changing needs over time.	$ 1,698,716.65

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.		*To provide supplements to staff for their continued support of students by providing services, meeting SEL needs, and meeting the educational needs of students as a result of the impact of COVID. The supplements will also serve as a retention strategy to retain staff and provide continuity of services. ($1,163,970.00) *Indirect Cost ($204,409.61) *Unbudgeted reserve for changing needs over time. ($330,337.04)			
				Total ESSER III Allotment	$ 8,356,223.14

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

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Edgecombe County Public Schools (330) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Shawna Andrews Laurie Leary.

Substantially Approved Dates

Edgecombe County Public Schools (330) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 29, 2021

Edgecombe County Public Schools (330) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Edgecombe County Public Schools (330) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Edgecombe County Public Schools (330) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

52288529

* Address:

PO Box 7128 Tarboro, NC 27886

* Superintendent:

Dr. Valerie Bridges

Key Personnel:

* Shawna Andrews

* Laurie Leary

Budget

Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
340	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$49,031,794.00	$0.00
Carryover Amount:	$98,232,546.99	$98,232,546.99
Allotment Plus Carryover:	$147,264,340.99	$98,232,546.99
Total Budgeted:		$98,232,546.99
Total Remaining:	$49,031,794.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/13/2021 3:49 PM	Approved (Pending)		Charles, Alex			
7/29/2021 9:56 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	711	00	$910,548.00	$0.00	$910,548.00		
ⓘ	Salary	3	5110	126	711	01	$1,679,300.00	$0.00	$1,679,300.00		
ⓘ	Salary	3	5110	135	705	01	$730,022.40	$0.00	$730,022.40		
ⓘ	Salary	3	5110	180	703	00	$11,950,000.00	$0.00	$11,950,000.00		
ⓘ	Salary	3	5110	181	705	01	$82,008.00	$0.00	$82,008.00		
ⓘ	Other	3	5110	181	711	00	$466,830.00	$0.00	$466,830.00		
ⓘ	Other	3	5110	211	703	00	$914,175.00	$0.00	$914,175.00		
ⓘ	Other	3	5110	211	705	01	$62,120.33	$0.00	$62,120.33		
ⓘ	Other	3	5110	211	711	00	$105,369.43	$0.00	$105,369.43		
ⓘ	Other	3	5110	211	711	01	$128,466.46	$0.00	$128,466.46		

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ⓘ	Other	3	5110	221	705	01	$197,891.81	$0.00	$197,891.81
ⓘ	Other	3	5110	221	711	00	$335,667.02	$0.00	$335,667.02
ⓘ	Other	3	5110	221	711	01	$409,245.42	$0.00	$409,245.42
ⓘ	Other	3	5110	231	705	01	$78,960.00	$0.00	$78,960.00
ⓘ	Other	3	5110	231	711	00	$118,440.00	$0.00	$118,440.00
ⓘ	Other	3	5110	232	703	00	$46,900.00	$0.00	$46,900.00
ⓘ	Other	3	5110	232	705	01	$5,440.60	$0.00	$5,440.60
ⓘ	Other	3	5110	234	705	01	$7,525.00	$0.00	$7,525.00
ⓘ	Other	3	5110	235	705	01	$469.00	$0.00	$469.00
ⓘ	Other	3	5110	411	705	01	$4,300,000.00	$0.00	$4,300,000.00
ⓘ	Salary	3	5210	192	702	00	$173,160.00	$0.00	$173,160.00
ⓘ	Other	3	5210	192	702	01	$53,550.00	$0.00	$53,550.00
ⓘ	Other	3	5210	211	702	00	$13,246.74	$0.00	$13,246.74
ⓘ	Other	3	5210	211	702	01	$4,096.58	$0.00	$4,096.58
ⓘ	Other	3	5210	221	702	00	$42,199.09	$0.00	$42,199.09
ⓘ	Other	3	5210	221	702	01	$13,050.14	$0.00	$13,050.14
ⓘ	Other	3	5210	311	702	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	5230	411	702	00	$77,645.90	$0.00	$77,645.90
ⓘ	Other	3	5240	311	702	00	$30,000.00	$0.00	$30,000.00
ⓘ	Other	3	5240	411	702	00	$750,000.00	$0.00	$750,000.00
ⓘ	Salary	3	5270	135	704	01	$221,561.28	$0.00	$221,561.28
ⓘ	Salary	3	5270	143	704	01	$210,600.00	$0.00	$210,600.00
ⓘ	Salary	3	5270	191	704	01	$143,780.00	$0.00	$143,780.00
ⓘ	Other	3	5270	211	704	01	$44,059.51	$0.00	$44,059.51
ⓘ	Other	3	5270	221	704	01	$89,033.67	$0.00	$89,033.67
ⓘ									

	Other	3	5270	231	704	01	$26,320.00	$0.00	$26,320.00
ⓘ	Other	3	5270	232	704	01	$3,611.00	$0.00	$3,611.00
ⓘ	Other	3	5270	234	704	01	$2,508.00	$0.00	$2,508.00
ⓘ	Other	3	5270	235	704	01	$156.00	$0.00	$156.00
ⓘ	Other	3	5270	312	704	01	$75,000.00	$0.00	$75,000.00
ⓘ	Other	3	5270	411	704	01	$100,000.00	$0.00	$100,000.00
ⓘ	Salary	3	5320	131	710	00	$265,016.00	$0.00	$265,016.00
ⓘ	Salary	3	5320	181	710	00	$29,725.00	$0.00	$29,725.00
ⓘ	Other	3	5320	211	710	00	$22,547.68	$0.00	$22,547.68
ⓘ	Other	3	5320	221	710	00	$71,828.38	$0.00	$71,828.38
ⓘ	Other	3	5320	231	710	00	$32,900.00	$0.00	$32,900.00
ⓘ	Other	3	5320	232	710	00	$1,975.00	$0.00	$1,975.00
ⓘ	Other	3	5320	234	710	00	$3,135.00	$0.00	$3,135.00
ⓘ	Other	3	5320	235	710	00	$195.00	$0.00	$195.00
ⓘ	Salary	3	5330	121	705	01	$3,429,040.20	$0.00	$3,429,040.20
ⓘ	Salary	3	5330	135	705	01	$121,670.40	$0.00	$121,670.40
ⓘ	Salary	3	5330	181	705	01	$393,418.00	$0.00	$393,418.00
ⓘ	Other	3	5330	211	705	01	$301,725.84	$0.00	$301,725.84
ⓘ	Other	3	5330	221	705	01	$961,184.15	$0.00	$961,184.15
ⓘ	Other	3	5330	231	705	01	$421,120.00	$0.00	$421,120.00
ⓘ	Other	3	5330	232	705	01	$260,200.00	$0.00	$260,200.00
ⓘ	Other	3	5330	234	705	01	$41,000.00	$0.00	$41,000.00
ⓘ	Salary	3	5350	191	708	01	$26,000.00	$0.00	$26,000.00
ⓘ	Salary	3	5350	192	708	01	$31,200.00	$0.00	$31,200.00
ⓘ	Salary	3	5350	196	705	01	$3,603,892.50	$0.00	$3,603,892.50
ⓘ									

	Salary	3	5350	198	704	01	$210,600.00	$0.00	$210,600.00
ⓘ	Other	3	5350	198	711	01	$5,479,240.00	$0.00	$5,479,240.00
ⓘ	Other	3	5350	211	704	01	$16,110.90	$0.00	$16,110.90
ⓘ	Other	3	5350	211	705	01	$275,697.79	$0.00	$275,697.79
ⓘ	Other	3	5350	211	708	01	$4,375.80	$0.00	$4,375.80
ⓘ	Other	3	5350	211	711	01	$419,161.86	$0.00	$419,161.86
ⓘ	Other	3	5350	221	704	01	$51,323.22	$0.00	$51,323.22
ⓘ	Other	3	5350	221	705	01	$878,268.60	$0.00	$878,268.60
ⓘ	Other	3	5350	221	708	01	$13,939.64	$0.00	$13,939.64
ⓘ	Other	3	5350	221	711	01	$1,335,290.79	$0.00	$1,335,290.79
ⓘ	Other	3	5350	232	704	01	$1,411.02	$0.00	$1,411.02
ⓘ	Other	3	5350	232	705	01	$26,014.07	$0.00	$26,014.07
ⓘ	Other	3	5350	232	711	01	$497,816.30	$0.00	$497,816.30
ⓘ	Other	3	5350	311	708	01	$75,394.94	$0.00	$75,394.94
ⓘ	Other	3	5350	312	708	01	$38,065.57	$0.00	$38,065.57
ⓘ	Other	3	5350	331	708	01	$1,300,000.00	$0.00	$1,300,000.00
ⓘ	Other	3	5350	411	708	01	$864,754.59	$0.00	$864,754.59
ⓘ	Other	3	5350	411	711	01	$30,000.00	$0.00	$30,000.00
ⓘ	Salary	3	5360	126	708	01	$1,688,616.00	$0.00	$1,688,616.00
ⓘ	Salary	3	5360	143	702	01	$928,964.40	$0.00	$928,964.40
ⓘ	Salary	3	5360	180	708	01	$444,000.00	$0.00	$444,000.00
ⓘ	Other	3	5360	211	702	01	$71,065.77	$0.00	$71,065.77
ⓘ	Other	3	5360	211	708	01	$163,145.12	$0.00	$163,145.12
ⓘ	Other	3	5360	232	708	01	$6,000.00	$0.00	$6,000.00
ⓘ	Salary	3	5830	131	710	00	$270,802.00	$0.00	$270,802.00
ⓘ									

	Other	3	5830	131	710	01	$66,368.52	$0.00	$66,368.52
ⓘ	Other	3	5830	131	711	00	$50,696.00	$0.00	$50,696.00
ⓘ	Salary	3	5830	181	710	00	$30,175.00	$0.00	$30,175.00
ⓘ	Other	3	5830	181	710	01	$3,750.00	$0.00	$3,750.00
ⓘ	Salary	3	5830	192	710	00	$982,800.00	$0.00	$982,800.00
ⓘ	Other	3	5830	211	710	00	$98,208.94	$0.00	$98,208.94
ⓘ	Other	3	5830	211	710	01	$5,364.07	$0.00	$5,364.07
ⓘ	Other	3	5830	211	711	00	$3,878.24	$0.00	$3,878.24
ⓘ	Other	3	5830	221	710	00	$312,856.46	$0.00	$312,856.46
ⓘ	Other	3	5830	221	710	01	$17,087.89	$0.00	$17,087.89
ⓘ	Other	3	5830	221	711	00	$12,354.62	$0.00	$12,354.62
ⓘ	Other	3	5830	231	710	00	$32,900.00	$0.00	$32,900.00
ⓘ	Other	3	5830	231	710	01	$6,580.00	$0.00	$6,580.00
ⓘ	Other	3	5830	231	711	00	$6,580.00	$0.00	$6,580.00
ⓘ	Other	3	5830	232	710	00	$4,211.47	$0.00	$4,211.47
ⓘ	Other	3	5830	234	710	00	$3,135.00	$0.00	$3,135.00
ⓘ	Other	3	5830	234	710	01	$8,778.00	$0.00	$8,778.00
ⓘ	Other	3	5830	235	710	00	$195.00	$0.00	$195.00
ⓘ	Other	3	5830	235	710	01	$564.00	$0.00	$564.00
ⓘ	Other	3	5830	311	710	00	$1,275,000.00	$0.00	$1,275,000.00
ⓘ	Other	3	5830	312	710	00	$1,216,000.00	$0.00	$1,216,000.00
ⓘ	Other	3	5840	311	710	00	$1,275,000.00	$0.00	$1,275,000.00
ⓘ	Other	3	5860	311	709	00	$173,400.00	$0.00	$173,400.00
ⓘ	Other	3	5860	418	709	00	$178,200.00	$0.00	$178,200.00
ⓘ	Equipment	3	5860	462	709	00	$13,450,750.00	$0.00	$13,450,750.00
ⓘ									

	Salary	3	5880	146	704	01	$138,114.60	$0.00	$138,114.60
ⓘ	Salary	3	5880	192	710	01	$464,800.00	$0.00	$464,800.00
ⓘ	Other	3	5880	211	704	01	$10,565.78	$0.00	$10,565.78
ⓘ	Other	3	5880	211	710	01	$35,557.20	$0.00	$35,557.20
ⓘ	Other	3	5880	221	704	01	$33,658.53	$0.00	$33,658.53
ⓘ	Other	3	5880	221	710	01	$113,271.76	$0.00	$113,271.76
ⓘ	Other	3	5880	231	704	01	$32,900.00	$0.00	$32,900.00
ⓘ	Other	3	5880	311	704	01	$100,000.00	$0.00	$100,000.00
ⓘ	Other	3	5880	411	704	01	$100,000.00	$0.00	$100,000.00
ⓘ	Other	3	5880	411	707	00	$247,500.00	$0.00	$247,500.00
ⓘ	Other	3	6400	311	709	00	$219,000.00	$0.00	$219,000.00
ⓘ	Other	3	6540	311	706	00	$7,800,000.00	$0.00	$7,800,000.00
ⓘ	Other	3	6540	411	706	00	$45,070.99	$0.00	$45,070.99
ⓘ	Other	3	6580	411	706	00	$427,163.63	$0.00	$427,163.63
ⓘ	Other	3	6580	422	706	00	$13,929,323.38	$0.00	$13,929,323.38
ⓘ	Other	3	6620	311	703	01	$5,600,000.00	$0.00	$5,600,000.00
						Total:	**$98,232,546.99**	**$0.00**	**$98,232,546.99**

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Grant Details

Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

WS/FCS uses a continuous improvement process to address needs. Since March 2020, when the community was initially impacted by the pandemic, various existing groups were used to gather input for the district's responses and additional groups are created as new concerns arise. The district continues using established stakeholder groups and district processes for gathering input in the 20-21 school year. Surveys are used as one method to collect input because data are collected and analyzed efficiently since many concerns require swift attention and action. Additionally, data from various surveys are shared among divisions so that information is constantly shared such as the district annual ESSA survey. The groups providing input included, but are not limited to, administration (central office and school-level), school-based personnel (certified and classified), Teacher Advisory Council, Principal Advisory Council, Student Advisory Council, parents/families, Board of Education meetings (public comments and discussions), and community groups. Data from the WS/FCS Safety Tip Line and Assistance Form, both posted on the district webpage, provide stakeholders with opportunities to share concerns and request assistance (food, healthcare, housing, mental health support, transportation, internet access, computer for remote learning, assistance for remote learning). WS/FCS collected more stakeholder input in May 2021 through a series of Town Hall Meetings that were

offered in English and Spanish. Once the feedback was reviewed, the district presented "You spoke. We listened." to the Board of Education and community as part of the district's review and adjust the ESSER plans and budgets. Data are reviewed, priority areas identified, strategies selected to address the needs, and resources aligned with funding allowability in response to the needs. Planning was not isolated to ESSER III funds. Rather leadership identified priority needs and then aligned strategies/use of funds to available funding (including but not limited to ESSER I, II, III, non-federal funds, etc.) maximizing various funding sources. Based on grant funding allowability and periods of availability, the district developed a multi-year plan and will continue to assess and address facilities' conditions, mitigation process, and students' progress in learning recovery. WS/FCS Accountability department evaluators will measure the impact of the district's response by using student data and other measures to monitor progress. The district will then adjust strategies if outcomes are not achieved or not trending in a direction to result in the desired outcomes. Since the identified needs span across many areas, the data used to prioritize the use of funds were extensive to include, but not limited to: student academic data (EOC data, various computer based progress monitoring tools, BOG 3); student engagement data (Canvas usage, instructional personnel feedback, attendance); district's implemented return to in-person instruction plan to include numbers of students served in-person, remote, and enrollment at Virtual Academy; student and employee attendance rates; district vacancy and substitute coverage rates; instructional personnel process and perception data (professional development evaluations; instructional coaches data based on teacher interactions and school requests; Instructional Assistant Principals, Instructional Facilitators, and MTSS Interventionists meetings agendas and feedback); Exceptional Children data such as number of evaluations and re-evaluations needed to ensure compliance; Student Services trend and referral data, availability of community services, and nursing services; Panorama Student, Parent/Families, and Teacher data; WS/FCS district and school level CARES team data including referrals for services both within WS/FCS and the community, technology support requests, translations and interpretation assistance to support parents and families efforts in supporting academic progress; Community Learning Center data including staffing and schedules, utilization rates, and areas of needed support; conditions data for facilities (HVAC systems and watercoolers); PPE and cleaning supplies inventory and usage data; Technology device inventory for students and employees, including adaptive devices, and device conditions' reports. Since impacts of the pandemic continue to emerge, WS/FCS will continue engaging stakeholders in input sessions seeking additional feedback for consideration. Following district process, stakeholder input will be reviewed and considered. Modifications to plans and use of funds will be made, as needed, to support learning recovery efforts.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Although all students wanting in-person instruction returned to buildings, remote learning remains an option from students' assigned schools and Virtual Academy (VA). Around 76% of all elementary school (ES) students returned to in-person instruction (02-2021). According to parent/family survey data, almost 65% of MS and 50% of HS students planned to return to in-person instruction (03-2021). If not participating in VA, students receive remote instruction from classroom teachers who are also teaching students in-person. As of 03-30-21, VA enrollment is about 2000. Parent/family interest in remote learning remains as measured by student assignment data for 21-22. Social-emotional and academic data demonstrate continued students' needs. Panorama data reveal that student self-efficacy has decreased 6 percentage points with only 55% of students believing they can achieve academic outcomes, and only 43% of students believe they can regulate their emotions. For 20-21, the district's attendance remains a challenge with student participating in in-person instruction and virtual. Although the 20-21 EOG/EOC data has not been approved by the NC State BOE, the district's analysis of the data does show declines in achievement levels, a result of the unfinished learning. An additional 1,142 high school students working with the school-based and/or district-based CARES Teams because of not meeting high school graduation requirements. Disengagement challenges continue; school and district CARES Teams work to address root causes for disengagement. Teachers implement strategies to connect with students and families establishing relationships. Teachers and parents/families created 36,596 free accounts on a communication platform and averaged 580 messages a day. With over 85 languages and dialects spoken in the district, EL parents/families need help navigating all the operational changes and understanding academic progress including attendance. EC students have been impacted by the interruption of in-person instruction. IEP evaluations and re-evaluations were halted due to the restrictions resulting in many evaluations and re-evaluations needing to be appropriately completed. Prior to March 2020, substitute teacher and other staff fill rate was 88%; fell to 75%. Most recently with return to in-person instruction, declined to almost 60%. Teachers and central office staff cover classrooms when substitutes due to COVID absences are not secured. Staffing agencies maintain about an 98% fill rate. In Spring 2021, critical positions were vacant, many created by COVID issues. There were 111 school-based, 60 bus driver, and over 40 central office vacancies, all higher than the same period pre-pandemic (03-21). The vacancies have continued and in July 2021, over the LEA has over 150 teaching vacancies specifically in K-12 EC, secondary Math and secondary Science. A adjacent LEA is offering recruitment bonuses, and WS/FCS is experiencing an increase in resignations to this LEA increasing WS/FCS vacancies. There is the need to retain current employees and recruit individuals to fill key teacher positions. Additionally, current staffing for school nurses, social workers, and mental health professionals for over 80 schools does not meet the current needs of students due to the impacts of the pandemic on students' physical, mental, and emotional health and long periods of time away from in-person instruction and access to health services. Current referral data shows that the needs are increasing with the most vulnerable students. There is a continuous need for devices for students and instructional staff (planning for long-term closure as well as in-person instruction). Since March 2020, weekly about 110 Chromebooks/devices are damaged (keyboards and monitors) and needing repair. In-person instruction still requires the of use devices. With the

increased usage, older equipment deployed are failing and devices require repairs to ensure access. Security of all devices and user information is imperative to promote safety of students and employees through continued use of secure video conferencing platform and cloud-based security. Digital and print instructional resources will support the transition to remote learning, if needed, while also accessing prior knowledge to support learning recovery. These resources allow continuous access to resources no matter the learning environment. A district's response includes COVID coordinators at each school as points of contact of preparedness and concerns, lead schools in preparedness activities, and report and manage cases. Based on the district's enrollment, urban setting, county population, mobility of community among adjacent counties, and size of geographical county, an internal contact tracer team is needed to conduct timely tracing within WS/FCS and partner with the health department to reduce the spread within the community. With in-person instruction, efforts to mitigate infection remain a priority. Filters for touchless bottlefill watercoolers and HVAC are needed. Additionally, aging Energy recovery ventilation (ERVs) and HVAC control systems can increase COVID transmission risk. HVAC systems have approximately 10,000 filters per cycle and are changed at 2-month intervals

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.

$ 49,578,220.07 * 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;

Central Office instructional leaders will provide benchmark assessments (iReady BOY, MOY, EOY, and Common Formative Assessments) as well as a Standard Treatment Protocol and Tiered Supports. Students will also be assigned individual instructional pathways based on formative assessment data. Unit Plans will include both guidance on grade level standards as well as Just Right lesson to address learning loss from the previous year. Ongoing professional development, PLT, and coaching support for teachers will include evidence-based strategies guided by formative data to drive a personalized and differentiated learning experience for students. Academic coaches will

provide support to teachers and instructional staff with the use of data to select appropriate standards-aligned resources, provide coaching feedback as part of job-embedded professional development for the creation and implementation of differentiated lessons, and support with content knowledge. To provide additional student support in the learning recovery efforts, all Title I schools and schools with the federal CSI-LG and CSI- LP and/or TSI-AT and/or TSI-CU designations will have MTSS Interventionists who will work collaboratively with classroom teachers and administration to provide supplemental and/or intensive interventions to identified students. These positions will spend at least 80% of the time providing direct student support and the remaining time can include providing job-embedded professional development (i.e. with classroom teachers: planning for differentiated instruction before interventions begin, reviewing student data, co-teaching).

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

The ESL department will support teachers and students with supplemental academic support with ESL/SIOP coaches who will provide job-embedded professional development to ESL and content teachers for sheltered instruction. Instructional supplies and materials aligned to state and WIDA standards will provide instructional personnel with appropriate resources for strategic teaching and learning in all language domains. Additionally, based on EL and EC student data and the impact of the interrupted instruction, highly effective teachers will engage in Curriculum Writing over the next two years. To meet the needs of EL, teachers will develop curriculum resources aligned with WIDA English Language Development standard; and EC teachers will create pacing guides for the Extended Content Standards. Content and EC teachers will have appropriate calendars and resources to address specific students' needs. The district's continued use of digital resources, for both in-person and remote instruction, supports teaching and learning efforts in various content areas and is part of the response to learning recovery. Examples include, but are not limited to, iReady, NewsELA, TurnItIn, and supplemental content area materials such as students' decodables and leveled readers. Elementary and secondary schools use iReady to differentiate instruction for students with the dynamic program focusing on students' needs. NewsELA offers standard-aligned digital resources to increase reading, social studies, and science knowledge and skills and allows for equitable access and content continuity with existing instructional materials. NewsELA also contains lessons and activities that address social emotional learning. TurnItIn provides secondary ELA teachers with a tool that allows personalized feedback to students and promotes collaboration among teachers and students with reading and writing. Offering multiple supplemental and intensive interventions and extended learning opportunities to support students' learning recovery, including but not limited to, extended school year, supplemental reading teachers, MTSS interventionists at select schools, and extended learning programs at all schools and community learning centers. In response to the interruption to in-person learning, summer school offerings are expansive over the next few years. Currently, over 15,000 students who were negatively impacted by the change to remote learning, as measured by available formative data and BOY/MOY data, are invited to a five-week summer enrichment program. Teachers for the program must be highly effective and recommended by current

supervisors. Instructional materials are strategically selected by district content directors (i.e. math, ELA, science). During 21-22 and subsequent years, based on funding, the district will continue the Extended Learning Program at each school. Schools implement plans to address the specific needs of students through remediation or front-loading during tutoring. Lastly, some select schools will offer extended school years with additional days prior to the rest of the district starting. The additional time provides support teachers and students in select Title I schools as intensive support within the district turnaround network. Each high school will have a graduation coach that will provide school-based, multi-faceted framework of instructional support and intervention for students identified at-risk of dropping out and/or failing to graduate with their cohort. Coordination of wraparound services at specific schools with highly vulnerable students including EL newcomers responding to specific student needs. Contracting with a staffing agency to secure substitutes for teacher absences ensuring coverage in all classrooms due to teacher infections/exposure. Offer recruitment/retention incentives for summer school teaching assignments since experiencing difficulty securing enough teachers to meet the demand of students and families requesting services. Recruitment/retention bonuses at select schools and for specific, hard to fill positions (i.e. EC and Math) with high quality candidates. While the district had existing challenges of filling vacancies pre-pandemic, the pandemic has made the task of filling positions more difficult and feeling some classrooms without permanent, highly effective teachers.

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

Resuming and expanding the Family Literacy programs is imperative to support EL progress. WS/FCS's programs use the Toyota Family Literacy program model. In support of non-English speaking families, additional bilingual Parent Liaisons will be used to supplement the district CARES Teams by providing connections between school and families in areas such as attendance and academics. The district is also continuing the CARES Team model that began with ESSER I funding that offers support to parents, families, and students both at the district and school level to address challenges students are facing and that impact learning. District teams that serve within the communities consist of cross-divisional members such as technology assistants to provide technical assistance for connectivity and using on-line resources, parent liaisons to assist families with community resources and also school resources to ensure the needs of the students and families are addressed, and community center personnel to offer after school academic support. School CARES Team members provide referrals to district CARES Team for students who are presenting with challenges and barriers to learning recovery such as attendance. Also, based on current teachers and school use of a basic version of a communication platform that is aligned to the district's Learning Management System (LMS) and is allowed within the district policy and procedures, the resource will be purchased districtwide allowing all parent and families access to information that supports their efforts in monitoring student progress and learning. The district's "Our Safe Return" website is updated with new information as operational changes occur and videos, FAQs and

Resources for families in support of students. Lastly, the Office of Early Learning is actively in the community for Family Outreach to ensure students are registering.

* (D) Tracking student attendance and improving student engagement in distance education;

In March 2020, WS/FCS began measuring attendance and engagement by the number of students that were active in Canvas (WS/FCS's Learning Management System) on a weekly basis. In the 20-21 school year the district modified its measures and now monitors grades, formative and summative assessments, and attendance. District and school-level CARES teams with school personnel, coordinate responses for students with limited engagement and attendance concerns. CARES Teams remain in place and will continue supporting students, families, and schools, including schools not offering remote learning. In 21-22 only Virtual Academy (ES and MS) and the new Virtual Academy - High School will offer remote learning opportunities as long as the district does not have to implement short-term and/or long-term closures. Using the continuous improvement cycle, district and school staff refine processes through the 20-21 school year to fully support the coordination and communication to ensure the needs of students are addressed when engagement and attendance are concerns. The coordinated support includes, but is not limited to, linking students and families to community resources if the barrier(s) to engagement can be addressed with community partners and services, deploy CARES Teams Technology Assistants to ensure students can utilize the educational technology resources and digital resources, refer students to Community Learning Centers where supplemental support is provided to students and families through partnerships with the community, additional support and professional development to instructional staff at the Virtual Academy to ensure high engagement opportunities are provided to students.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

K-8 students will be assessed using iReady benchmarks and assigned personalized learning paths. Teachers will use the iReady data from the 20-21 school year to the 21-22 school year data to track growth and target specific areas of strength. The Accountability Department will collaborate with the Instructional Services team and school-based staff to effectively utilize the Performance Matters platform to triangulate data and determine specific needs for students. Edgenuity MyPath will be utilized to conduct pre-assessments and design learning paths for students in grades 9-12. In addition to district benchmark assessments and common formative assessments, the district will provide standards-aligned instructional resources, unit plans, check points, and unit assessments to target and drive data informed instruction. District coaches will work collaboratively with teachers during PLTs to unpack standards and utilize data to select the most appropriate resource and instructional strategy to design meaningful experiences for students to take ownership of their learning and demonstrate content mastery. Professional development, coaching, and PLT support will be used to design support for teachers and school leaders as they develop a systematic approach to using data to maximize instructional time and improve academic performance.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ○ No	- Maintain all water coolers with touchless bottle-fill watercoolers	Throughout the grant's period of availability	- Lower/elimination of viral transmission via watercoolers - Increased instructional time (reduced absences) - Increased student learning as measured by summative and formative assessments	$ 45,070.99
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ○ No	- Repair and replacement of almost 175 ERV providing outdoor air ventilation to buildings - Maintain clean air supplied to HVAC systems - Replace failing HVAC Control Systems	Throughout the grant's period of availability	- Lower/elimination of viral transmission via air circulation - Increased instructional time (reduced absences) - Increased student learning as measured by summative and formative assessments	$ 14,350,487.00

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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	- Additional nurses addressing COVID and non-COVID related health issues among students specifically for the most vulnerable students.	Throughout the grant's period of availability	- Lower/elimination of viral transmission - Increased instructional time (reduced absences) - Increased student learning as measured by summative and formative assessments	$ 425,000.00
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No		Completed by September 30, 2022	- Increased student learning as measured by summative and formative assessments - Increase teacher efficacy	$ 540,800.00

		- Contract and/or employee additional duties speech language pathologists, occupational therapists, EC facilitators, to complete evaluations and/or re-revaluations - Current staff will provide specially designed instruction provided to identified students			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	- Reduce risk is of transmission within schools during summer school appropriately cleaning rooms and facilities especially high touch surfaces. - Additional cleaning during summer school programs	Throughout the grant's period of availability	- Lower/elimination of viral transmission via hard surfaces - Increased instructional time (reduced absences) - Increased student learning as measured by summative and formative assessments	$ 7,800,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⊙ Yes ○ No	- Offer all students an option of virtual learning due to the continued presence of COVID-19 through the Virtual High School	Throughout the grant's period of availability	- Increased student learning as measured by summative and formative assessments - Increased positive connections and relationships in school (peers and adults) - Increased positive perceptions about learning and the instructional opportunities	$ 1,542,240.00
	* ⊙ Yes ○ No		Throughout the grant's period of availability		$ 12,573,340.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		- Purchase Chromebooks adaptive and assistive devices, cases, charging lockers, and charging adapters; laptops; hotspots, support services and to all students in grades 3-12 and instructional staff to support virtual instruction and to access resources during in person instruction. - Support for maintaining inventory control, cleaning, and repairing devices. - Software to support student engagement through collaboration with video and audio submissions for lessons and activities.		- Increased connections and relationships in school (peers and adults) - Increased positive perceptions about learning and instructional opportunities - Increased student learning as measured by summative and formative assessments - Increased usage of digital resources and application in learning	
		- Offer			

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	...Offer professional development to school staff, EC instructional staff, student services staff to enhance knowledge and skills to support students experiencing trauma because of the pandemic. - Coordinate and address student needs based on COVID by offering support from SEL coaches, counselors, and social workers providing Tier II and III interventions to students, referral students and parents to community and mental health resources, establishing home-school connects, and coordination of	Throughout the grant's period of availability	- Increased connections and relationships in school (peers and adults) - Increased positive perceptions about learning, instructional opportunities, self, and community - Increased students' efficacy - Increased student learning as measured by summative and formative assessments - Increased instructional time (reduced absences)	$ 2,916,000.00

		enrollment based on anticipated higher mobility rates. - Offer Tier II and III supports for all student by Mental Health Coaches and/or Specialists in the areas of CBT, DBT, individual and family sessions.			
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	- Expanding summer school offerings in grade K-12 to addressing learning recovery, increase engagement, and social-emotional needs (funds included in Addressing Learning Loss above). `	Each summer throughout the period of the grant	- Increased connections and relationships in school (peers and adults) - Increased positive perceptions about learning and instructional opportunities - Increased student learning as measured by summative and formative assessments	$ 0.00
		- Provide multi-day professional development to instructional staff	Through the grant's period of availability		$ 8,461,388.93

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	regarding standards-aligned instruction and appropriate resources prior each school year with attention on specific areas of student needs due to interrupted instruction during the pandemic and to support learning recovery. - Offering retention bonuses to current WS/FCS employees meeting specific employment terms for a one-time bonus to be paid in October 2021. - Offering and K-12 EC, secondary math, and secondary science teachers with retention bonuses for two years. - Offering recruitment bonuses to		- Increased student learning as measured by summative and formative assessments - Increase teacher efficacy	

		bonuses to candidates filling the 150 current vacancies to have qualified teachers in all classrooms for the start of schools. - $58,374,432.94 will be budgeted in this line again item once all of the LEA allotment is released. The line was reduced to clear an error message and allow the submission of the application.			
		Total ESSER III Allotment	$	48,654,326.92	

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.

*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Winston Salem / Forsyth County Schools (340) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Franklin County Schools (350) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/8/2021 1:37:25 PM	Geoffrey Hawthorne	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/8/2021 1:37:25 PM	Geoffrey Hawthorne	Status changed to 'Chief Administrator Approved'.	S
☐	11/8/2021 1:37:16 PM	Geoffrey Hawthorne	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

11/10/2021 1:54:09 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/8/2021 1:37:16 PM	Geoffrey Hawthorne	Status changed to 'Fiscal Representative Approved'.	S
	11/8/2021 1:37:07 PM	Geoffrey Hawthorne	Status changed to 'Revision Completed'.	S
	10/28/2021 10:29:35 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/28/2021 10:29:30 AM	Erin Lewis	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.	C
☐	10/19/2021 8:47:56 AM	Geoffrey Hawthorne	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/19/2021 8:47:56 AM	Geoffrey Hawthorne	Status changed to 'Chief Administrator Approved'.	S

11/10/2021 1:54:09 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/19/2021 8:47:50 AM	Geoffrey Hawthorne	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/19/2021 8:47:50 AM	Geoffrey Hawthorne	Status changed to 'Fiscal Representative Approved'.	S
	10/19/2021 8:47:39 AM	Geoffrey Hawthorne	Status changed to 'Revision Completed'.	S
	10/19/2021 8:39:03 AM	Geoffrey Hawthorne	Status changed to 'Revision Started'.	S

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Allotments

Franklin County Schools (350) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	$6,681,233.00	$6,681,233.00
Carryover	$13,516,365.00	$13,516,365.00
Total	$20,197,598.00	$20,197,598.00

Budget

Franklin County Schools (350) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Received ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
350	181	2	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$6,681,233.00	$6,681,233.00
Carryover Amount:	$13,516,365.00	$13,516,365.00
Allotment Plus Carryover:	$20,197,598.00	$20,197,598.00
Total Budgeted:		$20,197,598.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/09/2021 07:42 AM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 7:42 AM	Received		Admin, NCCCIP			
10/8/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
		☑		3-5110-311-000-000-00	0	The carryover budget in the continuation application that has been submitted within BAAS and the FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/4/2021 10:58 AM	Approved (Pending)		Lewis, Erin			
9/30/2021 8:45 AM	Received		Admin, NCCCIP			
9/28/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☑		3-5330-121-000-005-00	0	The grant details highlight a purchase of additional activity buses to improve the ability to social distance and separate students traveling to and from school sponsored activities (added on 9.22.21). The purchase of activity buses is not currently reflected in the budget amendment (object code 551). Please revise the budget to align with the grant details.
9/28/2021 3:31 PM	Denied (Pending)		Lewis, Erin			
9/28/2021 10:42 AM	Under Review		Lewis, Erin			
9/24/2021 11:05 AM	Received		Admin, NCCCIP			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/27/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/27/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
8/26/2021 11:00 AM	Approved (Pending)		Eddy, Melissa			
7/29/2021 8:56 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▼]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	311	000	00	$1,000,000.00	$0.00	$1,000,000.00		✏
ⓘ	Other	3	5110	312	000	00	$53,913.00	$0.00	$53,913.00		✏
ⓘ	Other	3	5110	313	000	00	$53,913.00	$0.00	$53,913.00		✏
ⓘ	Other	3	5110	314	000	00	$53,913.00	$0.00	$53,913.00		✏
ⓘ	Other	3	5110	342	000	00	$53,913.00	$0.00	$53,913.00		✏
ⓘ	Other	3	5110	411	000	00	$1,313,530.00	$0.00	$1,313,530.00		✏
ⓘ	Other	3	5110	413	000	00	$943,813.00	$0.00	$943,813.00		✏
ⓘ	Other	3	5110	418	000	00	$387,194.00	$0.00	$387,194.00		✏
ⓘ	Equipment	3	5110	461	000	00	$490,119.00	$0.00	$490,119.00		✏
ⓘ	Equipment	3	5110	462	000	00	$1,372,334.00	$0.00	$1,372,334.00		✏
ⓘ	Equipment	3	5320	462	012	00	$0.00	$294.09	$294.09	New Social Worker Chromebook	✏
ⓘ	Salary	3	5330	121	005	00	$147,290.00	$0.00	$147,290.00		✏

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ℹ️	Salary	3	5330	135	005	00	$222,277.00	$0.00	$222,277.00		✏️
ℹ️	Other	3	5330	211	005	00	$28,271.88	$0.00	$28,271.88		✏️
ℹ️	Other	3	5330	221	005	00	$88,216.00	$0.00	$88,216.00		✏️
ℹ️	Other	3	5330	231	005	00	$49,350.00	$0.00	$49,350.00		✏️
ℹ️	Other	3	5350	198	000	00	$1,104,313.00	$0.00	$1,104,313.00		✏️
ℹ️	Other	3	5350	211	000	00	$84,480.00	$0.00	$84,480.00		✏️
ℹ️	Other	3	5350	221	000	00	$239,415.00	$0.00	$239,415.00		✏️
ℹ️	Salary	3	5360	126	000	00	$1,393,400.00	$0.00	$1,393,400.00		✏️
ℹ️	Other	3	5360	211	000	00	$106,600.00	$0.00	$106,600.00		✏️
ℹ️	Salary	3	5840	131	012	00	$55,000.00	$0.00	$55,000.00		✏️
ℹ️	Other	3	5840	211	012	00	$4,207.50	$0.00	$4,207.50		✏️
ℹ️	Other	3	5840	221	012	00	$13,024.00	$0.00	$13,024.00		✏️
ℹ️	Other	3	5840	231	012	00	$7,050.00	$0.00	$7,050.00		✏️
ℹ️	Other	3	5840	319	000	00	$215,496.00	$0.00	$215,496.00		✏️
ℹ️	Equipment	3	5840	462	012	00	$1,900.00	$0.00	$1,900.00		✏️
ℹ️	Other	3	6110	311	012	00	$0.00	$6,315.00	$6,315.00	DUE TO COVID CONCERNS, AIR QUALITY TEST WILL BE PERFORMED AT 6 OF OUR OLDEST SCHOOLS, WITH THE WORST HVAC SYSTEMS - BH, CC, EB, FM, LH, YE,	✏️
ℹ️	Other	3	6110	411	000	00	$1,250,000.00	$0.00	$1,250,000.00		✏️
ℹ️	Equipment	3	6110	461	013	00	$67,500.00	$0.00	$67,500.00		✏️
ℹ️	Equipment	3	6110	462	000	00	$775,000.00	$0.00	$775,000.00		✏️
ℹ️	Other	3	6200	192	000	00	$214,050.00	$0.00	$214,050.00		✏️
ℹ️	Other	3	6200	211	000	00	$16,375.00	$0.00	$16,375.00		✏️
ℹ️	Other	3	6200	221	000	00	$46,406.00	$0.00	$46,406.00		✏️

ⓘ	Other	3	6200	342	000	00	$10,000.00	$0.00	$10,000.00		🖉
ⓘ	Other	3	6400	418	000	00	$200,000.00	($12,650.00)	$187,350.00	(move $12,650 to 3.6400.181.418.000.015 for Comodo Security to support the continued provision for cyber security for Windows devices that leave our district network Will need through 2023-2024)	🖉
ⓘ	Other	3	6400	418	015	00	$0.00	$12,650.00	$12,650.00	Comodo Security to support the continued provision for cyber security for Windows devices that leave our district network Will need through 2023-2024	🖉
ⓘ	Other	3	6540	411	000	00	$836,465.22	$0.00	$836,465.22		🖉
ⓘ	Equipment	3	6540	461	000	00	$100,000.00	$0.00	$100,000.00		🖉
ⓘ	Salary	3	6550	151	002	00	$52,540.00	$0.00	$52,540.00		🖉
ⓘ	Other	3	6550	211	002	00	$4,019.31	$0.00	$4,019.31		🖉
ⓘ	Other	3	6550	221	002	00	$12,441.47	$0.00	$12,441.47		🖉
ⓘ	Other	3	6550	231	002	00	$6,000.00	$0.00	$6,000.00		🖉
ⓘ	Equipment	3	6550	461	002	00	$93,678.01	$0.00	$93,678.01		🖉
ⓘ	Other	3	6550	551	002	00	$200,000.00	$0.00	$200,000.00		🖉
ⓘ	Other	3	6570	522	000	00	$603,084.00	$0.00	$603,084.00		🖉
ⓘ	Other	3	6570	523	000	00	$1,843,084.00	$0.00	$1,843,084.00		🖉
ⓘ	Other	3	6580	311	000	00	$891,000.00	$0.00	$891,000.00		🖉
ⓘ	Other	3	6580	551	003	00	$0.00	$29,429.74	$29,429.74	The demand for Covid supplies are causing us to deliver 5 days a week	🖉

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										to meet the demand for PPE’s.	
ⓘ	Equipment	3	6940	462	015	00	$0.00	$1,876.19	$1,876.19	Lenovo laptop w/ docking station for Tricia Preston in Finance	✏
ⓘ	Salary	3	7200	174	000	00	$0.00	$5,000.00	$5,000.00	Additional Saturday Duty for SN Employees to eliminate food shortages due to certain food deliveries to a central location for storage until needed	✏
ⓘ	Other	3	7200	211	000	00	$0.00	$382.50	$382.50		✏
ⓘ	Other	3	7200	221	000	00	$0.00	$1,084.00	$1,084.00		✏
ⓘ	Equipment	3	7200	461	004	00	$140,000.00	$0.00	$140,000.00		✏
ⓘ	Other	3	8200	399	000	00	$3,336,087.61	($27,446.52)	$3,308,641.09		✏

Total: $20,180,663.00 $16,935.00 $20,197,598.00

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Grant Details

Franklin County Schools (350) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Beginning in April of 2021, Franklin County Schools (FCS) began efforts to reassess district-wide needs in response to the continued impacts of Covid-19. As a primary step, FCS Leadership met and developed a survey to gather data that provided important insights into needs from across the district. Once the survey development was completed, it was then distributed to district departments and building leaders to review and provide perspective and feedback from their specific lens. Specific to the schools responses, schools held SIT meeting where provided needs surveys were reviewed and completed collaboratively. This approach was taken to be inclusive of all stakeholders as needs were determined and data compiled. District level surveys were completed by departments with the input of support staff. Stakeholder group feedback gathered includes: District Level: - Curriculum and Instruction - Human Resources - Maintenance / Custodial - Child Nutrition - Testing and Accountability - AIG / Arts Education - Finance - ESL / EC / Special Populations School Level: - Administration - Classified Staff - Teachers - Parents - Counselors - Nurses Meeting were held at the district leadership level to review survey responses and build a budget and plan outline to address the identified needs from department and school level input. Meetings were held on: April 14th, 23rd, 27th, and May 5th.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Due to the additional funding allotted in ESSER III PRC 181, the identified priorities in ESSER II PRC 171 were focused on allocation to schools for the support of school level needs with a small reserve for immediate capitalized air quality needs. The ESSER III PRC 181 funds will fulfill more district level, capitalized project priorities that will extend across multiple years. District level Departments and Schools have identified, in collaboration with building level stakeholders, needs related to Covid-19. The compilation of survey responses Needs that have been identified following district meetings and survey collection data was reviewed and includes, but is not limited to: - Education Technology devices for enhanced instruction for remote learning needs - Technology needs - including equipment, staff support, and software provisions - Learning loss - needs for tutoring and additional instructional supports - New and continued need for supplemental education technology resources to support face to face instruction as well as remote leaning needs - Facility Improvements, specifically to air quality - Instructional supply flexibility - For both face to face and remote learning needs - Special populations supply and equipment needs - Sanitation supplies and resources at all building and school locations

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.

$ 5,742,060.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

The measures taken by Franklin County Schools (FCS) to address learning loss is being developed through a lens that prioritizes equity and is comprehensive and inclusive of all learning stakeholders. In the outline below, areas of general approach are provided: Education Technology: As a supplemental tool for instructional support, a wide-ranging product

resources has been complied and provided to support students as a result of learning loss. Education Technology resources being leveraged include: (All listed education technology tools support diverse leaning needs, as well as a parent and/or family's ability to support/reinforce learning at home) i-Ready - Supplements instruction through intuitive learning pathways in Math and Reading for students from Kindergarten through 8th Grade. This is a powerful supplemental tool for students of all levels of learning abilities and meets students where they are academically. i-Ready supports the needs of EC learners and Regular Education students. Additionally, Our district focus on this intervention strategy supports both remote students and well as those who are learning face to face. Smarty Ants - is being provided to supplement i-Ready as a remote option and resource that supports K-2 Phonics. This gaming approach to phonics engages young learners in critical phonics and language acquisition. Other education technology resources such as NewsELA, RazKids, Mystery Science, and others are also being identified to supplement core instruction, identify student learning gaps, and support areas of weakness within grade level standards and skills. Tutoring: Our district is developing a tutoring program that will be operationalized at the school level and supported from the district. Teachers are being offered opportunities to spend additional time working with small groups and individual students to address learning needs. Tutoring will focus on our most At-Risk populations and struggling learners as a top priority. Tutoring resources will be available at each district school. Summer Learning activities: Beginning in the summer of 2021, Franklin County schools will hold its first in a series of future SL opportunities to take place between now and the Summer of 2024. FCS SL activities have been outlined in Part D in the ESSER II application. Curriculum FCA Work: District Curriculum teams are being formed to address the grade level and content area curriculum and resources to be used to support core instruction across the entire district. This collaborative effort involves input from district stakeholder groups and provides a research and data based approach to addressing grade level / content standards and skills. This process will use EOY formative and summative assessment results to build and reinforce priority and power standards based on identifiable student weaknesses. FCS understands the importance and foundational need for building and providing an equitable and comprehensive core instruction to all student populations which can be used virtually or face to face. Reading Interventionists: - 1 Interventions will be added to LES, FES, & RES to support reading improvement efforts for students in these three elementary schools. Middle School Instructional Coaches: - 4 Instructional Coaches will be added, one at each of the 4 district middle schools (BMS, CCMS, FMS, TLMS) to strengthen curriculum provisions and support instructional practices for MS teachers and classrooms.

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

As a foundational approach to addressing learning loss, FCS will utilize many data points to determine the needs of our learners. Formative and Summative data will be leveraged to pinpoint academic weaknesses, strength, and areas for instructional intervention. Highlighted again below are a few evidence-based approaches to what the data sources indicate as needs for each individual student. FCS evidence-based approaches include, but are not limited to:

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Education Technology: As a supplemental tool for instructional support, a wide-ranging product resources has been complied and provided to support students as a result of learning loss. Education Technology resources being leveraged include: (All listed education technology tools support diverse leaning needs, as well as a parent and/or family's ability to support/reinforce learning at home) i-Ready - Supplements instruction through intuitive learning pathways in Math and Reading for students from Kindergarten through 8th Grade. This is a powerful supplemental tool for students of all levels of learning abilities and meets students where they are academically. i-Ready supports the needs of EC learners and Regular Education students. Additionally, Our district focus on this intervention strategy supports both remote students and well as those who are learning face to face. Smarty Ants - is being provided to supplement i-Ready as a remote option and resource that supports K-2 Phonics. This gaming approach to phonics engages young learners in critical phonics and language acquisition. Other education technology resources such as NewsELA, RazKids, Mystery Science, Ready Rosie, and others are also being identified to supplement core instruction, identify student learning gaps, and support areas of weakness within grade level standards and skills. Tutoring: Our district is developing a tutoring program that will be operationalized at the school level and supported from the district. Teachers are being offered opportunities to spend additional time working with small groups and individual students to address learning needs. Tutoring will focus on our most At-Risk populations and struggling learners as a top priority. Tutoring resources will be available at each district school. Summer Learning activities: Beginning in the summer of 2021, Franklin County schools will hold its first in a series of future SL opportunities to take place between now and the Summer of 2024. FCS SL activities have been outlined in Part D in the ESSER II application. Curriculum FCA Work: District Curriculum teams are being formed to address the grade level and content area curriculum and resources to be used to support core instruction across the entire district. This collaborative effort involves input from district stakeholder groups and provides a research and data based approach to addressing grade level / content standards and skills. This process will use EOY formative and summative assessment results to build and reinforce priority and power standards based on identifiable student weaknesses. FCS understands the importance and foundational need for building and providing an equitable and comprehensive core instruction to all student populations which can be used virtually or face to face.

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

Education Technology: As a supplemental tool for instructional support, a wide-ranging product resources has been complied and provided to support students as a result of learning loss. Education Technology resources being leveraged include: (All listed education technology tools support diverse leaning needs, as well as a parent and/or family's ability to support/reinforce learning at home) i-Ready - Supplements instruction through intuitive learning pathways in Math and Reading for students from Kindergarten through 8th Grade. This is a powerful supplemental tool for students of all levels of learning abilities and meets students where they are academically. i-Ready supports the

needs of EC learners and Regular Education students. Additionally, Our district focus on this intervention strategy supports both remote students and well as those who are learning face to face. Smarty Ants - is being provided to supplement i-Ready as a remote option and resource that supports K-2 Phonics. This gaming approach to phonics engages young learners in critical phonics and language acquisition. Other education technology resources such as NewsELA, RazKids, Mystery Science, Ready Rosie, and others are also being identified to supplement core instruction, identify student learning gaps, and support areas of weakness within grade level standards and skills. FCS will operate and maintain two learning management platforms that serve as communication portals for instruction and communication. Google classroom will be used to support students and their families in our elementary schools, while Canvas will serve as the primary LMS in support of secondary families. Communication: The School Messenger platform is/will continue to be leveraged as a communication portal for school and district messaging. In recent survey responses, FCS families have reported with overwhelming support/approval for district and school communication. The data confirms the successful use of the platform as a tool to support families through important and consistent information sharing and feedback collection. Additionally, individual from varied departments have been added as additional parent outreach support. As an example, FCS has added two individuals with additional duty responsibilities who have been given up to 25 hours per month for parent outreach specifically targeting families of EL students. They are reaching out to support attendance, academic concerns, sharing important updates, and to engage with families they may be struggling. They provide parents with support to effectively assist their children. This additional duty outreach support has been replicated to support other departments as well. Parent Family Liaison: FCS employs a Parent and Family Liaison who serves to support families in a variety of ways. Her primary areas of parental support currently is kindergarten readiness, district level parent needs, early learning needs, family/student enrollment, parent and family feedback gathering and information sharing, among others.

* (D) Tracking student attendance and improving student engagement in distance education;

FCS has begun and will continue to develop student engagement and attendance through a newly formed "Attendance Task Force" established by the district Chief of Academics. Regular meetings have been held, with seven meetings held between December 2020 and March 2021. The work of the task force has/will continue to focus of developing attendance teams to respond to student attendance and engagement efforts and develop and support school level attendance teams with best practice approaches. In early work the district task force has established and communicated best practice to be followed as outlined below: Team Members: The work of the attendance committee is maximized when all relevant staff participate. It is crucial that the classroom teacher(s) are involved in the work to the greatest extent possible. Scheduling meetings to accommodate all team members may be challenging. If not possible, having a method for collecting feedback on the student is a must. Recommended team members include: Administrator (Principal or Assistant Principal) Social Worker School Counselor School Nurse Data Manager Exceptional Children's Teacher, if applicable Artifacts: During the meeting, artifacts that support school concerns and student's academic

performance are shared with the team. These documents are used to highlight patterns of attendance, reasons for absences, communication attempts, etc. Recommended artifacts may include: Attendance reports McKinney-Vento information Discipline referrals Medical Updates Progress report/Report card Documentation for outside services Communication log Interventions or MTSS status Meeting Frequency: Frequent meetings of the committee are necessary so that concerns are addressed in a timely manner. Principals or administration should schedule these meetings early in the year so that all meetings are on team members' calendars as early in the year as possible. Meetings may need to occur more often than originally scheduled based on student need. Frequency: Every two weeks on the same day of the week and time Role of the Classroom Teacher: A child's classroom teacher (both regular education and special education) can provide invaluable feedback to the attendance committee. To the greatest extent possible, classroom teachers should be involved in the work of the attendance committee. While scheduling may be difficult due to teaching times and afterschool commitments, schools should solicit feedback and information from classroom teachers for use by the attendance committee. Teachers should be provided with ample time to provide all relevant information. Classroom teachers: Can provide important background information regarding student attendance concerns Should receive feedback from the attendance committee on ways to engage students with attendance/academic concerns Should maintain a communication log on all contact attempts and outcomes Provide any relevant updates to school data managers so that information in PowerSchool is accurate. All attendance records must be maintained correctly and updated, as needed. School Efforts to Improve Effectiveness of Committee: The work of the attendance committee rests with the schools. To best support students, establishing processes and procedures that support this work are critical. Efforts to improve the work include: End each meeting with action steps so that everyone is clear about next steps. Review completed steps at the end of each meeting. Involve teachers when possible. Invite them to provide feedback on students, communicate with them more often, encourage them to be the first contact when a student is absent. When needed, schedule time for more meetings when the case load becomes extensive. Keep everyone in the loop and updated. This includes administrators, social workers, teachers, school counselors, data managers, school nurses, etc. Attendance at committee meetings must be a priority for team members.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Below is district guidance to assist principals as they track and evaluate student academic performance following this past school year. Review Team Schools are encouraged to establish a process that allows a team of individuals to review individual levels of academic performance. This might be one team or it might be a series of teams such as grade levels or middle school teams. Teams might consist of teachers, social workers, school administration, and other staff who can speak to the performance of students and provide learning recommendations. Current Academic Performance Schools are encouraged to examine current academic performance seeking to determine student level of

proficiency in state standards. Historical Academic Performance Given the unique circumstances of this school year, it's important that schools review a student's historical academic performance to determine how a student has typically performed in school. This might be a strong indicator of the impact of COVID-19 on student performance. Previous Retentions When a student retention is being contemplated, one important consideration is to review cumulative records to rule out a previous retention. Reviewing records will eliminate situations of multiple retention. Student Performance Data Schools should review NC Checkin Data, iReady Data, previous/current EOG data, and any other appropriate data to assist with determining student proficiency and grade level academic performance. Attendance Attendance may be a deciding factor for retention only if there was minimal to no contact between the student and the core academic teacher(s) throughout the school year. Otherwise, attendance should not be the only factor considered when determining promotion/retention. Best Educational Interest of the Pupil Consider known hardships related to COVID-19. Also, consider whether promotion or retention will have a positive or negative impact on the student as it relates to the student's pursuit of academic growth resulting in the receipt of a high school diploma. In keeping with G.S. 115C-288, principals are encouraged to exercise their right by law to make the final determination regarding promotion/retention and consider what's in the best of the interest of the pupil. Potential Summer Learning benefits - Schools should work to support and encourage participation in summer learning opportunities for eligible students.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
		Funds for this allowable			$ 2,333,203.00

| FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | * ⦿ Yes ◯ No | use category will support the installation of GPS systems in HVAC units & additional upgrades to improve air quality CN upgrades for efficiency needs in cafeteria, and equipment, furniture and supplies to reorganize classrooms to keep student/staff safe in accordance to health/safety guidelines. Specific Projects Include: - Replacing booths and seating which limit spacing of students with 14 cafeteria new tables at Bunn Elementary school to increase seating and spacing as a result of covid related restrictions. There is potential for this same provision at other sites moving forward. - Contracting with a 3rd party vendor for the purpose of determining facility upgrades/improvements related to covid-19 needs. - HVAC | July 1st, 2021 through September 30th, 2024 | Additional seating installed, work completion as approved by district maintenance and regular equipment use by district child nutrition staff and the enhanced ability to . Impact surveys will be developed and disseminated to the appropriate stakeholder groups to gather impact feedback data. | |

		Upgrades / Improvements requested to improve air quality include: (Replacement and repairs to HVAC are pending 3rd party recommendation) - Sites included in evaluation and possible upgrades - BES, BMS, FHS, & LES. (All schools) 9.16.21			
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ◯ No		July 1st, 2021 through September 30th, 2024		$ 1,891,000.00

| | | Funds for this allowable use category will support new screens for windows, an Air Quality Study and Air Filter/Screen replacements for central offices, and replacement of Air Filters & screens at the school level. Additionally, funds will provide enhanced outdoor cafeteria seating at school sites. Specific Projects Include: - The addition of outdoor seating/benches at Louisburg High School to expand seating for meals and outdoor mask breaks. There is potential for this provision at other sites moving forward. | | Additional seating installed, work completion as approved by district maintenance, and the regular use of seating by students. Impact surveys will be developed and disseminated to the appropriate stakeholder groups to gather impact feedback data at the conclusion of work and/or once equipment has been received and put into use. | |
| | | Funds for this allowable use category will support FCS efforts to contract with a 3rd party | | | $ 215,652.00 |

| 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 | 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 | July 1st, 2021 through September 30th, 2024 | Impact surveys will be developed and disseminated to the appropriate stakeholder groups to gather impact feedback data at the conclusion of work and/or once equipment has been received and put into use. | |

		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)			

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ○ No	Funds for this allowable use category will provide non-digital remote instruction resources to students with limited connectivity Additionally, funds will provide equipment and furniture for adaptive services needed for EC-Pre-k, Speech, AIG & LEP students. Postage & Travel for SW's will be provided as they provide additional supports to special student populations. Funds in this use category will provide Adaptive device needs for students with disabilities and additional duty funding for Social workers and mental health workers as needed.	July 1st, 2021 through September 30th, 2024	Impact surveys will be developed and disseminated to the appropriate stakeholder groups to gather impact feedback data at the conclusion of work and/or once equipment has been received and put into use.	$ 1,036,831.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◯ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ◯ No		July 1st, 2021 through September 30th, 2024		$ 2,161,466.00

		Funds for this allowable use category will support the provision of maintenance equipment to provide in-house servicing to grounds and delivery of COVID supplies to schools & Operational Disinfecting Supplies, the distribution of posters for safety & sanitization, and the allotment of funds directly to the school level to follow protocol for sanitization and disinfection of classrooms.		Impact surveys will be developed and disseminated to the appropriate stakeholder groups to gather impact feedback data at the conclusion of work and/or once equipment has been received and put into use.	

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ◯ No	Funds for this allowable use category will support the additional expansion of outdoor seating needs if virus transmission increases in buildings. Also, this funding category will support equipment upgrades to expand meal delivery options in the event of future closures.	July 1st, 2021 through September 30th, 2024	Impact surveys will be developed and disseminated to the appropriate stakeholder groups to gather impact feedback data at the conclusion of work and/or once equipment has been received and put into use.	$ 843,084.00
	* ⦿ Yes ◯ No		July 1st, 2021 through September 30th, 2024		$ 1,801,463.00

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | | Funds for this allowable use category will support, based on the District Technology Plan, the allocation of technology equipment and devices based on ADM, school level needs and as developed by FCS Classroom Device Committee priorities. Additionally, funds in this category will be allotted for software enhancement to support technology device upgrades based on Classroom Device Committee priorities. Funds will also support: A Cyber-Security contract and Additional IT duties Document Camera / Web Cams for all schools Provision of Cyber Security for Windows devices that leave the district network (Added 10.19.21) | | Impact surveys will be developed and disseminated to the appropriate stakeholder groups to gather impact feedback data at the conclusion of work and/or once equipment and/or devices have been received and put into use. | |

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Funds for this allowable use category will support contracted health support personnel for students, Social Workers, and Mental Health contracts to support EC students and other special populations.	July 1st, 2021 through September 30th, 2024	Impact surveys will be developed and disseminated to the appropriate stakeholder groups to gather impact feedback data at the conclusion of work and/or once equipment has been received and put into use.	$ 215,496.00
	* ⦿ Yes ◯ No	Funds for this allowable use category will support and supplement the District Summer Learning Plan as outlined in Part D of ESSER II Summer Learning Plan subsection. Funds will support staffing, transportation, supply, and leadership summer learning needs.	July 1st, 2021 through September 30th, 2024	Impact surveys will be developed and disseminated to the appropriate stakeholder groups to gather impact feedback data at the conclusion of work and/or once	$ 1,500,000.00

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.				once equipment has been received and put into use. Impact measures for this allowable use category also include: - Summer leaning student attendance - Summer leaning staff rosters - Student achievement growth as measure by K-8 i-Ready Math/Reading pre and post assessments - RTA 3 Grade Test Results - HS credit recovery totals	

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	Funds for this allowable use category will support and supplement Athletics & Band Covid related protocols, Attendance Incentives, ADM Fluctuation, Fiscal monitoring and compliance. Specific Fund Uses Include: - Additional Nursing position to support 2 elementary schools - Bunn Elementary and Laurel Mill Elementary School.	July 1st, 2021 through September 30th, 2024	Impact surveys will be developed and disseminated to the appropriate stakeholder groups to gather impact feedback data at the conclusion of work and/or once equipment and/or devices have been received and put into use.	$ 2,457,343.00
				Total ESSER III Allotment	$ 14,455,538.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Franklin County Schools (350) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Quinnley Hedgspeth	
	Geoffrey Hawthorne	

Substantially Approved Dates

Franklin County Schools (350) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, September 29, 2021

Franklin County Schools (350) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

 There are no new applicants.

Franklin County Schools (350) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Franklin County Schools (350) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100405620

* Address:

53 West River Road Louisburg, NC 27549

* Superintendent:

Dr. Rhonda Schuhler

Key Personnel:

* Geoffrey Hawthorne

* Quinnley Coley

Gates County Schools (370) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:05:58 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Gates County Schools (370) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$867,742.00	$867,742.00
Carryover	$1,751,327.00	$1,751,327.00
Total	$2,619,069.00	$2,619,069.00

Budget

Gates County Schools (370) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
370	181	0	No	No	4.15 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$867,742.00	$0.00
Carryover Amount:	$1,751,327.00	$1,751,327.00
Allotment Plus Carryover:	$2,619,069.00	$1,751,327.00
Total Budgeted:		$1,751,327.00
Total Remaining:	$867,742.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/20/2021 04:48 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/19/2021 7:40 AM	Approved (Pending)		Eddy, Melissa			
8/16/2021 3:53 PM	Received		Admin, NCCCIP			
7/27/2021 1:32 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$235,908.30	$0.00	$235,908.30		
ⓘ	Salary	3	5110	142	000	00	$280,000.00	$0.00	$280,000.00		
ⓘ	Other	3	5110	183	000	00	$35,000.00	$0.00	$35,000.00		
ⓘ	Other	3	5110	411	000	01	$40,000.00	$0.00	$40,000.00		
ⓘ	Other	3	5110	418	000	01	$25,000.00	$0.00	$25,000.00		
ⓘ	Other	3	5210	352	000	00	$20,000.00	$0.00	$20,000.00		
ⓘ	Equipment	3	5210	462	000	00	$15,000.00	$0.00	$15,000.00		
ⓘ	Other	3	5350	198	000	01	$150,000.00	$0.00	$150,000.00		

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ℹ	Other	3	5350	211	000	01	$11,475.00	$0.00	$11,475.00
ℹ	Other	3	5350	221	000	01	$32,520.00	$0.00	$32,520.00
ℹ	Salary	3	5360	126	000	00	$97,770.00	$0.00	$97,770.00
ℹ	Salary	3	5360	131	000	00	$5,575.00	$0.00	$5,575.00
ℹ	Salary	3	5360	142	000	00	$37,157.00	$0.00	$37,157.00
ℹ	Salary	3	5360	147	000	00	$1,393.00	$0.00	$1,393.00
ℹ	Other	3	5360	162	000	00	$928.94	$0.00	$928.94
ℹ	Salary	3	5360	171	000	00	$30,655.00	$0.00	$30,655.00
ℹ	Salary	3	5360	174	000	00	$26,940.00	$0.00	$26,940.00
ℹ	Salary	3	5360	176	000	00	$17,650.00	$0.00	$17,650.00
ℹ	Other	3	5360	211	000	00	$16,682.27	$0.00	$16,682.27
ℹ	Salary	3	5830	129	000	00	$160,000.00	$0.00	$160,000.00
ℹ	Equipment	3	6400	462	000	00	$237,002.14	$0.00	$237,002.14
ℹ	Other	3	6540	411	000	00	$20,000.00	$0.00	$20,000.00
ℹ	Other	3	6550	165	000	00	$928.94	$0.00	$928.94
ℹ	Other	3	6550	211	000	00	$71.06	$0.00	$71.06
ℹ	Other	3	6550	423	000	00	$10,000.00	$0.00	$10,000.00
ℹ	Other	3	6580	411	000	00	$75,000.00	$0.00	$75,000.00
ℹ	Salary	3	6610	113	000	00	$4,200.00	$0.00	$4,200.00
ℹ	Other	3	6610	211	000	00	$321.30	$0.00	$321.30
ℹ	Other	3	6610	221	000	00	$910.56	$0.00	$910.56
ℹ	Salary	3	6940	151	000	00	$3,500.00	$0.00	$3,500.00
ℹ	Other	3	6940	181	000	00	$12,000.00	$0.00	$12,000.00
ℹ	Other	3	6940	211	000	00	$1,185.75	$0.00	$1,185.75
ℹ	Other	3	6940	221	000	00	$3,360.40	$0.00	$3,360.40

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	8100	392	000	00	$69,784.03	$0.00	$69,784.03		
						Total:	**$1,677,918.69**	**$0.00**	**$1,677,918.69**		

304 - Buckland Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	192	000	00	$4,000.00	$0.00	$4,000.00		
ⓘ	Other	3	5110	211	000	00	$306.00	$0.00	$306.00		
ⓘ	Other	3	5110	221	000	00	$867.20	$0.00	$867.20		
ⓘ	Salary	3	5350	151	000	00	$500.00	$0.00	$500.00		
ⓘ	Other	3	5350	211	000	00	$38.25	$0.00	$38.25		
ⓘ	Other	3	5350	221	000	00	$108.40	$0.00	$108.40		
ⓘ	Other	3	5360	180	000	00	$2,400.00	$0.00	$2,400.00		
ⓘ	Other	3	5360	211	000	00	$183.60	$0.00	$183.60		
						Total:	**$8,403.45**	**$0.00**	**$8,403.45**		

308 - Central Middle School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	192	000	00	$14,000.00	$0.00	$14,000.00		
ⓘ	Other	3	5110	211	000	00	$1,071.00	$0.00	$1,071.00		
ⓘ	Other	3	5110	221	000	00	$3,035.20	$0.00	$3,035.20		
ⓘ	Other	3	5110	333	000	00	$1,000.00	$0.00	$1,000.00		
ⓘ	Salary	3	5350	151	000	00	$1,000.00	$0.00	$1,000.00		
ⓘ	Other	3	5350	181	000	00	$1,250.00	$0.00	$1,250.00		
ⓘ	Other	3	5350	211	000	00	$172.13	$0.00	$172.13		
ⓘ											

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5350	221	000	00	$487.80	$0.00	$487.80		
ⓘ	Other	3	5360	180	000	00	$3,600.00	$0.00	$3,600.00		
ⓘ	Other	3	5360	211	000	00	$275.40	$0.00	$275.40		
						Total:	**$25,891.53**	**$0.00**	**$25,891.53**		

312 - Gates County Senior High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	192	000	00	$4,000.00	$0.00	$4,000.00		
ⓘ	Other	3	5110	211	000	00	$306.00	$0.00	$306.00		
ⓘ	Other	3	5110	221	000	00	$867.20	$0.00	$867.20		
ⓘ	Salary	3	5350	151	000	00	$1,000.00	$0.00	$1,000.00		
ⓘ	Other	3	5350	181	000	00	$1,250.00	$0.00	$1,250.00		
ⓘ	Other	3	5350	211	000	00	$172.13	$0.00	$172.13		
ⓘ	Other	3	5350	221	000	00	$487.80	$0.00	$487.80		
						Total:	**$8,083.13**	**$0.00**	**$8,083.13**		

316 - Gatesville Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	192	000	00	$5,000.00	$0.00	$5,000.00		
ⓘ	Other	3	5110	211	000	00	$382.50	$0.00	$382.50		
ⓘ	Other	3	5110	221	000	00	$1,084.00	$0.00	$1,084.00		
ⓘ	Other	3	5210	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5210	211	000	00	$459.00	$0.00	$459.00		
ⓘ	Other	3	5210	221	000	00	$1,300.80	$0.00	$1,300.80		
ⓘ											

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5350	151	000	00	$1,000.00	$0.00	$1,000.00		
ℹ	Other	3	5350	211	000	00	$76.50	$0.00	$76.50		
ℹ	Other	3	5350	221	000	00	$216.80	$0.00	$216.80		
ℹ	Other	3	5360	180	000	00	$3,600.00	$0.00	$3,600.00		
ℹ	Other	3	5360	211	000	00	$275.40	$0.00	$275.40		
						Total:	$19,395.00	$0.00	$19,395.00		

324 - T S Cooper Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5110	192	000	00	$5,000.00	$0.00	$5,000.00		
ℹ	Other	3	5110	211	000	00	$382.50	$0.00	$382.50		
ℹ	Other	3	5110	221	000	00	$1,084.00	$0.00	$1,084.00		
ℹ	Salary	3	5350	151	000	00	$1,000.00	$0.00	$1,000.00		
ℹ	Other	3	5350	211	000	00	$76.50	$0.00	$76.50		
ℹ	Other	3	5350	221	000	00	$216.80	$0.00	$216.80		
ℹ	Other	3	5360	180	000	00	$3,600.00	$0.00	$3,600.00		
ℹ	Other	3	5360	211	000	00	$275.40	$0.00	$275.40		
						Total:	$11,635.20	$0.00	$11,635.20		

Grant Details

Gates County Schools (370) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

On March 13, 2020, COVID-19 plagued our country and we were forced of shut schools down indefinitely. As a result, teachers and students had to quickly transition from the traditional face-to-face academic setting in the classroom to a virtual learning environment that consisted of meeting daily on platforms such as Zoom, Google Meet, and Google Hangout. The transition was not difficult for some; however, others were left feeling lost. Even in our quest to educate students, COVID-19 shined a bright light on the many disparities present in our school system and in some of the homes of our students. Gates County Schools is not a 1:1 school district and struggle to provide all students with technology devices. Additionally, all students do not have Internet access in their homes nor do they have technology devices to use at home. There are also certain areas of Gates County that do not have the appropriate infrastructure for Internet which makes it difficult to ensure that all students have equal access and equitable learning opportunities. As a result of COVID, the Superintendent, Assistant Superintendent, Board members, and Principals meet weekly to discuss the lack of resources available for students and the learning gaps that are being displayed by students and identified by teachers as a result of having to learn in the virtual environment. Due to COVID-19 closures, it has been determined that students have experienced regression or learning loss over the last 14 months based on classroom

and iReady benchmark assessments. iReady benchmark data for reading showed that approximately 52% if students were functioning academically on Tier 1, 31% functioning on Tier 2 and 18% functioning on Tier 3. iReady data for math revealed that 38% are functioning at Tier I, 43% are functioning on Tier 2 and 19% are functioning at Tier 3. Since returning to school face to face, data indicates that at least 65% of the total student body is demonstrating significant learning loss for grade. After reviewing the data, weekly meetings were held with school administrators, teachers, parents, students, board members and district level staff to engage in a needs assessment to determine what the needs of our students. As a result of ESSER II funds, Gates County will provide the following services and resources to students and staff: - Compensatory education services, extended school year and tutoring will be provided to EC students. Since COVID-19 came in abruptly and schools closed, related services personnel were not able to complete therapy sessions. Data supports that 40 students require EC Instructional Services, 2 students require Physical Therapy, 5 students require Occupational Therapy, and 11 students require Speech Therapy. Additionally, more students have been identified as needing related services as a result of COVID. IEP meetings must take place to share finding and ensure services are provided to student that meet their needs. Extended school year dates will run concurrent with the summer program for all students and compensatory education will be scheduled through December 2021. - Gates County Schools will hire additional teachers to help close the academic gaps and address learning loss created as a result of COVID-19. Data indicates that students in grades 3-5 are showing signs of strong learning loss due to COVID-19 in both math and reading. Summative assessments in math demonstrates that 70% of the total student enrollment in grades 3-5 are achieving below grade level or maintaining the same proficiency as demonstrated prior to COVID-19 in both math and reading. - Gates County Schools will hire a K-12 Literacy Coach/ISCs to address the literacy needs of students. ELA assessment data shows that students are demonstrating proficiency below grade level in grades K-8.The Literacy Coach and ISCs will provide professional development and support to teachers in order to help them address the individual needs of all students. The Literacy Coach will be a fully trained Letterland trainer who will help to provide resources and pedagogy support to teachers in early grades that will help close academic gaps. * Gates County Schools will hire a School Counselor to assist with providing socio-emotional support for students that may have increased due to COVID. *. Tutoring will be offered to all students who are functioning one to two grade levels behind as a result of learning loss from COVID as well as residual loss prior to COVID. Data from iReady assessments will be used to identify students who would benefit from tutoring. *. Learning Support Assistants will be hired to assist classroom teachers with providing small group and individual instruction to students who require more intense academic instruction as a result of learning loss. - Current Floor machines and Kaivac cleaning systems do not adequately support proper cleaning and sanitation measure that need to be implemented as a result of COVID. Purchasing new equipment will provide all schools with necessary floor machines and Kaivac cleaning systems that will be housed at each school. - Chromebooks will be purchased for student use both in the classroom setting and in the virtual setting at home. Data revealed that at least 35% of the total student population do not have technology devices at home nor do they have Internet access. *. EC Coordinator will be paid

an additional responsibility to manage additional caseloads and compliance matters as a result of COVID. *. Office staff and Grant manager will be paid an additional responsibility stipend to maintain ESSER III and ensure compliance with all federal regulations. *. Compact Needlepoint Ionization Devices will be purchased to improve air quality at each school to ensure safe and operable buildings free of germs as a result of COVID. * Recruitment and Retention bonuses will be paid to attract teacher in hard to fill areas as a result of COVID

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

As a result of the data in Part A, the following will occurs; * Compensatory education and extended school year services will show growth in 45% of all EC students. Students will show an increase in learning loss due to COVID-19 and students will come closer to functioning on their grade level. Extended school year services and assessments will illustrate growth in students. * Additional Chromebooks will provide technology education for all students in Gates County Schools. We will close to offering a 1:1 initiative for all 1453 students. As a result, students will engage in more individualized learning and they will remain current in all class assignments. * Recruitment and Retention bonuses will attract teachers to the areas and retain them. North Carolina teacher starting pay is significantly lower than other states; therefore, paying teachers a sign on bonus or reimbursing them for professional license fees or college courses will entice them to remain in Gates County Schools. * The Literacy Coach will provide professional development for teachers to support their pedagogy practices. Also, the Literacy Coach will provide small group instructional settings for students to provide personalized instruction for specific students who are demonstrating learning loss. The Literacy Coach will use data from iReady and classroom data to determine which students need additional literacy support. * Learning Support Assistants will use data from iReady, STAR Reading, and the classroom to provide more intense small group academic assistance to students who are two grade levels behind academically and require more individualized support. * The School Counselor will use recommendations from teachers and parents as well as information gained from the mental health agency to provide social emotional support to students. * Data from iReady, end of grade test, end of course test, classroom data and teacher recommendation will be used to determine which students are offered tutoring. * Student survey results will be used to offer Enrichment opportunities to students during summer learning in order to give all students a well rounded educational experience. * iReady Diagnostic Data for 1453 students will indicate the academic skill level of each child and be used to develop an individual learning plan for all children. Data will also reveal a 25% increase in growth and achievement for students. IReady benchmark data and classroom data demonstrate an increase in growth and achievement for 65% of the total student enrollment. * EC Coordinator will provide additional support to staff to maintain compliance and assist with

case management. Compliance paperwork will be reviewed monthly with staff. * Office support and grant manager will maintain compliance by keeping appropriate documentation of all purchases and activities lived out through the grant.

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.

$ 522,965.20 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

High quality assessments will be used to address learning loss among all students in Gates County Schools. COVID-19 has caused learning loss to occur in groups of students such as those who are identified as low-income, children with disabilities, English Learners, racial and ethnic minorities, homeless, foster care students and all other students demonstrating low level proficiency skills according to assessment data. High quality assessments designed to improve student academic progress will be administered at the beginning of the school year an throughout the school year. Those assessments will include: iReady Math Diagnostic iReady Reading Diagnostic Reflex Math Read Theory Teacher made assessments for grade level standards Star Reading Test Carnegie Math Teachers will utilize all high quality assessments to differentiate student instruction in order to meet students' academic needs. End of Course testing End of Grade testing While using the above assessments, teachers will meet weekly to review data reports and make suggestions regarding what academic supports students need to increase their academic abilities. Data Teams will meet at both the school and district levels to share information and discuss the needs of our students and teachers. Teachers will also be asked to complete a survey twice yearly to determine which curricula is most effective for student learning as well as curricula that needs to be changed or removed.

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

Gates County Schools will utilize the following evidence based activities to meet the comprehensive needs of students: Small group instruction Clustering students to meet individual needs Flexible Grouping Differentiation

Personalized Learning Project-Based Learning Peer tutoring Collaboration and creativity Centers STEM activities One on One Instruction Co-Teaching Inclusion Teachers will meet weekly to determine the effectiveness of the evidence based activities being used to meet student needs. Data will be reviewed weekly to decide effectiveness of student learning. School Improvement Teams and Data Teams will analyze the evidence based activities being used to address the needs of comprehensive students.

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

Information and assistance to parents and families will be provided through the following ways: Progress Reports Report Cards Week at a Glance information Parent Workshops (parenting tips, introduction to computer programs, homework help, curricula support) Parent Night Virtual Learning night Google Classroom information Parent and Community Engagement Team Saturday Drop In's Call in Technology Support Curriculum support websites

* (D) Tracking student attendance and improving student engagement in distance education;

Student attendance in the distance education classroom will be monitored through the following: Canvas log in Powerschool data Conversations with teachers Google Docs to track student attendance and work completion Parent phone calls Visits from the School Resource Officer

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress will occur through: Data Team discussion Formative and Summative Assessments End of Course test from the previous school year End of Grade test from the previous school year Classroom data prior to COVID-19 Classroom data after COVID-19 Vertical and horizontal meetings Grade level PLCs

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No	Compact Needlepoint Bipolar Ionization Devices will be added to traditional HVAC systems to improve air quality.	June 2021-June 2022	This addition of technology to the school HVAC equipment will aid in the removal of airborne particles and pathogens. Custodians will complete a check off sheet daily to certify the cleaning of each building.	$ 75,000.00
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				$
				Compensatory education	$ 130,000.00

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | * ⦿ Yes ◯ No | Compensatory education services and Extended School year for students with special needs. Extended School Year tutoring | June 2021-June 2024 | education services will Increase individualized support for students with special needs and maintain100% IEP compliance. Extended School Year tutoring will help to address the learning loss present in students who are not meeting proficiency goals. Tutoring will also build academic skills in students who are identified as displaying at-risk academic behavior. Teachers will meet weekly to decide instructional needs of struggling students. Students will demonstrate increased growth. | |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ● Yes ○ No	Recruitment and Retention (incentives for persons to enter the teaching profession during COVID) * Signing bonuses for hard to fill positions (EC, Science, Math) * Full reimbursement for completion of required activities to earn and/or maintain a Continuing Teaching License (Praxis exams, college courses, professional development) *Job Recruitment fair registration costs	June 2020-June 2024	Incentives will help to decrease the number of district vacancies, improve school/district morale, and maintain teacher retention. Human Resources will provide a staffing report twice a year to determine which teaching positions are hard to fill. The report will also identify data on retention rates for teachers.	$ 55,000.00

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ◉ No				$ [blank]
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ◯ No	Floor machines will be used to sanitize and disinfect the vinyl floors on each school campus. Kaivac cleaning systems will be used to sanitize and disinfect bathrooms and locker room facilities to prevent the spread of COVID.	June 2021-June 2022	Floor machines and Kaivac cleaning systems will ensure that custodial staff have properly working cleaning supplies and materials to prevent the spread of COVID. Custodians will complete a checklist each day to certify that the building has been cleaned according to COVID protocols.	$ 20,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No	Purchase additional iMacs to upgrade computer labs at each school.	June 2021-May 2022		$ 237,002.14

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.				Purchasing additional Lab computers will provide the opportunity for small group instruction as well as offering each student an individual computer to work on. Lab computers will also provide an upgrade to the current systems and offer students updated technology. Teacher will analyze classroom data to determine student achievement as a result of technology used.	
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$

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	Purchase iReady Reading and Math Ready Math Letterland Hire teachers and instructional support personnel Purchase Imagine Learning to support EL students. Education vendor Daytime and After-school tutoring Field Trips Hire Bus Drivers to transport students for summer learning. Absorb the cost of school bus fuel for transportation. Pay substitute teacher and substitute bus driver pay	June 2021-June 2024	Research based materials and activities will address the learning loss present in students and build academic skills to increase proficiency levels in students. Data reports will reveal that academic gaps are present as well as being closed within students. School Improvement Teams will analyze data in order to make instructional decisions for students. Educational Vendor will provide enrichment opportunities to students. Field trips will provide cultural awareness for students.	$ 215,000.00

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	Temporary EC Coordinator Supplement for additional responsibilities due to COVID. Office Support Stipends for additional duties related to COVID. Leadership supplement for managing and providing leadership and administration support to the district and schools related to maintaining ESSER III. Hire an additional School Counselor. Hire Learning Support Assistants Hire Literacy Coach Hire teachers and instructional support for the academic year. Purchase iReady Ready for the academic year	June 2021-June 2023	All activities listed will provide services related to maintaining ESSER III and remaining in compliance with federal guidelines. Additionally, activities listed are necessary to close learning gaps relative to learning loss, EC compliance, and addressing social emotional needs of students. iReady, classroom, IEP, counselor reports, fidelity reports and other data from teachers and staff will be analyzed to provide a baseline for discussion on the needs of students.	$ 496,359.66

		Purchase iReady Math for the academic year. Purchase Ready Math Utilize Letterland for students in grades K-3 Pay SELREP bonus to third grade teachers whose students passed the RtA test. Pay Teacher growth bonuses Indirect Cost			
			Total ESSER III Allotment	$	1,228,361.80

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.

*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Gates County Schools (370) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts	
Type	**Contact(s)**
Funding Application Contact [Select at least 1 contact(s)]	Tammy Boone

Substantially Approved Dates

Gates County Schools (370) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 29, 2021

Gates County Schools (370) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Gates County Schools (370) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Gates County Schools (370) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

193016144

* Address:

P.O. Box 125 Gatesville, NC 27938

* Superintendent:

Dr. Phillip Barry Williams

Key Personnel:

* Tammy R. Boone

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/2/2021 1:23:06 PM	Kristy Cable	Status changed to 'Chief Administrator Approved'.	S
	11/2/2021 1:23:01 PM	Kristy Cable	Status changed to 'Fiscal Representative Approved'.	S
	11/2/2021 1:22:56 PM	Kristy Cable	Status changed to 'Draft Completed'.	S
	7/27/2021 2:22:33 PM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:42:51 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$929,633.00	$929,633.00
Carryover	$1,876,579.00	$1,876,579.00
Total	$2,806,212.00	$2,806,212.00

Budget

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

Change Status of Current Budget: [Approved ▼]

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
380	181	0	No	No	1.03 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$929,633.00	$929,633.00
Carryover Amount:	$1,876,579.00	$1,876,579.00
Allotment Plus Carryover:	$2,806,212.00	$2,806,212.00
Total Budgeted:		$2,806,212.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/02/2021 10:09 AM	Perrotta, Paul

Budget History
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/2/2021 10:09 AM	Approved (Pending)		Perrotta, Paul			
10/27/2021 9:05 AM	Received		Admin, NCCCIP			
10/25/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Perrotta, Paul
		☑		3-5110-135-000-000-00	0	On 10/25/21, PSU requested the budget to be sent back for revisions.
10/25/2021 2:02 PM	Denied (Pending)		Perrotta, Paul			
10/25/2021 2:02 PM			Perrotta, Paul	3-5110-135-000-000-00	0	On 10/25/21, PSU requested the budget to be sent back for revisions.
7/27/2021 2:22 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	00	$338,232.00	$0.00	$338,232.00		✏
ⓘ	Salary	3	5110	142	000	00	$130,356.00	$0.00	$130,356.00		✏

ⓘ	Other	3	5110	211	000	00	$35,846.99	$0.00	$35,846.99		✏
ⓘ	Other	3	5110	221	000	00	$101,589.88	$0.00	$101,589.88		✏
ⓘ	Other	3	5110	231	000	00	$79,764.48	$0.00	$79,764.48		✏
ⓘ	Other	3	5110	312	000	00	$40,000.00	$0.00	$40,000.00		✏
ⓘ	Other	3	5110	352	000	00	$40,000.00	$0.00	$40,000.00		✏
ⓘ	Other	3	5110	411	000	00	$126,622.69	$0.00	$126,622.69		✏
ⓘ	Other	3	5110	418	000	00	$75,000.00	$0.00	$75,000.00		✏
ⓘ	Equipment	3	5110	461	000	00	$400,000.00	$0.00	$400,000.00		✏
ⓘ	Equipment	3	5110	462	000	00	$125,000.00	$0.00	$125,000.00		✏
ⓘ	Other	3	5330	312	000	00	$40,000.00	$0.00	$40,000.00		✏
ⓘ	Salary	3	5340	121	000	00	$156,000.00	$0.00	$156,000.00		✏
ⓘ	Other	3	5340	211	000	00	$11,934.00	$0.00	$11,934.00		✏
ⓘ	Other	3	5340	221	000	00	$33,820.80	$0.00	$33,820.80		✏
ⓘ	Other	3	5340	231	000	00	$19,941.12	$0.00	$19,941.12		✏
ⓘ	Equipment	3	5340	461	000	00	$25,000.00	$0.00	$25,000.00		✏
ⓘ	Equipment	3	5340	541	000	00	$75,000.00	$0.00	$75,000.00		✏
ⓘ	Salary	3	5830	146	000	00	$112,000.00	$0.00	$112,000.00		✏
ⓘ	Other	3	5830	211	000	00	$8,568.00	$0.00	$8,568.00		✏
ⓘ	Other	3	5830	221	000	00	$24,281.60	$0.00	$24,281.60		✏
ⓘ	Other	3	5830	231	000	00	$13,294.08	$0.00	$13,294.08		✏
ⓘ	Salary	3	6200	113	000	00	$132,000.00	$0.00	$132,000.00		✏
ⓘ	Other	3	6200	211	000	00	$10,098.00	$0.00	$10,098.00		✏
ⓘ	Other	3	6200	221	000	00	$28,617.60	$0.00	$28,617.60		✏
ⓘ	Other	3	6200	231	000	00	$13,294.08	$0.00	$13,294.08		✏
ⓘ	Equipment	3	6540	461	000	00	$29,695.33	$0.00	$29,695.33		✏

ⓘ	Equipment	3	6550	541	000	00	$97,000.00	$0.00	$97,000.00		✏
ⓘ	Other	3	6580	311	000	00	$300,000.00	$0.00	$300,000.00		✏
ⓘ	Equipment	3	6580	461	000	00	$10,000.00	$0.00	$10,000.00		✏
ⓘ	Equipment	3	6580	541	000	00	$20,000.00	$0.00	$20,000.00		✏
ⓘ	Salary	3	6940	151	000	00	$63,259.92	$0.00	$63,259.92		✏
ⓘ	Other	3	6940	211	000	00	$4,839.38	$0.00	$4,839.38		✏
ⓘ	Other	3	6940	221	000	00	$13,714.75	$0.00	$13,714.75		✏
ⓘ	Other	3	6940	231	000	00	$13,294.08	$0.00	$13,294.08		✏
ⓘ	Equipment	3	7200	541	000	00	$35,000.00	$0.00	$35,000.00		✏
ⓘ	Other	3	8100	392	000	00	$23,147.22	$0.00	$23,147.22		✏
						Total:	$2,806,212.00	$0.00	$2,806,212.00	

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Grant Details

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

-40% students don't have access to any or to quality internet and 20% of remote learners had to travel at least 5 miles to access reliable internet. -15% total student population chose remote learning even when in person learning was offered. -Approx 23% students failed part or all of their classes during pandemic. -Prior to pandemic, mathematics overall scores fell below state averages in most grades and have declined more at this time. -Lack of staff to analyze data in middle school -25% increase in # academic student referrals to EC. -Over 10% school age students are connected to mental health counseling with an increase of referrals -20% increase in # of students who have been referred to academic school based intervention since the pandemic. -Students in DSS custody increased 25% putting county at 4 X state avg. -Child abuse & neglect rate has increased by 20% - county at 3 X state avg. -The transportation dept has only 4 activity buses, 2 of which will soon be pulled offline due to being almost 20 years old. To social distance for trips or athletic events, we will not be able to accommodate 50% of riders. No other means of transp exist -ie-public transit, cabs,leases. --Indoor space is maximized, will need to utilize outdoor spaces to add instructional space -Maintenance & custodial suppl/equip. increased at a rate of 20% due to spikes in material costs & additional usage of products. Equipment has been used at rates over general usage due to additional cleaning or building as a result of COVID cleaning/sanitation requirements. -Food insecurity-Graham County, at 24.9% is 5% above the state average -Percentage of children living in poverty is over 6% above the state rate -Dec. 2019-Dec.2020, high school Math I scores fell 34.9% in proficiency -Dec.2019-Dec 2020, Math III scores fell 15.3% in proficiency -42% elem students tested below grade level in math after Spring 2020 closures -71% elem students tested-at risk or below grade level in math after Spring 2020 closures -Most Air filtration units have not been replaced in 30+ yrs.Air quality output is 30-50% expectancy. 1) *Public comment survey regarding pandemic effect on learning-offered via website & social media *PK-12 Staff survey regarding needs/lessons learned from pandemic *Board of Education input during regular meetings and work sessions *Administrative Leadership team meetings and submission of data *Parent interviews- individually & in small groups *Student input via personal interviews & surveys *Community partner input-via interviews, agency coordination meetings with mental health, health department & other relevant agencies such as tribal consultation *December 2020 DPI Facility needs Survey - Graham County Schools *Teacher Working conditions survey 2)ASSESS: *Summer School-pre/post assessments for students involved in any Summer School program using a DPI approved instrument *Existing End of grade/course data and final academic performance data *Universal Screeners such as iStation, MAPS, IXL *Research-based intervention programs such as Number Worlds, Fundations, Wilson Reading, Edmark, Just Words, Extreme Reading, Touch Math, etc. *SEL assessments-such as Second Step, BESS 3 Social Emotional Screener *IEP/504/ESL/Intervention/AIG plan goals/outcomes *Homeless/Foster Care student needs & outcomes as well as Racial/Ethnic minority

considerations *Graduation & attendance rate across time *Gaps in core curriculum alignment & instruction *Physical environment conducive to safe, healthy conditions-including air quality equipment & facility needs *Digital learning capacity including needs for devices, infrastructure and educational technology *Mental Health incidents/rates/needs *Basic needs met/unmet- food insecurity, clothing, school supplies, etc. *ESSR data *Broadband connectivity rates and access for remote learners *Capacity of existing leadership team and school based staff to execute strategies to address student learning/pandemic related issues *Severity of learning loss that needs to be addressed during the summer of 2021 *Professional development needed to close learning loss gaps & prepare for future response efforts *Assessment of unique needs and performance of special populations *Capacity of transportation system, child nutrition program, maintenance, custodians and health support systems to accommodate student success as a result of pandemic ADDRESS as a result of needs assessment: To address learning gaps with this funding, we plan to employ 2 mathematics coaches for the district to analyze student data, to vertically align mathematics curriculum across the PSU and to offer professional development and direct coaching support to all teachers in K-12. Also, we will host Summer School as legislated to all eligible at-risk students K-12 for a period of 6 weeks. We will offer appropriate professional development to staff across several areas including dealing with academic gaps, learning styles, differentiation of instruction, special population unique training, mental health and support for helping parents to assist students. We plan to enhance our digital learning procedures and materials by providing additional devices, equipment and infrastructure on campus and remotely to serve students better and promote higher student engagement. We will use research-based strategies and interventions to assess students and develop a plan for their academic success. We will track student attendance overtime -pre pandemic to now. We will employ a distance learning facilitator to address remote learning needs of students and families. We will employ mental health support staff to address critical social emotional learning needs as evidenced by screeners and direct contact. Parents will be assisted through providing resources, virtual and onsite training on curriculum and other needs, distance learning strategies and other supports as needed .

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

From our latest assessments across all curriculum, it is evident that there is a more significant need for learning loss recovery in mathematics than in reading. This is due to the fact that the PSU has a strong foundation base of core reading and reading intervention strategies in place and with students returning to person-to-person learning the structure will assist students in a swifter recovery process. Additionally, reading instruction that was delivered remotely is less abstract and more accessible for student comprehension. The PSU will use existing programs and ongoing professional development to continue progression in reading proficiency. Based on our data in Part A, our PSU plans to address student learning gaps caused by the COVID pandemic by employing 2 mathematics coaches for the district and a lead teacher in the middle school. The mathematics coaches will assist with vertically aligning our mathematics curriculum across the PSU. Even prior to the COVID 19 pandemic our overall mathematics scores fell below state average in most grades and have continued to decline. In December 2019, just before the pandemic started our high school test scores in Math 1 were at 87.5% proficient. A year later after spring closures and during the height of the pandemic in December 2020, scores in Math 1 fell to 52.6%, which is a decrease of 34.9%. Due to loss of instruction and difficulty with remote instruction students struggles with assignments in the overall curriculum. Proficiency scores in Math 3 fell 15.25% from December 2019 to December 2020. When elementary students returned to school after the closures of 2020, 42 % of Robbinsville Elementary students were below grade level in mathematics based off iStation score reports. Seventy one percent were at risk or below grade level. Additionally, approximately 23% of students in our district failed at least 1 or more of their classes during the pandemic. We have seen a 25% increase in the number of academic student referrals to Exceptional Children during the pandemic due to difficulty with distance and remote learning. The math coaches will help implement a seamless, vertically aligned math program, and will lead teachers by helping them access data, identify learning gaps and implement evidence-based strategies in the classroom and student interventions. The 2 math coaches will deliver evidenced based professional development to

teachers, administrators, and parents that addresses comprehensive needs from the learning loss. We will employ a lead teacher to analyze data, identify learning gaps, and structure evidence based interventions to address issues that have come up due to the pandemic. The lead teacher will assist with identification of the behaviors related to social and emotional health issues and coordinate other data analysis related to COVID. One teacher assistant will be employed to provide instructional interventions in the elementary. In addition, our district plans to hire a district coordinator for Student and Staff Support Services and a Mental Health Liaison to address the increased mental and physical health factors of our students and staff as it relates the pandemic. According to our data, over 10% of school age students are connected to mental health counseling with a significant increase of referrals related to mental health needs. Since the pandemic the number of students in DSS custody has increased by 25%, which puts Graham County at 4 times the state average. Concurrently, the prevalence of child abuse and neglect has increased by 20% during the pandemic. Statistically, these increases lead to increased mental health needs in the school setting. With current funding, we struggle to keep 3 preschools open and will use this funding to maintain a PK teacher position so that early intervention efforts may continue. A minimum of 40% of students do not have access to reliable internet and 20% of remote learners had to travel at least 5 miles to access any kind of internet. Funding will continue and increase capacity for access to broadband across the district, including infrastructure, equipment and devices necessary to allow students to have better options (or an option for those who live in remote areas with no reliable access) for internet access than currently exist. We will provide a mobile hotspot on the PSU's food truck that will provide broadband access for remote instruction when the food truck is delivering remote meals in the communities. We will provide supplemental technology programs that target specific learning needs, particularly for those students who have special needs. We will upgrade interactive classroom technology that will allow teachers, whether remote or person-to-person, to promote substantive educational interaction and replace antiquated classroom devices that have failed to maintain consistent connections with newer technology of the student devices. Due to COVID,we have spread classrooms & students to all available spaces in the buildings & need to utilized spaces outdoors to accommodate additional instructional space. We will also renovate interior spaces and/or replace furniture in order to promote maximum social distancing and to minimize virus transmission. HVAC units need to be replaced due to current ones running 30-50% below efficiency rate.Funding will include upgrades to the Child Nutrition, maintenance and custodial programs in order for them to replace or add supplies/equipment due to use for mandated enhanced sanitation standards related to COVID-ie-cleaning supplies, vacuum cleaners, water fountains,etc . At the district level, we will employ one office support position to coordinate pandemic efforts and maintain accurate data for reporting.

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.

$ 800,588.94 * 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;

High-quality assessments will be administered to all students as pre-tests, mid-term tests and post-tests by qualified staff. This data and information from daily monitoring will be used to direct student instruction. Using professional development, ensure that all instructional staff are thoroughly trained to implement evidence based assessments. Invest in local trainers on staff who can ensure that instruments are implemented with fidelity and can assist teachers with understanding the data resulting from the assessments as it relates to driving instruction. Depending on

subject area, existing literacy coaches or newly funded math coaches will be instrumental in helping teachers to understand and plan for differentiation across all subgroups. Additionally, mental health professionals will screen and based on results, will utilize an evidence based activities/strategies to address needs of students considered at-risk. Based on needs assessment, employ 2 math coaches for district to analyze, identify goals and implement a seamless vertically aligned math program K-12. Coaches will lead teachers in assisting students to recover from any learning loss from the pandemic by helping them to assess data, identify learning gaps and implement evidence-based strategies in the classroom and in student interventions. For example, using iStation or IXL in the schools to identify students with learning gaps in math knowledge due to lost class time and develop quality quality professional development to address how to close or decrease those gaps. Math coaches will act as liaisons between grade levels to eliminate any gaps in the delivery of the curriculum. The current teachers are having to incorporate previous year's standards not covered due to school closures and also due to the challenges with delivering high quality instruction in a remote manner. This grant will fund a preschool teacher to work with young children, first entering the school system and to reliably assess their progress in order to get them ready to enter kindergarten on grade level. The pandemic has caused many parents to keep young children at home, partly because parents were not working. Therefore, many children will be entering preschool with little to no early intervention concepts. Two additional teacher assistants will be employed to directly assist with academic interventions related to learning loss. Assistants will work directly under the supervision of math or literacy coaches to implement evidence-based programs that target skill deficits that occurred or worsened due to COVID.

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

Math coaches can share evidence based activities with teachers and will deliver high quality professional development ongoing throughout the school year to enable teachers have a high impact on student learning. Evidence based programs are in place in literacy and math to address learning gaps and to individualize instruction for students who are deficient in academic skills or exhibit social emotional needs. Students are placed according to their level of need in intervention small groups and assessed frequently to look at individual growth and needs. Assurance of fidelity is monitored by curriculum coaches as well as the leadership team. Based on ongoing analysis of data, intervention strategies or programs are aligned to meet the needs of each student. PSU consistently monitors to ensure that all teachers have the needed professional development in Reading Research to Classroom Practice and Foundations of Math to assure consistency in instructional delivery across grade levels.

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

Curriculum coaches/staff will develop digital resources for parents and families, offer curriculum nights or events, provide quarterly newsletters and development social media platforms to share information and resources with parents. PSU will continue to offer technology training for families to help their students navigate devices or online programs. This could include basic technology concepts and training as well as digital safety awareness. The teacher assistant assigned to facilitating digital learning will have office hours and parent information sessions available to assist all families, from preschool-12.

* (D) Tracking student attendance and improving student engagement in distance education;

One teacher assistant position will be utilized to facilitate data and implementation of distance education for the district. This position will be responsible for the coordination of procedures necessary for appropriate tracking of student attendance during distance education. They will work collaboratively with PSU teachers to ensure good communication and adequate, meaningful progress is made by each student. This person will be responsible for maintaining contact with students and their families to resolve any student engagement issues or offer additional support. This position will gather data in this area to help PSU complete required reporting and to make informed strategic planning decisions. This position will serve as the liaison between the PSU and distance learning. Curriculum coaches will be instrumental in developing a systemic, interactive platform to deliver meaningful, rigorous instruction that will promote higher student engagement in distance learning.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Using existing diagnostic tools to track progress over time will allow teachers to analyze student performance and adjust instruction accordingly. Summer programs will use pre- and post-assessments in subject areas and SEL. Any available EOG/EOC data will be used to compare grades and progress over times.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Due to maximized use of interior space as a result of social , outdoor space in needed. To create additional outdoor classroom space, renovate interior space or replace furniture/equipment in order to promote maximum social distancing, to minimize virus transmission and to increase the use of outdoor spaces for instructional purposes. Due to maximized use	2021-2024	To promote maximum social distancing, to minimize virus transmission and to increase the use of outdoor spaces for instructional purposes for students PK-12 and staff, due to COVID. To generate adequate number of meals to students ages 0-18 per federal pandemic mandate. To provide maintenance with supplies/materials and equipment necessary to maintain healthy conditions of classrooms and campuses per CDC pandemic related guidelines.	$ 565,000.00

		Due to maximized use of interior space, outdoor space in needed.PK-12 indoor and outdoor environments will be expanded to meet COVID requirements. Preschool equipment will be updated to allow for additional outdoor educational space for this population due to COVID. The Child Nutrition Prog will receive a new dishwasher due to the additional use of current one during the pandemic.This will improve efficiency in generating meals to all children ages 0-18, per federal COVID mandates. Maintenance suppl/mat/equip to maintain healthy conditions of classrooms and campuses in order to comply with COVID guidelines such as water fountains, vacuum cleaners, etc			

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	Install pandemic approved HVAC air handling systems throughout the schools, as much as possible within funding allotment to replace antiquated systems. HVAC systems now are running at 30-50% efficiency rate for air quality and need to be at 100% to reduce the spread of COVID.	2021-2024	100% of new HVAC units will provide safer, healthier air quality to reduce the spread of COVID. HVAC will produce air quality efficiency that is 100% of expected rating in order for decrease spread of germs.	$ 300,000.00
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		July 1, 2022-June 30, 2024	To gather data, inform and disseminate pandemic related information/tasks in a timely and accurate manner in order for students and staff to meet compliance guidelines and in order for data to be used to guide PSU immediate and long term planning.	$ 95,108.13

		Employ one district office support position to coordinate pandemic related tasks including but not limited to COVID-related state reporting requirements, monitor attendance-students and staff, gather information from school nurses/staff and disperse information to appropriate agencies such as health department and tribal agencies, collect data from schools for reporting, order/organize and disseminate PPE, assist district leadership team with additional tasks related to pandemic.			
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⦿ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	As more students are enrolled back to in person learning and regular activities resume, we will purchase one additional activity bus to ensure social distancing capacity & healthy transportation options are available. 2 of 4 PSUs activity buses will be pulled from the fleet within the grant period due to them being approximately 20 yr old. No other viable transportation options exist such as leases, cabs, public transp system, etc.	2021-2024	Because there are no other transportation options in the county and students will need to social distance as much as possible, an activity bus will provide adequate capacity to transport students to school events/activities in a safe manner. To provide tuition reimbursement to existing staff in order to fill vital instructional vacancies as a result of staff leaving due to COVID in order to maintain a seamless educational program for students.	$ 97,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ⦿ No				$

| SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. | * ⦿ Yes ◯ No | Supply custodial/maintenance staff with adequate supplies/materials to thoroughly and efficiently clean school facilities and ensure appropriate equipment is in place to comply with recommendations per CDC established COVID guidelines. To ensure that each classroom has appropriate supplies/materials to daily maintain CDC recommended COVID guidelines in excess of routine custodial cleaning. | 2021-2024 | To comply with sanitizing and cleaning guidelines as set forth in CDC guidance in order for students and staff to have a healthy, germ free environment. | $ 30,000.00 |
| LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | * ⦿ Yes ◯ No | | 2021-2024 | To increase reliable access to internet to meet unique needs of students so that they might access instruction across the county. To provide digital learning options to students in the event that they have to be or choose to be remote learners during the pandemic event. | $ 75,000.00 |

		To continue and increase capacity for access to broadband across the district, including infrastructure, equipment and devices necessary to allow students to have better options (or an option for those who live in remote areas with no reliable access) for internet access than currently exist. To provide a mobile hotspot on the PSU's food truck that will provide broadband access for remote instruction when the food truck is delivering remote meals in the communities. To provide supplemental technology programs that target specific learning needs, particularly for those students who have special needs or who struggle academically. Those programs may include IXL, APEX, etc.			

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	Upgrades to interactive classroom technology that will allow teachers, whether remote or person-to-person, to promote substantive educational interaction. Example of purchases: Smart Series interactive displays for classrooms (@ $2,800 each)	2021-2024	To improve educational interaction among students and teachers both remotely and person-to-person.	$ 125,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Due to the pandemic, students have been disconnected from their comprehensive support services in the areas of mental and physical health. Also, staff are tired and adjustments in the education profession are causing issues that are more prevalent than ever before. Burnout, depression and lack of positive staff morale affect the quality of instruction to students. For these reasons, a district coordinator for student and staff support services is necessary to implement programs	July 1, 2022-June 30, 2024	A comprehensive mental health program will be implemented for the PSU by qualified mental health professionals. 100% of students in PSU will have access to SEL curriculum/assessments/resources. 100% of instructional staff will have professional development and daily support in areas to assist students who struggle with mental health issues. The district coordinator and liaison will supervise & implement programs with 100% of students and staff.	$ 342,153.36

		and strategies that will make each population more successful. The most significant service coordinated from this position will be to equip staff with knowledge and skills to recognize and address indicators in students that would lead to self harm or negative behaviors in order to get them immediate assistance.A district mental health liaison will be employed to implement mental health programs directly with students in the schools.			
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				$

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	Lead teacher will assist with identification of behaviors related to social and emotional health issues and coordinate instructional strategies for learning loss, will analyze and report COVID related data. Due to COVID, in addition to learning loss, classrooms need multiple copies of materials to limit sharing, promote safe & healthy classroom environments. To assist w/ tuition reimbursement to employees who are willing to enhance their education to fill instructional positions/ gaps that are vacant from staff leaving due to COVID. -Indirect Cost	2022-2024 Lead teacher 2021-2024 Supplies/Materials 2021-2024 Teacher Assistant	To increase student achievement and student mental health awareness due to COVID. To equip schools with appropriate supplemental supplies/materials to address individual needs of student and increase student achievement. To assist with student learning through helping with instructional interventions. To fill positions left vacant by COVID to ensure continuity of instruction to students. Indirect Costs	$ 376,361.57
				Total ESSER III Allotment	$ 2,005,623.06

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.

* ☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ☑	Funds shall not be transferred into or out of this allotment category.
* ☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Angela Knight Kristy Cable

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, November 2, 2021

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

GAN Information

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058510

* Address:

52 Moose Branch Road Robbinsville, NC 28771

* Superintendent:

Mrs. Angela Knight

Key Personnel:

* Lester Greene

* Kristy Cable

Granville County Schools (390) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:06:04 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Granville County Schools (390) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$4,412,606.00	$4,412,606.00
Carryover	$8,925,236.00	$8,925,236.00
Total	$13,337,842.00	$13,337,842.00

Budget

Granville County Schools (390) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
390	181	0	No	No	4.31 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$4,412,606.00	$0.00
Carryover Amount:	$8,925,236.00	$8,925,236.00
Allotment Plus Carryover:	$13,337,842.00	$8,925,236.00
Total Budgeted:		$8,925,236.00
Total Remaining:	$4,412,606.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/10/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/10/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/10/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/7/2021 1:10 PM	Approved (Pending)		Eddy, Melissa			
9/7/2021 1:08 PM	Under Review		Eddy, Melissa			
7/30/2021 8:43 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$333,000.00	$0.00	$333,000.00		
ⓘ	Other	3	5110	181	000	00	$33,300.00	$0.00	$33,300.00		
ⓘ	Other	3	5110	211	000	00	$28,021.96	$0.00	$28,021.96		
ⓘ	Other	3	5110	221	000	00	$83,076.84	$0.00	$83,076.84		
ⓘ	Other	3	5110	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	5110	311	050	00	$25,000.00	$0.00	$25,000.00		
ⓘ	Salary	3	5270	121	000	00	$65,000.00	$0.00	$65,000.00		

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ℹ	Other	3	5270	181	000	00	$6,500.00	$0.00	$6,500.00	
ℹ	Other	3	5270	211	000	00	$5,469.75	$0.00	$5,469.75	
ℹ	Other	3	5270	221	000	00	$17,160.00	$0.00	$17,160.00	
ℹ	Other	3	5270	231	000	00	$7,000.00	$0.00	$7,000.00	
ℹ	Other	3	5330	343	050	00	$57,600.00	$0.00	$57,600.00	
ℹ	Other	3	5350	411	050	00	$576,510.86	$0.00	$576,510.86	
ℹ	Salary	3	5360	126	000	00	$200,000.00	$0.00	$200,000.00	
ℹ	Salary	3	5360	131	000	00	$200,000.00	$0.00	$200,000.00	
ℹ	Other	3	5360	211	000	00	$30,600.00	$0.00	$30,600.00	
ℹ	Salary	3	5840	133	000	00	$110,000.00	$0.00	$110,000.00	
ℹ	Other	3	5840	181	000	00	$11,000.00	$0.00	$11,000.00	
ℹ	Other	3	5840	211	000	00	$9,256.50	$0.00	$9,256.50	
ℹ	Other	3	5840	221	000	00	$29,040.00	$0.00	$29,040.00	
ℹ	Other	3	5840	231	000	00	$7,000.00	$0.00	$7,000.00	
ℹ	Salary	3	5860	135	000	00	$70,000.00	$0.00	$70,000.00	
ℹ	Other	3	5860	181	000	00	$7,000.00	$0.00	$7,000.00	
ℹ	Other	3	5860	211	000	00	$5,890.50	$0.00	$5,890.50	
ℹ	Other	3	5860	221	000	00	$18,480.00	$0.00	$18,480.00	
ℹ	Other	3	5860	231	000	00	$7,000.00	$0.00	$7,000.00	
ℹ	Other	3	5860	418	050	00	$110,000.00	$0.00	$110,000.00	
ℹ	Salary	3	6940	113	000	01	$270,000.00	$0.00	$270,000.00	
ℹ	Other	3	6940	113	000	02	$270,000.00	$0.00	$270,000.00	
ℹ	Other	3	6940	181	000	01	$27,000.00	$0.00	$27,000.00	
ℹ	Other	3	6940	181	000	02	$27,000.00	$0.00	$27,000.00	

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6940	211	000	01	$22,720.50	$0.00	$22,720.50		
ⓘ	Other	3	6940	211	000	02	$22,720.50	$0.00	$22,720.50		
ⓘ	Other	3	6940	221	000	01	$67,359.60	$0.00	$67,359.60		
ⓘ	Other	3	6940	221	000	02	$67,359.60	$0.00	$67,359.60		
ⓘ	Other	3	6940	231	000	01	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	6940	231	000	02	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	8100	392	000	00	$367,995.53	$0.00	$367,995.53		
						Total:	**$3,258,062.14**	**$0.00**	**$3,258,062.14**		

309 - Butner-Stem Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$150,000.00	$0.00	$150,000.00		
ⓘ	Other	3	5270	181	000	00	$15,000.00	$0.00	$15,000.00		
ⓘ	Other	3	5270	211	000	00	$12,622.50	$0.00	$12,622.50		
ⓘ	Other	3	5270	221	000	00	$39,600.00	$0.00	$39,600.00		
ⓘ	Other	3	5270	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Salary	3	5330	135	000	00	$195,000.00	$0.00	$195,000.00		
ⓘ	Other	3	5330	181	000	00	$19,500.00	$0.00	$19,500.00		
ⓘ	Other	3	5330	211	000	00	$16,409.26	$0.00	$16,409.26		
ⓘ	Other	3	5330	221	000	00	$51,480.00	$0.00	$51,480.00		
ⓘ	Other	3	5330	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	5350	198	050	00	$12,000.00	$0.00	$12,000.00		
ⓘ	Other	3	5350	211	050	00	$918.00	$0.00	$918.00		
ⓘ	Other	3	5350	221	050	00	$2,880.00	$0.00	$2,880.00		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		
						Total:	$560,409.76	$0.00	$560,409.76		

311 - Butner-Stem Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$150,000.00	$0.00	$150,000.00		
ⓘ	Other	3	5270	181	000	00	$15,000.00	$0.00	$15,000.00		
ⓘ	Other	3	5270	211	000	00	$12,622.50	$0.00	$12,622.50		
ⓘ	Other	3	5270	221	000	00	$39,600.00	$0.00	$39,600.00		
ⓘ	Other	3	5270	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	5350	198	050	00	$12,000.00	$0.00	$12,000.00		
ⓘ	Other	3	5350	211	050	00	$918.00	$0.00	$918.00		
ⓘ	Other	3	5350	221	050	00	$2,880.00	$0.00	$2,880.00		
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		
						Total:	$257,020.50	$0.00	$257,020.50		

312 - C. G. Credle Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	198	050	00	$18,000.00	$0.00	$18,000.00		
ⓘ	Other	3	5350	211	050	00	$1,377.00	$0.00	$1,377.00		
ⓘ	Other	3	5350	221	050	00	$4,320.00	$0.00	$4,320.00		
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		
ⓘ	Salary	3	5840	131	000	00	$180,000.00	$0.00	$180,000.00		
ⓘ	Other	3	5840	181	000	00	$18,000.00	$0.00	$18,000.00		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5840	211	000	00	$15,147.00	$0.00	$15,147.00		
ⓘ	Other	3	5840	221	000	00	$47,520.00	$0.00	$47,520.00		
ⓘ	Other	3	5840	231	000	00	$21,000.00	$0.00	$21,000.00		
						Total:	$308,364.00	$0.00	$308,364.00		

314 - Phoenix Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$259,200.00	$0.00	$259,200.00		
ⓘ	Other	3	5330	192	000	00	$250,000.00	$0.00	$250,000.00		
ⓘ	Other	3	5330	211	000	00	$39,656.80	$0.00	$39,656.80		
ⓘ	Other	3	5330	221	000	00	$128,416.00	$0.00	$128,416.00		
ⓘ	Other	3	5330	411	050	00	$40,000.00	$0.00	$40,000.00		
ⓘ	Salary	3	5420	116	000	00	$43,200.00	$0.00	$43,200.00		
ⓘ	Other	3	5420	211	000	00	$3,304.80	$0.00	$3,304.80		
ⓘ	Other	3	5420	221	000	00	$10,368.00	$0.00	$10,368.00		
ⓘ	Salary	3	6540	173	000	00	$10,800.00	$0.00	$10,800.00		
ⓘ	Other	3	6540	211	000	00	$826.20	$0.00	$826.20		
ⓘ	Other	3	6540	221	000	00	$2,592.00	$0.00	$2,592.00		
						Total:	$788,363.80	$0.00	$788,363.80		

316 - Creedmoor Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	198	050	00	$12,000.00	$0.00	$12,000.00		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	211	050	00	$918.00	$0.00	$918.00		
ⓘ	Other	3	5350	221	050	00	$2,880.00	$0.00	$2,880.00		
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		
						Total:	$18,798.00	$0.00	$18,798.00		

320 - G. C. Hawley Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$165,000.00	$0.00	$165,000.00		
ⓘ	Other	3	5320	181	000	00	$16,500.00	$0.00	$16,500.00		
ⓘ	Other	3	5320	211	000	00	$13,884.76	$0.00	$13,884.76		
ⓘ	Other	3	5320	221	000	00	$41,164.20	$0.00	$41,164.20		
ⓘ	Other	3	5320	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Salary	3	5330	135	000	00	$195,000.00	$0.00	$195,000.00		
ⓘ	Other	3	5330	181	000	00	$19,500.00	$0.00	$19,500.00		
ⓘ	Other	3	5330	211	000	00	$16,409.26	$0.00	$16,409.26		
ⓘ	Other	3	5330	221	000	00	$51,480.00	$0.00	$51,480.00		
ⓘ	Other	3	5330	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	5350	198	050	00	$18,000.00	$0.00	$18,000.00		
ⓘ	Other	3	5350	211	050	00	$1,377.00	$0.00	$1,377.00		
ⓘ	Other	3	5350	221	050	00	$4,320.00	$0.00	$4,320.00		
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		
						Total:	$587,635.22	$0.00	$587,635.22		

321 - Granville Academy

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	198	050	00	$24,000.00	$0.00	$24,000.00		
ⓘ	Other	3	5350	211	050	00	$1,836.00	$0.00	$1,836.00		
ⓘ	Other	3	5350	221	050	00	$5,760.00	$0.00	$5,760.00		
ⓘ	Other	3	5350	411	050	00	$6,000.00	$0.00	$6,000.00		
						Total:	**$37,596.00**	**$0.00**	**$37,596.00**		

322 - Granville Central High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$150,000.00	$0.00	$150,000.00		
ⓘ	Other	3	5270	181	000	00	$15,000.00	$0.00	$15,000.00		
ⓘ	Other	3	5270	211	000	00	$12,622.68	$0.00	$12,622.68		
ⓘ	Other	3	5270	221	000	00	$39,600.00	$0.00	$39,600.00		
ⓘ	Other	3	5270	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Salary	3	5330	135	000	00	$195,000.00	$0.00	$195,000.00		
ⓘ	Other	3	5330	181	000	00	$19,500.00	$0.00	$19,500.00		
ⓘ	Other	3	5330	211	000	00	$16,409.26	$0.00	$16,409.26		
ⓘ	Other	3	5330	221	000	00	$51,480.00	$0.00	$51,480.00		
ⓘ	Other	3	5330	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	5350	198	050	00	$24,000.00	$0.00	$24,000.00		
ⓘ	Other	3	5350	211	050	00	$1,836.00	$0.00	$1,836.00		
ⓘ	Other	3	5350	221	050	00	$5,760.00	$0.00	$5,760.00		
ⓘ	Other	3	5350	411	050	00	$6,000.00	$0.00	$6,000.00		

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| | | | | | | | Total: | $579,207.94 | $0.00 | $579,207.94 | | |

323 - Granville Early College High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	198	050	00	$24,000.00	$0.00	$24,000.00		
ⓘ	Other	3	5350	211	050	00	$1,836.00	$0.00	$1,836.00		
ⓘ	Other	3	5350	221	050	00	$5,760.00	$0.00	$5,760.00		
ⓘ	Other	3	5350	411	050	00	$6,000.00	$0.00	$6,000.00		
						Total:	$37,596.00	$0.00	$37,596.00		

324 - J. F. Webb High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	135	000	00	$195,000.00	$0.00	$195,000.00		
ⓘ	Other	3	5330	181	000	00	$19,500.00	$0.00	$19,500.00		
ⓘ	Other	3	5330	211	000	00	$16,409.26	$0.00	$16,409.26		
ⓘ	Other	3	5330	221	000	00	$51,480.00	$0.00	$51,480.00		
ⓘ	Other	3	5330	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	5350	198	050	00	$24,000.00	$0.00	$24,000.00		
ⓘ	Other	3	5350	211	050	00	$1,836.00	$0.00	$1,836.00		
ⓘ	Other	3	5350	221	050	00	$5,760.00	$0.00	$5,760.00		
ⓘ	Other	3	5350	411	050	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Salary	3	5840	131	000	00	$180,000.00	$0.00	$180,000.00		
ⓘ	Other	3	5840	181	000	00	$18,000.00	$0.00	$18,000.00		
ⓘ	Other	3	5840	211	000	00	$15,147.00	$0.00	$15,147.00		

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5840	221	000	00	$47,520.00	$0.00	$47,520.00		
ⓘ	Other	3	5840	231	000	00	$21,000.00	$0.00	$21,000.00		
						Total:	$622,652.26	$0.00	$622,652.26		

333 - Mount Energy Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	198	050	00	$18,000.00	$0.00	$18,000.00		
ⓘ	Other	3	5350	211	050	00	$1,377.00	$0.00	$1,377.00		
ⓘ	Other	3	5350	221	050	00	$4,320.00	$0.00	$4,320.00		
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		
						Total:	$26,697.00	$0.00	$26,697.00		

334 - Northern Granville Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	135	000	00	$195,000.00	$0.00	$195,000.00		
ⓘ	Other	3	5330	181	000	00	$19,500.00	$0.00	$19,500.00		
ⓘ	Other	3	5330	211	000	00	$16,409.26	$0.00	$16,409.26		
ⓘ	Other	3	5330	221	000	00	$51,480.00	$0.00	$51,480.00		
ⓘ	Other	3	5330	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	5350	198	050	00	$12,000.00	$0.00	$12,000.00		
ⓘ	Other	3	5350	211	050	00	$918.00	$0.00	$918.00		
ⓘ	Other	3	5350	221	050	00	$2,880.00	$0.00	$2,880.00		
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5840	131	000	00	$180,000.00	$0.00	$180,000.00		
ⓘ	Other	3	5840	181	000	00	$18,000.00	$0.00	$18,000.00		
ⓘ	Other	3	5840	211	000	00	$15,147.00	$0.00	$15,147.00		
ⓘ	Other	3	5840	221	000	00	$47,520.00	$0.00	$47,520.00		
ⓘ	Other	3	5840	231	000	00	$21,000.00	$0.00	$21,000.00		
						Total:	$603,854.26	$0.00	$603,854.26		

352 - South Granville High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	050	00	$165,000.00	$0.00	$165,000.00		
ⓘ	Other	3	5320	181	050	00	$16,500.00	$0.00	$16,500.00		
ⓘ	Other	3	5320	211	050	00	$13,884.72	$0.00	$13,884.72		
ⓘ	Other	3	5320	221	050	00	$41,164.20	$0.00	$41,164.20		
ⓘ	Other	3	5320	231	050	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Salary	3	5330	135	000	00	$195,000.00	$0.00	$195,000.00		
ⓘ	Other	3	5330	181	000	00	$19,500.00	$0.00	$19,500.00		
ⓘ	Other	3	5330	211	000	00	$16,409.24	$0.00	$16,409.24		
ⓘ	Other	3	5330	221	000	00	$51,480.00	$0.00	$51,480.00		
ⓘ	Other	3	5330	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	5350	198	050	00	$24,000.00	$0.00	$24,000.00		
ⓘ	Other	3	5350	211	050	00	$1,836.00	$0.00	$1,836.00		
ⓘ	Other	3	5350	221	050	00	$5,760.00	$0.00	$5,760.00		
ⓘ	Other	3	5350	411	050	00	$6,000.00	$0.00	$6,000.00		
						Total:	$598,534.16	$0.00	$598,534.16		

360 - Stovall-Shaw Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	198	050	00	$18,000.00	$0.00	$18,000.00		
ⓘ	Other	3	5350	211	050	00	$1,377.00	$0.00	$1,377.00		
ⓘ	Other	3	5350	221	050	00	$4,320.00	$0.00	$4,320.00		
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		
						Total:	$26,697.00	$0.00	$26,697.00		

362 - Tar River Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	135	000	00	$195,000.00	$0.00	$195,000.00		
ⓘ	Other	3	5330	181	000	00	$19,500.00	$0.00	$19,500.00		
ⓘ	Other	3	5330	211	000	00	$16,409.26	$0.00	$16,409.26		
ⓘ	Other	3	5330	221	000	00	$51,480.00	$0.00	$51,480.00		
ⓘ	Other	3	5330	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	5350	198	050	00	$18,000.00	$0.00	$18,000.00		
ⓘ	Other	3	5350	211	050	00	$1,377.00	$0.00	$1,377.00		
ⓘ	Other	3	5350	221	050	00	$4,320.00	$0.00	$4,320.00		
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		
						Total:	$330,086.26	$0.00	$330,086.26		

364 - West Oxford Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

View	Type	Funding	Purpose	Object	Local	503	Amount	Amount	Amount	Justification	Comments
ⓘ	Other	3	5350	198	050	00	$12,000.00	$0.00	$12,000.00		
ⓘ	Other	3	5350	211	050	00	$918.00	$0.00	$918.00		
ⓘ	Other	3	5350	221	050	00	$2,880.00	$0.00	$2,880.00		
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		
						Total:	$18,798.00	$0.00	$18,798.00		

368 - Wilton Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	198	050	00	$18,000.00	$0.00	$18,000.00		
ⓘ	Other	3	5350	211	050	00	$1,377.00	$0.00	$1,377.00		
ⓘ	Other	3	5350	221	050	00	$4,320.00	$0.00	$4,320.00		
ⓘ	Other	3	5350	411	050	00	$3,000.00	$0.00	$3,000.00		
						Total:	$26,697.00	$0.00	$26,697.00		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6610	153	000	00	$150,000.00	$0.00	$150,000.00		
ⓘ	Other	3	6610	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	6610	211	000	00	$11,704.50	$0.00	$11,704.50		
ⓘ	Other	3	6610	221	000	00	$34,884.00	$0.00	$34,884.00		
ⓘ	Other	3	6610	231	000	00	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	6940	187	000	00	$10,800.00	$0.00	$10,800.00		
ⓘ	Other	3	6940	211	000	00	$826.20	$0.00	$826.20		

ⓘ	Other	3	6940	221	000	00	$2,952.00	$0.00	$2,952.00	
						Total:	**$238,166.70**	**$0.00**	**$238,166.70**	

Grant Details

Granville County Schools (390) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Granville County Public Schools' has sought stakeholder input regarding challenges and opportunities that have emerged since the onset of the pandemic. GCPS stakeholders (teachers, principal and district leaders) and community stakeholders have reviewed and analyzed the student academic performance data, student/teacher attendance data, home to school connection data, remote learning survey data and employee survey data to prioritize the use of CRRSA-ESSER II and ARPA- ESSER III funding to address student learning and district improvement gaps resulting from the disruption of in-person learning. Additionally, the process involved a review of the district's strategic plan and funding priorities, a review of the district's use of CARES ACT/ESSER I funding and an overview of the CRRSA-ESSER II and ARPA- ESSER III allowable uses as well as input from the public on the 2021-2022 district budget review held on March 15, 2021. Additionally, in January 2021, a series of community centered task forces were established to begin the strategic and forward thinking to address the needs in the public school system. Those task forces include the Innovation and Forward Thinking Taskforce, the Reimagining Learning Taskforce and the Strategic Planning Taskforce. Stakeholder feedback from these task force meetings provided valuable insight for district leaders to determine strategic steps for immediate and long-term planning. In March and April of 2021, the Granville County

Public Schools Equity Taskforce, which consists of education leaders, community leaders and faith-based leaders, met to identify disparities that have been exacerbated by the pandemic. A list of priorities was generated at the conclusion of those meetings. Additionally, the Safety Taskforce has met multiple times over the 20-21 academic year to assess improvements to mental health supports for students and staff, coordination of response to migitate COVID-19 exposure, building and facility maintenance and community outreach to support families. Additionally, in April 2021, a priority needs survey was administered to district and school leaders. The results of this survey identified emergent and remaining departmental and school based needs due to disruptions due to COVID-19. Qualitiative data was captured through the implementation of a focus group. The focus group members prioritized the needs and potential expenditures through a digital prioritization process. The focus group consisted of district leaders, school administrators, teachers, counselors, social workers and parents.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Prior to onset of the pandemic, Granville County Public Schools was making adequate progress toward the strategic plan goals of: By 2023, 90% of all students will meet or exceed proficiency rates by at least two points as determined by the ESSA long-term proficiency goals. (GCPS Strategic Priority #1, Academic Success); By 2023, all students in all subgroups will meet or exceed growth rates as determined by the EVAAS growth index. (GCPS Strategic Priority #1, Academic Success); By 2023, the retention rate of fully certified and proficient educators will increase to 90% across the district. (GCPS Strategic Priority #1, Academic Success); By 2023, 100% of GCPS students will have access to well-rounded education opportunities. (GCPS Strategic Priority #1, Academic Success & GCPS Strategic Priority #4, Fiscal Responsibility); By 2023, the four-year cohort graduation rate will exceed 87% as measured by the NC Graduation Rate report. (GCPS Strategic Priority #1, Academic Success); By 2023, GCPS will improve by at least 5% in the areas of long term and short term suspension rates, discipline referrals, mental health referrals, and school climate satisfaction as measured by school and district surveys. (GCPS Strategic Priority #1, Academic Success, GCPS Strategic Priority #2, Health and Safety); By 2023, 100% of Granville County Schools educators will participate in focused activities to enhance stakeholder engagement and increase positive relationships with students' families and members of the community. (GCPS Strategic Priority #5, Communication, and Community & GCPS Strategic Priority # 4 Fiscal Responsibility). The transition to remote learning has significantly affected teching and learning in Granville County Public Schools. A snapshot of student academic performance revealed 43% of students in grades 3-12 failed at least one couse compared to17% of students in grades 3-12 in 19-20, an increase of 26%. A snapshot of Quater 3 attendance data revealed that 42% of students have 15 or more absences, an increase of 23%. A significant

percentage of chronic absenteeism are amongst students in underperforming subgroups or at school's with higher populations of subgroups who are economically disadvanagted. The increase in student absences may yield significant loss of instructional time and learning for our most vulnerable populations of students, which ultimately widens the learning gaps between racial and socio-economic subgroups and may increase the dropout rate in middle and high schools. A snapshot of SEL data revealed that 60 % of students in grades 3-5 well being was at risk at the conclusion of the 19-20 academic year as compared to 51 % of students' well being at -risk currently. 53 % of students in grades 6-12 well being was at risk at the conclusion of the 19-20 academic year as compared to 42 % of students' well being at -risk currently. There was a significant drop in the graduation rate for 18-19 at 83% to 82% in 19-20. Based on student academic performance and the economic effects of the pandemic, there may be a greater gap for the class of 2021. There has been a 15% decrease in the number of PreK applications for the 2020-2021 school year. This is not due to a decrease in the eligible population of preschool aged children, but due to the COVID pandemic and parent fears. Allowable uses to address learning recovery and acceleration programs, as well as, district improvement needs resulting from the disruption due to COVID- 19 will be the focus of these funds. Based on the data analysis, the district will aggressively implement acceleration and summer learning programs throughout the 2021-2022 and 2020-2023 academic years to mitigate the academic learning loss of subgroups, particularly the most vulnerable students. Subsequently, the district will prioritize funds to maintain concurrent learning (remote/belnded learning), 1:1 technology & connectivity, SEL support for the whole child and provide highly effective teaching and learning in a safe school environment.

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.

$ 2,665,172.00 * 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;

Expanded professional learning opportunities will be offered across schools to increase teacher efficacy in high-impact teaching strategies to include data- driven instructional teaching strategies; Student performance will be measured through a variety of high-quality assessments to include: Student growth and proficiency data (iReady, Benchmarks (i.e., TE-21 &NC Check-ins), EOG/EOC assessments, WIDA ACCESS, Method Test Prep, Dropout data, Cohort graduation data and Strategies Gold.

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

Expand extended day opportunities (e.g., after school programming, saturday academy, summer enrichment, and flexible learning environments) to address learning recovery and accelerate student learning Increase instructional personalized school-based support (instructional coaches, reading and math interventionists, core certified teaching staff, Pre-K staff, ESL and AIG certified staff, MTSS/Equity coaches, etc..) to reduce class size, as well as recover and accelerate student learning. Upgrade core curriculum materials to ensure all students have equitable access to the core curriculum and improve our Multi-tiered System of Support Broaden district support with additional curriculum and instruction personnel to standardized intervention support for marginalized populations to address student' social, emotional, and behavioral needs using a Multi-tiered System of Support Expanded professional learning opportunities will be offered across schools to increase leader efficacy in culturally responsive leadership strategies to include data-driven school improvement practices Retain assistant principal positions despite a drop in ADM to ensure continuity of services and instructional supports in schools Offer transition programs for students at critical transitional periods (Pre-K to K, 5 to 6, 8 to 9, and 12 to post-secondary) to improve readiness skills and mitigate learning loss

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

Offering training to families through Parent University with evidence-based strategies for supporting students' academic and social-emotional learning needs including digital literacy sessions; providing ongoing social and emotional learning and trauma-informed care sessions to equip families with practical strategies to address the whole child growth and development.

* (D) Tracking student attendance and improving student engagement in distance education;

Utilize Powerschool to track attendance daily for remote learning; monitor attendance through MTSS school teams to determine appropriate supports for students as needed; provide ongoing professional development for teachers to increase digital teaching and learning competencies and high impact teaching strategies to engage students in a meaningful learning experience.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Utilize a single platform data management system (i.e., Innovare) to build district wide data analytic capacity to strategically address the emergent student needs, monitor progress and examine trends; monitor academic performance through MTSS school teams and PLCs to determine appropriate interventions for students as needed

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⊙ No				$ 0.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ⊙ No				$ 0.00

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				$ 0.00
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	Increase instructional personalized school based support (e.g., Pre-K, EC ELL and AIG certified teachers, MTSS/Equity coaches, etc..) to reduce class size, as well as recover and accelerate student learning. Increase Parent liaisons, interpreters and translation service to support families	July 2021-September 2024	Student growth and proficiency data (iReady, Benchmarks, EOG/EOC assessments, Discipline data (Educator's Handbook), Dropout data, Cohort graduation data	$ 1,408,133.50

		with diverse language needs Recruit addition ELL and EC teachers and staff to narrow the learning opportunity gaps Expand professional learning opportunities across schools to increase teacher efficacy in culturally responsive teaching strategies Improve data analytic capacity to strategically address the needs of our most vulnerable populations Offer training to families through Parent University with evidence-based strategies for supporting students' academic and social-emotional learning needs of our most vulnerable			

		vulnerable students.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ◯ No	Recruit additional nursing position to reduce school caseloads and offer expanded medical services to schools Recruit additional custodians to meet the CDC and Strong Schools cleanliness guidance to mitigate exposure to the virus Retain school-based clerical staff despite the reduction of ADM to ensure response rates remain high Recruit and retain high-quality teachers, including those in hard-to-fill subject areas to reduce class size in the face-to-face and virtual classroom.	July 2021- September 2024	Pandemic Action Response satisfaction survey, NCEES evaluation data, clean schools reports, survey, teacher working conditions survey, teacher turnover data	$ 681,856.41

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$ 0.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$ 0.00
	* ⦿ Yes ○ No	Provide a high quality virtual academy for students who are unable to return to in-person learning Increase core certified teachers to provide a high quality virtual learning experience Expand professional learning opportunities across schools to increase teacher's	July 2021 - September 2024	Student growth and proficiency data (iReady, Benchmarks, EOG/EOC assessments, Dropout data, Cohort graduation data	$ 824,652.60

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		increase teacher's digital teaching and learning competencies Offer training to families through Parent University with evidence-based strategies for supporting students' academic and social-emotional and remote learning needs. Purchase an improved district website platform to improve navigation and communication with families and the community			

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	Provide internet connectivity service to families who have experienced a disruption in service or live in an area that without adequate service Renew videoconferencing subscription to ensure remote learning have access to the core curriculum	July 2021 - September 2024	Useage data; Student growth and proficiency data (iReady, Benchmarks, EOG/EOC assessments, Dropout data, Cohort graduation data	$ 871,205.15
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No		July 2021 - September 2024	SEL Survery data, SCUTA data	$ 1,178,172.85

		Offer a district-wide SEL curriculum to address the social, emotional, and behavioral needs of students Cultivate community partnerships to improve school-based mental health supports and family outreach efforts Increase the number of school-based social workers and counselors to improve whole child supports.			

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	Expand extended day opportunities (e.g., after school programming, Saturday academy, summer enrichment, and flexible learning environments) to address learning recovery and accelerate student learning	July 2021-September 2023	Student growth and proficiency data (iReady, Benchmarks, EOG/EOC assessments, Dropout data, Cohort graduation data	$ 1,296,043.49
	* ○ Yes ◉ No				$ 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.					
				Total ESSER III Allotment	$ 6,260,064.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Granville County Schools (390) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Granville County Schools (390) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Pauletta Thompson

Substantially Approved Dates

Granville County Schools (390) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, September 7, 2021

Granville County Schools (390) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Granville County Schools (390) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/10/2021 1:56:22 PM

GAN Organization Data

Granville County Schools (390) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058528

* Address:

P.O. Box 927 Oxford, NC 27565

* Superintendent:

Dr. Alisa McLean

Key Personnel:

* Dr. Pauletta Thompson

Budget

Guilford County Schools (410) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
410	181	0	No	No	3.01 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$65,607,928.00	$65,607,928.00
Carryover Amount:	$132,769,104.00	$132,769,104.00
Allotment Plus Carryover:	$198,377,032.00	$198,377,032.00
Total Budgeted:		$198,377,032.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/29/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/29/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/26/2021 9:56 AM	Approved (Pending)		Charles, Alex			
10/20/2021 8:39 AM	Received		Admin, NCCCIP			
8/25/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☑		3-6570-522-000-810-78	0	The application does not include capital projects, thus the budget cannot contain capital line items. Either the budget or the application need to be amended to bring into alignment.
8/25/2021 1:37 PM	Denied (Pending)		Charles, Alex			
8/25/2021 1:36 PM			Charles, Alex	3-6570-522-000-810-78	0	The application does not include capital projects, thus the budget cannot contain capital line items. Either the budget or the application need to be amended to bring into alignment.
7/28/2021 9:31 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	600	82	$7,317,770.00	$0.00	$7,317,770.00		
ⓘ	Salary	3	5110	180	210	72	$533,927.50	$0.00	$533,927.50		

11/10/2021 9:45:00 AM

ⓘ	Other	3	5110	180	210	73	$3,045,000.00	$0.00	$3,045,000.00		
ⓘ	Salary	3	5110	183	210	73	$19,980,038.00	$0.00	$19,980,038.00		
ⓘ	Salary	3	5110	192	720	72	$1,898,100.00	$0.00	$1,898,100.00		
ⓘ	Other	3	5110	211	210	72	$40,845.46	$0.00	$40,845.46		
ⓘ	Other	3	5110	211	210	73	$1,761,415.41	$0.00	$1,761,415.41		
ⓘ	Other	3	5110	211	600	82	$373,206.02	$0.00	$373,206.02		
ⓘ	Other	3	5110	211	720	72	$145,204.65	$0.00	$145,204.65		
ⓘ	Other	3	5110	221	210	73	$4,991,828.24	$0.00	$4,991,828.24		
ⓘ	Other	3	5110	221	600	82	$1,057,660.97	$0.00	$1,057,660.97		
ⓘ	Other	3	5110	221	720	72	$411,508.08	$0.00	$411,508.08		
ⓘ	Other	3	5110	231	600	82	$632,600.00	$0.00	$632,600.00		
ⓘ	Other	3	5110	311	210	72	$2,900,000.00	$0.00	$2,900,000.00		
ⓘ	Other	3	5110	311	210	73	$7,680,000.00	$0.00	$7,680,000.00		
ⓘ	Other	3	5110	311	720	72	$600,000.00	$0.00	$600,000.00		
ⓘ	Other	3	5110	311	720	77	$750,000.00	$0.00	$750,000.00		
ⓘ	Other	3	5110	312	260	72	$500,000.00	$0.00	$500,000.00		
ⓘ	Other	3	5110	312	640	83	$500,000.00	$0.00	$500,000.00		
ⓘ	Other	3	5110	312	720	72	$2,496,289.35	$0.00	$2,496,289.35		
ⓘ	Other	3	5110	312	745	83	$250,000.00	$0.00	$250,000.00		
ⓘ	Other	3	5110	312	770	83	$3,000,000.00	$0.00	$3,000,000.00		
ⓘ	Other	3	5110	351	650	77	$1,770,800.00	$0.00	$1,770,800.00		
ⓘ	Other	3	5110	352	210	72	$163,000.00	$0.00	$163,000.00		
ⓘ	Other	3	5110	352	210	73	$600,000.00	$0.00	$600,000.00		
ⓘ	Other	3	5110	411	260	83	$50,000.00	$0.00	$50,000.00		
ⓘ	Other	3	5110	411	745	83	$250,000.00	$0.00	$250,000.00		
ⓘ	Other	3	5110	411	765	83	$6,000,000.00	$0.00	$6,000,000.00		

ⓘ	Other	3	5110	411	770	83	$3,000,000.00	$0.00	$3,000,000.00
ⓘ	Other	3	5110	415	230	77	$632,000.00	$0.00	$632,000.00
ⓘ	Other	3	5110	418	650	77	$750,000.00	$0.00	$750,000.00
ⓘ	Equipment	3	5110	462	260	83	$500,000.00	$0.00	$500,000.00
ⓘ	Salary	3	5120	121	710	77	$297,500.00	$0.00	$297,500.00
ⓘ	Other	3	5120	211	710	77	$22,758.75	$0.00	$22,758.75
ⓘ	Other	3	5120	221	710	77	$64,498.00	$0.00	$64,498.00
ⓘ	Other	3	5130	312	790	83	$1,000,000.00	$0.00	$1,000,000.00
ⓘ	Other	3	5130	411	790	83	$1,500,000.00	$0.00	$1,500,000.00
ⓘ	Other	3	5260	312	785	83	$1,800,000.00	$0.00	$1,800,000.00
ⓘ	Salary	3	5270	144	740	78	$360,000.00	$0.00	$360,000.00
ⓘ	Other	3	5270	211	740	78	$27,540.00	$0.00	$27,540.00
ⓘ	Other	3	5270	221	740	78	$78,048.00	$0.00	$78,048.00
ⓘ	Other	3	5270	231	740	78	$75,912.00	$0.00	$75,912.00
ⓘ	Other	3	5270	312	740	83	$400,000.00	$0.00	$400,000.00
ⓘ	Other	3	5270	411	740	83	$800,000.00	$0.00	$800,000.00
ⓘ	Other	3	5320	311	640	78	$300,000.00	$0.00	$300,000.00
ⓘ	Salary	3	5350	196	720	72	$1,198,800.00	$0.00	$1,198,800.00
ⓘ	Salary	3	5350	198	700	71	$1,364,640.00	$0.00	$1,364,640.00
ⓘ	Other	3	5350	211	700	71	$104,394.96	$0.00	$104,394.96
ⓘ	Other	3	5350	211	720	72	$91,708.20	$0.00	$91,708.20
ⓘ	Other	3	5350	221	720	72	$259,899.84	$0.00	$259,899.84
ⓘ	Other	3	5350	411	650	78	$300,000.00	$0.00	$300,000.00
ⓘ	Other	3	5350	411	700	82	$350,000.00	$0.00	$350,000.00
ⓘ	Salary	3	5360	126	700	82	$5,891,930.00	$0.00	$5,891,930.00
ⓘ	Other	3	5360	211	700	82	$450,732.65	$0.00	$450,732.65

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ℹ	Salary	3	5400	180	210	72	$750,001.20	$0.00	$750,001.20	
ℹ	Other	3	5400	311	720	72	$500,000.00	$0.00	$500,000.00	
ℹ	Other	3	5400	312	720	72	$2,500,000.00	$0.00	$2,500,000.00	
ℹ	Equipment	3	5500	541	790	83	$1,000,000.00	$0.00	$1,000,000.00	
ℹ	Other	3	5810	414	775	83	$1,775,000.00	$0.00	$1,775,000.00	
ℹ	Salary	3	5830	146	650	77	$2,161,800.00	$0.00	$2,161,800.00	
ℹ	Other	3	5830	211	650	77	$165,377.70	$0.00	$165,377.70	
ℹ	Other	3	5830	221	650	77	$468,678.24	$0.00	$468,678.24	
ℹ	Other	3	5830	231	650	77	$569,340.00	$0.00	$569,340.00	
ℹ	Other	3	5830	311	650	71	$420,000.00	$0.00	$420,000.00	
ℹ	Other	3	5830	311	650	77	$310,000.00	$0.00	$310,000.00	
ℹ	Other	3	5840	311	642	78	$3,582,593.03	$0.00	$3,582,593.03	
ℹ	Other	3	6110	311	600	71	$1,200,000.00	$0.00	$1,200,000.00	
ℹ	Equipment	3	6400	462	850	85	$20,374,950.00	$0.00	$20,374,950.00	
ℹ	Other	3	6540	411	700	82	$70,000.00	$0.00	$70,000.00	
ℹ	Other	3	6540	411	830	70	$1,500,000.00	$0.00	$1,500,000.00	
ℹ	Other	3	6550	331	700	82	$700,000.00	$0.00	$700,000.00	
ℹ	Other	3	6550	331	820	82	$2,812,500.00	$0.00	$2,812,500.00	
ℹ	Equipment	3	6550	541	820	77	$825,000.00	$0.00	$825,000.00	
ℹ	Other	3	6570	522	810	70	$1,150,000.00	$0.00	$1,150,000.00	
ℹ	Other	3	6570	522	810	78	$24,242,516.70	$0.00	$24,242,516.70	
ℹ	Other	3	6570	523	830	70	$19,621,440.00	$0.00	$19,621,440.00	
ℹ	Other	3	6620	311	210	73	$500,000.00	$0.00	$500,000.00	
ℹ	Other	3	6720	311	220	86	$600,000.00	$0.00	$600,000.00	
ℹ	Other	3	8100	392	000	00	$3,806,330.12	$0.00	$3,806,330.12	
						Total:	**$182,925,083.07**	**$0.00**	**$182,925,083.07**	

300 - High Point Newcomers School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	78	$3,103,375.00	$0.00	$3,103,375.00		
ⓘ	Other	3	5110	211	000	78	$237,408.19	$0.00	$237,408.19		
ⓘ	Other	3	5110	221	000	78	$672,811.70	$0.00	$672,811.70		
ⓘ	Other	3	5110	231	000	78	$468,124.00	$0.00	$468,124.00		
						Total:	$4,481,718.89	$0.00	$4,481,718.89		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	311	220	71	$1,000,000.00	$0.00	$1,000,000.00		
ⓘ	Other	3	5350	311	600	70	$600,000.00	$0.00	$600,000.00		
ⓘ	Salary	3	6110	113	700	71	$3,480,001.92	$0.00	$3,480,001.92		
ⓘ	Other	3	6110	211	700	71	$266,220.15	$0.00	$266,220.15		
ⓘ	Other	3	6110	221	700	71	$754,464.42	$0.00	$754,464.42		
ⓘ	Other	3	6110	231	700	71	$227,736.00	$0.00	$227,736.00		
ⓘ	Salary	3	6300	153	700	71	$89,940.00	$0.00	$89,940.00		
ⓘ	Other	3	6300	211	700	71	$4,478.47	$0.00	$4,478.47		
ⓘ	Other	3	6300	221	700	71	$12,691.93	$0.00	$12,691.93		
ⓘ	Other	3	6300	231	700	71	$6,326.00	$0.00	$6,326.00		
ⓘ	Salary	3	6610	153	900	87	$504,720.96	$0.00	$504,720.96		
ⓘ	Other	3	6610	211	900	87	$38,611.15	$0.00	$38,611.15		
ⓘ	Other	3	6610	221	900	87	$109,423.50	$0.00	$109,423.50		
ⓘ	Other	3	6610	231	900	87	$25,304.00	$0.00	$25,304.00		
ⓘ											

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	Salary	3	6830	113	640	78	$14,875.00	$0.00	$14,875.00	
ℹ	Other	3	6830	211	640	78	$1,137.94	$0.00	$1,137.94	
ℹ	Other	3	6830	221	640	78	$3,224.90	$0.00	$3,224.90	
ℹ	Other	3	6830	231	640	78	$6,326.00	$0.00	$6,326.00	
ℹ	Salary	3	6840	113	640	70	$975,000.00	$0.00	$975,000.00	
ℹ	Other	3	6840	113	642	78	$217,709.20	$0.00	$217,709.20	
ℹ	Other	3	6840	211	640	70	$74,587.50	$0.00	$74,587.50	
ℹ	Other	3	6840	221	640	70	$211,380.00	$0.00	$211,380.00	
ℹ	Other	3	6840	231	640	70	$75,912.00	$0.00	$75,912.00	
ℹ	Other	3	6840	231	642	78	$6,326.00	$0.00	$6,326.00	
ℹ	Other	3	6840	312	210	78	$435,500.00	$0.00	$435,500.00	
ℹ	Other	3	6840	312	640	70	$120,000.00	$0.00	$120,000.00	
ℹ	Other	3	6840	312	640	78	$1,333,333.00	$0.00	$1,333,333.00	
ℹ	Other	3	6930	311	900	87	$375,000.00	$0.00	$375,000.00	
						Total:	**$10,970,230.04**	**$0.00**	**$10,970,230.04**	

Grant Details

Guilford County Schools (410) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Guilford County Schools (GCS) is leveraging investments to focus on addressing gaps in access and achievement as students recover from the pandemic loss, and seize the opportunity to reimagine public education to ensure all students receive the life outcomes they deserve, including career and college success. Needs assessment data is framed by planning priorities including: - Reopening Schools and Keeping Them Open - Accelerating Learning - Investing in Staff Capacity - Recruiting, Retaining, and Rewarding Highly Effective Staff - Creating Strong Postsecondary Pathways - Investing in Mental Health and Student Support Services - Investing in Instructional Materials and Resources - Closing the Digital Divide GCS launched a Task Force of 164 stakeholders including parents, teachers, classified staff, building leaders and community members in April 2020, immediately following school closure as a result of COVID-19. The Re-Entry Task Force worked over the course of the year to plan for school re-entry including human resources and operations, academics and student services and community outreach. When planning allotments and ESSER guidance was released, the Re-Entry Task Force met over a series of four input sessions to discuss learning loss and establish priorities for ESSER spending. Once planning priorities were outlined, meetings were held to gather feedback from Teacher Advisory Council, Principal Advisory Council, and all 128 sitting principals. ESSER priorities were shared during the April Superintendent's Budget Presentation to the Board of Education. Because English Learners have faced the greatest loss during school closure in Guilford County, a subset of this task force is an English Learner Task Force that represents parents, teachers and community supports for English Learners. This task force has also provided feedback on ESSER spending priorities and has been led by interpreters in our top languages. GCS is utilizing multiple data points to assess and address student learning loss resulting form the disruption in education services including: - NWEA MAP assessment data - baseline to end of year through 2024 - EOG and EOC performance by subgroup - Tracking reporting measures specific to

middle and high school students with multiple risk factors (chronic absenteeism, English Learners, Students with Disabilities, proficiency on past state assessments, course failures) - Course failures - Student attendance and engagement (based on Canvas login data)

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The current average year of school construction in Guilford County is 1966. Facility-related equity issues are pervasive throughout the count. Following a Facility Condition Assessment Study in conjunction with the Board of Education and County Commissioners, more than 50% of GCS school facilities are rated as unsatisfactory or poor; dozens of mobile units that are currently housing students are more than 30 years old. Low math proficiency scores on the NWEA-MAP assessment are consistent across grade levels. In 1st-5th grade, math proficiency scores averaged 10 percentage points lower in math than reading. For K-5th grade students who took assessments in-person, large performance gaps exist when comparing student proficiency between different racial groups, as well as for students identified EC and EL. On the K-3rd grade Istation reading assessment, white students had significantly higher proficiency (66%) in comparison to black (36%) or Hispanic (31%) students. Only 26% of K-3rd grade students identified as EC met the threshold for proficiency, as well as only 25% of EL students. On the NWEA-MAP assessment, which tests both reading and math, there was a trend for performance gaps to increase as students get older. In grades 6-8, performance gaps in student proficiency range from 20 to 30 percentage points based on race. Approximately 80% of both white and Asian students were proficient in reading, and about 78% of both groups were proficient in math. In comparison, 55% of black students in 6th-8th grade scored proficient in reading, as well as 60% of Hispanic students. In math, only 44% of black students in middle school were proficient, as well as 51% of Hispanic students. For high school, white students' proficiency was 26 percentage points higher in reading than black students, and 24 percentage points higher in math. EC students struggled the most in reading, with only 24% of 6th-8th graders scoring proficient, 49 percentage points lower than their non-disabled peers. From 2014-2019 on state EOG tests, white students outperformed their peers by approximately 30 percentage points. The same pattern was true on the end of course (EOC) assessments which white students outperforming black and Hispanic students by an average of 30 percentage points. Black and Hispanic students are enrolling in advanced courses at a considerably less rate than their White peers. In GCS, 21% of teachers are classified as beginning teachers while 79% are not beginning teachers. Of beginning teachers, 37% completed a traditional educator preparation program, while 63% completed a non-traditional education preparation program. The teacher attrition rate is 11.25% with a 13.45% attrition rate in our lowest-performing 25 schools. These data points demonstrate the need to invest in sustainable training opportunities for educators and families. Only 47.5% of students in Guilford County have completed the FAFSA for the 2021 academic year. 54.6% of students participated in the 2019-2020 school year, a decline of 1.9 percentage points. The overall SAT score for GCS students for the 2019-2020 school year was 1078 a slight decline from 1080 in 2018-2019. College enrollment disparities exist between students of color and their white peers. Of the students that enrolled in college the semester after graduating high school, black students have a declining trend with 36%, 35% and 34% percent enrolling in 2018, 2019 and 2020 compared to an

average of 45% of white students. Around 55% of SWD students and a little more than 62% of EL students remained in college from freshman to sophomore year compared to almost 79% of their classmates. Black and Hispanic students who also graduated in 2018 and 2019 had a lower retention rate than their white and Asian counterparts. Many students and families continue to face trauma and food and housing insecurities as a result of COVID-19 that directly impact how systems should invest in student and mental health support services. Strong and supportive relationships between students and teachers lead to improved and enduring social-emotional and academic outcomes for students. The enrollment in GCS has declined from 73,321 students in 2017-18 to 70,227 in 2021. The need to retain our GCS students is evident particularly among our White students who had a decline of 3,220 students. With two disrupted school years, students have fallen behind-many, substantially so. Aligned instructional resources can eliminate opportunities for students to access grade-level instruction and can support districts with high numbers of new and lateral entry teachers. Black and Hispanic students as well as students identified as EC and EL are experiencing learning loss and are performing at a lower proficiency rate than their White and Asian peers. An achievement gap is evident in grades K-3 for the aforementioned student groups. The largest declines in performance based on fall assessment data were in mathematics across all grade levels. In high schools, the largest decrease was in NC Math 1, dropping 18.7 percentage points from 2018-19 to 2019-20. Black students in particular have the lowest science proficiency rates among all ethnic groups followed closely by Hispanic students. For the past three years, the average proficiency rates for Black students barely surpassed 50% on the End of Grade and End of Course assessments. Similarly, Hispanic students averaged only 57% proficient compared to their White peers whose rate was considerably higher at 81% proficient. Census data reports that 18% of GCS families do not have access to broadband internet. Data collected in Fall 2020 indicate that approximately 26% of Hispanic households and 20% of black families reported not having enough devices for the number of students in the hom

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.

$ 69,641,392.37 * 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;

In order to address learning loss among our most vulnerable students, including low-income students, children with disabilities, English Learners, black and Hispanic students, students experiencing homelessness and students in foster care, Guilford County Schools will invest in comprehensive assessment systems to inform instructional planning and the need for intervention. Assessment components are valid, reliable, and sensitive to change in order to project student growth. The NWEA-MAP assessment will be administered 3 times annually to provide targeted diagnostic information to teachers. Additionally, curriculum-

based measures, interim assessments, and End of Grade and End of Course data points will be used to assist educators in meeting students' academic needs. GCS will also expand the evaluation team.

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

Evidence-based activities to meet the comprehensive needs of students include: - Building the capacity of teachers to meet the needs of students through professional learning support and job-embedded coaching - Recruitment Incentives for Teacher Career Ladders - New Teacher Center mentor training - Implementing high quality instructional materials in core content areas - Implementing student climate surveys - Providing college bridge supports to support students beyond high school graduation - Establishing a districtwide attendance campaign to promote positive student attendance practices - Implementing a social-emotional learning curriculum and training for teachers and leaders - Increasing access to dual enrollment college-level courses and advanced courses - Extended learning opportunities including summer programs and evening/weekend alternatives for students with multiple risk factors - High-dosage tutoring and establish tutoring division of TLPD - diversify the work force through tuition assistance contract to ensure high quality teachers - retention incentives for classified staff and incentives for certified teachers in 25 lowest performing schools - Teacher preservice preparation - Scholarships for students to enter the education profession - Incentives for students to apply for college, complete FASFA, and enroll in college

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

Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment -   Guilford Parent Academy sessions on supporting students in completing college applications -   Guilford Parent Academy sessions for helping students succeed in a remote learning environment -   Training for community partners and agencies for how to access remote learning resources -   Digital learning sessions for parents to practice using digital resources to support parents - Establishing a GCS Training and Development Center for families and educators -   Live Q&A sessions to help parents troubleshoot -   Social and emotional learning support sessions for parents and families

* (D) Tracking student attendance and improving student engagement in distance education;

Tracking student attendance and improving student engagement in distance education - Employ public relations firm to assist with PK marketing to increase enrollment - Student and family community liaisons and college transition counselors to support students who need support with attendance/engagement - Weekly student level Canvas reporting tools and dashboards for schools to identify students who need support with attendance/engagement - Counselor and social worker training sessions for utilizing data sources to measure and support student attendance/engagement - Weekly logs to track services for Students with Disabilities and English Learners - Student support committees designed to track and support students with multiple risk factors in grades 6-12 - Attendance campaign through partnership with Attendance Works to increase student attendance both face-to-face and in virtual learning programs

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss - Multiple measures including NWEA-MAP Assessment data, student attendance data and course grades have been used to identify students that experienced learning loss as a result of COVID-19. - Dashboards track at-risk students by school to indicate whether students are making progress. At-risk students are given preference for interventions including high-dosage tutoring, summer learning opportunities and evening/weekend learning hubs. - Following EOG/EOC assessments, these dashboards will be updated so that students are appropriately identified for summer learning and interventions.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	GCS will use ESSER funds to reopen schools and keep them open. Strategies may include but are not limited to: Creating and configuring indoor/outdoor learning spaces scope to include construction as related to the creation of spaces	July2022-June 2024	An annual increase in alternative learning spaces	$ 1,150,000.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◯ Yes ⦿ No				$

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	GCS will invest in staff capacity through ongoing PD that builds capacity for teachers to respond to specialized areas such as AIG and EL. GCS will also invest in materials and resources to support these areas. GCS will work to address the needs of unique learners by investing in student support services: -Establish additional Newcomers School in High Point (construction to include all materials and labor needed to conduct renovation of existing facility)	July 2022-June 2024	Annual # of interpreters employed # of students receiving support through Newcomers Programs	$ 9,003,772.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	GCS will use ESSER funds to reopen schools and keep them open. Strategies may include but are not limited to: -hiring nurse supervisor to coordinate COVID response -purchase and install life safety systems to support better contact tracing -better HVAC routine maintenance -purchase systems for increased communications and outreach	July 2022-June 2024	Maintenance records better coordination of nurse work better contract tracing	$ 29,010,470.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	PPE and supplies to sanitize and clean	July 2022-June 2024	Annual PPE expenditures	$ 1,500,000.00

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| LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | * ⦿ Yes ○ No | GCS will use ESSER funds to reopen schools and keep them open. Strategies may include but are not limited to: Sustaining virtual academy staffing and programs Supporting infrastructure for wifi and telecommunications support (community-based) to increase access to broadband internet | July 2022-June 2024 | % of families with access to broadband internet Virtual academy enrollment | $ 1,500,000.00 |

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	GCS will purchase educational technology to aid in educational interactions between teachers and students both in a virtual and face to face setting. Strategies may include but are not limited to: Technology/telecommunications Infrastructure (school-based) Student and Teacher Device Replacement Cycle--Teacher devices are needed to operate programs and to have access to camera and mic	July 2022-June 2024	% of schools with access to broadband internet Student and teacher device ratio	$ 18,375,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	GCS will work to address the impact of COVID on the mental health of students and families by investing in student support services. Strategies may include but are not limited to: Community partnerships and mental health coordination efforts Tuition assistance and partnerships with higher education for counselors, psychologists, social workers and other student support personnel	July 2022-June 2024	Annual attendance rates % of nursing support available by year	$ 1,798,833.00

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	GCS will plan and implement summer learning and supplemental after school programs. Strategies may include but are not limited to: Extended academic calendars Summer programs	July 2022-June 2024	NWEA-MAP data Annual course failure rates	$ 21,562,500.00
	* ⦿ Yes ◯ No		July 2022-June 2024	# of mobile supports available to families and students Annual virtual academy enrollment Add $18,118,939.00 here when other funds drop	$ 44,835,064.63

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.		GCS will use ESSER funds to support other ESSA allowable activities. Strategies may include but are not limited to: - working with marketing firm on HR recruitment, PreK and K enrollment -Career ladder incentives - Recruitment/Retention incentives for classified staff, highly effective teachers, administrators, and/or hard to staff areas -partnerships to support completion of teacher residencies -create onboarding process to orient beginning teachers -tuition assistance to assist with filling positions with qualified candidates due to COVID-related attrition Indirect Costs			
			Total ESSER III Allotment	$	128,735,639.63

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.

* ✔		At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ✔		Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ✔		Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ✔		Funds shall not be transferred into or out of this allotment category.
* ✔		**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Halifax County Schools (420) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:06:29 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Halifax County Schools (420) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) **PRC181** CFDA: 84.425U	Total
Allotment	$5,104,078.00	$5,104,078.00
Carryover	$10,324,602.00	$10,324,602.00
Total	$15,428,680.00	$15,428,680.00

Halifax County Schools (420) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
420	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$5,104,078.00	$0.00
Carryover Amount:	$10,324,602.00	$10,324,602.00
Allotment Plus Carryover:	$15,428,680.00	$10,324,602.00
Total Budgeted:		$10,324,602.00
Total Remaining:	$5,104,078.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/08/2021 04:48 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/8/2021 4:48 PM	Approved	✓	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/2/2021 11:57 PM	Approved (Pending)		Letchworth, Tina			
9/30/2021 8:04 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	311	000	00	$2,111,775.00	$0.00	$2,111,775.00		
ⓘ	Other	3	5330	351	000	00	$200,000.00	$0.00	$200,000.00		
ⓘ	Other	3	5330	411	000	00	$1,500,000.00	$0.00	$1,500,000.00		
ⓘ	Other	3	5330	418	000	00	$3,000,000.00	$0.00	$3,000,000.00		
ⓘ	Other	3	6570	522	000	00	$2,000,000.00	$0.00	$2,000,000.00		
ⓘ	Other	3	6570	523	000	00	$1,000,000.00	$0.00	$1,000,000.00		
ⓘ	Other	3	6910	312	000	00	$500,000.00	$0.00	$500,000.00		
ⓘ	Other	3	8200	399	000	00	$12,827.00	$0.00	$12,827.00		
						Total:	**$10,324,602.00**	**$0.00**	**$10,324,602.00**		

Grant Details

Halifax County Schools (420) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The district has compiled a comprehensive list of data that has been collected over an extended period of time from a plethora of stakeholders (i.e. community members, business partners, parents, students, educators, etc.) to bring forth the ESSER plan to support the Halifax County Schools' Strategic Plan. Committee itemization includes input from several of the board's overarching documents extracted from their sub-committee reports. Long-Range Facility Committee - Overarching documents are the Long Range Facilities Plan (financial projections only), Facility Needs Assessment Data, Facility Survey Curriculum and Instruction Committee - Overarching documents are the ESSER Needs Assessment, HCS Strategic Plan, Assessment Data Building and Grounds Committee - Overarching document is the Capital Improvement Plan Finance Committee - Overarching documents include HCS Proposed Expense Budget, School Nutrition budget projection, HCS Financial Procedures Manual Public Relations Committee - Overarching documents include HCS Strategic Plan, State of the District Human Resources Committee - Overarching document includes HCS Strategic Plan From the Needs Assessment identified during ESSER I, the following categories were noted: 1. More than 50% of Halifax County Schools students lack broadband access at home. 7 of 11 schools report that lack of broadband access at home is significantly impacting academic progress for at least one of their students. 2. 11 of 11 schools will need infrastructure upgrades to support online instruction and bandwidth matters. 3. 60% of Halifax County Schools students do not have access to a tablet, laptop, or desktop computer at home to access remote learning opportunities. 4. 11 of 11 schools report that they expect all students to have access to a sink to wash their hands with warm water immediately before lunch without causing significant delays in the lunch schedule. 5. 5 of 11 schools report that teachers are proficient in the use of remote learning technologies. 6. 0 of 11 schools have facilities sufficient to support the CDC guidelines for proper hygiene and sanitation protocols. 7. 11 of 11 schools will require additional training to prepare for future occurrences of pandemic protocols. 8. 11 of 11 schools will require additional training to deal with the socio-emotional needs of students and staff. 9. 11 of 11 schools report that additional instructional materials are needed to support remote learning across all grade levels. 10. 11 of 11 schools do not have a Learning Management system. 11. The current bus garage was built in the late 1920s and prevents us from conducting up-to-date procedures in a safe manner. Halifax County Schools mission is to provide appropriate educational programs that allow all students to achieve at a high level of success. The district holds the expectation that every student is a unique individual who can and will learn when provided with adequate time, effective teaching, and a positive learning environment. With the mission in mind along with input from its stakeholders and the latest statistics, Halifax County Schools has identified six goals per the latest School Improvement and Title I Action Plans. The most recent comprehensive review of existing plans from as reviewed by the board, principals, teachers, parents, business partners and community leaders, supported the continuation of the following goals: Student Achievement, Fiscal Management and Resource Development, Human Resource Development and Management, Communications and Messaging, Health and Wellness, and Governance and Leadership Development. - Student Achievement (SA): Halifax County Schools will drive accelerated achievement for all students to eliminate the achievement gap and low performing schools, while increasing the well-being of students and professional development for teachers and other school personnel. - Fiscal Management & Resource Development (includes grants and partnerships) (FMRD): Halifax County Schools will ensure sound fiscal management through budgets and audits in compliance with all governmental regulations and guidelines producing unqualified audits through internal audits; following a procedural manual for monthly, quarterly and end of fiscal year audits. - Human Resource Development and Management (HRDM): Halifax County Schools will adhere to human resource development best practices that result in the recruitment and retention of high-quality staff and comprehensive, ongoing professional development opportunities. - Communications and Messaging (CM): Halifax County Schools will use effective, diverse, innovative, methods of communications to increase internal and external stakeholder awareness and engagement in the educational process from the classroom to the community. - Health and Wellness (HW): Halifax County Schools will improve the overall physical and mental health and wellness of its student and faculty populations to reduce preventable health care costs and increase teacher and student productivity. - Governance and Leadership Development (GLD): Halifax County Schools will build and maintain clear, realistic governance structures and leadership development opportunities at all levels. Vision: HCS will focus on the needs of all students by empowering them to be successful global residents. Mission/Core Purpose: HCS will create a supportive and positive learning environment to address the needs of the whole-student in partnership with educators, staff, parents and communities. HCS will continue to address student learning loss by extending learning opportunities and maximizing instructional minutes. The district will continue to focus on valuing and protecting instructional time with a high profile on teaching and learning along with rigorous student engagement. The senior team will monitor on a quarterly basis.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The district has compiled a comprehensive list of data that has been collected over an extended period of time from a plethora of stakeholders (i.e. community members, business partners, parents, students, educators, etc.) to bring forth the ESSER plan to support the Halifax County Schools' Strategic Plan. Committee itemization includes input from several of the board's overarching documents extracted from their sub-committee reports. All committees have been meeting all year long to address needs and have been required to have lists of needs and plans of action. Long-Range Facility Committee - Overarching document are the Long Range Facilities Plan (financial projections only), Facility Needs Assessment Data, Facility Survey Curriculum and Instruction Committee - Overarching documents are the ESSER Needs Assessment, HCS Strategic Plan, Assessment Data Analysis, Recruit-Retain-Support staffing plan, WestED study, curriculum review study, PLC agendas and notes Building and Grounds Committee - Overarching document is the Capital Improvement Plan Finance Committee - Overarching documents include HCS Proposed Expense Budget, School Nutrition budget projection, HCS Financial Procedures Manual, PLC meeting minutes Public Relations Committee - Overarching documents include HCS Strategic Plan, State of the District, Internal reviews of social media; websites; and communication and messaging Human Resources Committee - Overarching document includes HCS Strategic Plan, Recruitment and Retention Plans From the Needs Assessment identified during ESSER I, the following categories were noted: 1. More than 50% of Halifax County Schools students lack broadband access at home. 7 of 11 schools report that lack of broadband access at home is significantly impacting academic progress for at least one of their students. 2. 11 of 11 schools will need infrastructure upgrades to support online instruction, face-to-face instruction following CDC recommendations, and bandwidth matters. 3. 60% of Halifax County Schools students do not have access to a tablet, laptop, or desktop computer at home to access remote learning opportunities, except for what has been provided by Halifax County Schools. 4. 11 of 11 schools report that they expect all students to have access to a sink to wash their hands with warm water immediately before lunch without causing significant delays in the lunch schedule. 5. 5 of 11 schools report that teachers are proficient in the use of remote learning technologies. 6. 0 of 11 schools have facilities sufficient to support the CDC guidelines for proper hygiene and sanitation protocols. 7. 11 of 11 schools will require additional training to prepare for future occurrences of pandemic protocols. 8. 11 of 11 schools will require additional training to deal with the socio-emotional needs of students and staff. 9. 11 of 11 schools report that additional instructional materials are needed to support remote learning across all grade levels. 10. 11 of 11 schools do not have a Learning Management system. 11. 11 out of 11 schools report that they expect exceptional measures to recruit and retain staff during a time that has never been more difficult to educate children. 12. 11 out of 11 schools report needing additional support with parent involvement and effective communication. The most recent comprehensive review of existing plans from the Six strategic Goals (reviewed by the board, principals, teachers, parents, students) examining infrastructure and capacity in each of the various departments. Halifax County Schools has continued to assess student needs in terms of learning loss through Istation, Exact Path, attendance/engagement in instruction, and completion of work. As we conduct EOG and EOC assessments, those will also be factored in to determine impacts of learning loss. To address learning loss, Halifax County Schools has planned to implement a summer camp during the month of June, in alignment with SB 82 and RTA policy, to mitigate learning loss. During the month of August, Halifax County Schools will offer before school starts again to address learning loss and jumpstart students into their new grade level content. Halifax has been and will continue to offer tutoring services after-school to address deficits and student needs. Address Learning Loss - The most recent test data shows Halifax County Schools with a performance composite of 37.9%. Additional learning opportunities will be made available to students to increase instructional minutes to address social emotional learning, academic learning loss, common skills deficits, and to build the skills of vocabulary, phonics, phonemic awareness, fluency and comprehension. Facility Repairs/Improvement to Minimize Virus Transmission - Repairs and upgrades are needed for antiquated buildings to better impact student health. Improve Air Quality - Repairs and upgrades are needed for antiquated buildings to better impact student health. Summer Learning - The most recent test data shows Halifax County Schools with a performance composite of 37.9%. Additional learning opportunities will be made available to students to increase instructional minutes to address social emotional learning, academic learning loss, common skills deficits, and to build the skills of vocabulary, phonics, phonemic awareness, fluency and comprehension. Teacher Boot Camps - Job embedded professional development is needed to support the facilitation of teaching and learning and professional learning community. Social Emotional Learning - Teaches students and staff effective means to mitigate gaps and needs for social emotional needs. Learning Pods - Community-based centers where students can attend to gain greater educational support. Regional Programs -all students maintained access to specially designed instruction and teachers were able to collaborate within disciplines

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.

$ 3,083,038.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Halifax has been and will continue to utilize Istation assessments to measure reading and math skills and progress being made at the K-5 level. We will continue to use Exact Path (an adaptive assessment that measures students skills at their individual level) to assess skills that may not be measured by grade level assessments and to monitor progress learning gaps. As we assess student knowledge using EOG and EOC assessments, we will triangulate the data to inform and prioritize skills (to be taught both during summer camps and through intervention during the 21-22 school year) that are crucial as students advance to the next grade level. Effective with the 2018-2019 school year, Halifax County Schools experienced improvement in its academic performance. Over a four-year period from

2013 - 2014 to 2018 - 2019, the District's Composite Scores have gone from 26.3% to 37.9%, an increase of 11.6 percentage points. For the 2018-2019 school year the district increased its graduation rate by 8.1 percentage points, increasing from 69.7% to 77.8%. In 2019-2020, COVID prevented schools from testing so no assessment data is present. However, the graduation rate continued to increase to 84%, which is the highest it has been since the collection of cohort data. Currently, the district's teacher turnover rate is about 28% which is approximately twice as high as the state turnover rate. This high turnover rate makes it difficult to consistently sustain the gains. Approximately 25% of the district's teachers are later entry. The district will implement a referral program where staff members will be paid $500 for referring a licensed 2 teacher who stay in the district for a year.

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

During our summer camps, we will provide instruction using evidence based practices (Reading Research to Classroom Practice strategies, The Science of Reading strategies) and evidence based curriculum and intervention materials targeted at individual student needs to address learning loss. Additionally, we will provide social emotional learning activities, utilizing evidence based curriculum (Second Steps, Centervention, Sanford Harmony) to support the needs of the Whole Child. The district is targeting 1,500 at-risk students with a n-count of 100 staff members to be inclusive of teachers and support staff. The district will continue to employ 5-10 social workers, 5 nurses, and contract with therapists to meet the needs of our students. ESSER III funds will be used once ESSER II funds are depleted. Halifax County Schools will offer a choice-board of summer camps to accelerate grade-level competencies, address learning loss, address common skills deficits, support project based-learning, focus on STEM related projects, and to strengthen literacy skills across the board in phonics, phonemic awareness, fluency, vocabulary and comprehension. Narrative/Description: Halifax County Schools is excited to announce its free "Literary Arts Camp" in reading, math, science, and social-emotional learning. All K-12 students are invited to participate in this unique opportunity. Students will learn and express their grade-level content knowledge of the NC SCOS through the arts and exploratory play. Campers can expect to partake in fun academic challenges that also provide for the development of social relationships, physical play, language development, and learning through a preferred art medium. All campers will experience six-weeks of in-person instruction. Their schedule will consist of whole-group activities with breakout challenges, individualized support, and the advancement of skills with a highly qualified teacher. Priority enrollment is offered to all K-12 struggling students by way of an invitation letter that will be sent home in these students' Third-Quarter HCS Progress Report. However, all students are invited to attend. Students scoring below their established End-Of-Year Reading Proficiency Lexile Level are strongly encouraged to attend. Sample Schedule Instructional Minutes Hours of Operation: 7:30 AM - 3:00 PM (Monday - Friday) June and July Calendar Dates Listed Below 7:30 - 8:15 AM Arrival, Breakfast, & Transition 30 8:15 - 8:45 AM Social-Emotional Learning/Transition 60 8:45 - 9:45 AM Session 1: Reading 45 9:45 - 10:30 AM Session 2: Science 10:30 - 11:30 AM Lunch, Exploratory Play, & Transition 60 11:30 - 12:30 PM Session 3: Math 135 12:30 - 2:45 PM Breakout Sessions: Project-Based Literary Arts 2:45 - 3:00 PM Transition, Pack-Up, & Dismissal Total: 330 Instructional Minutes (5½ hours per day) Dates of Operation - June 1, 2021 - June 30, 2021 (each year thereafter June-July) Other camp opportunities include the choice board of camps which can be found at: https://docs.google.com/spreadsheets/d/1PhWlkVKho61tZZwSw6AO4BoOB-jwDRuGOadMfQOOFPs/edit#gid=620956077 All camps will use the same hours of operation as transportation will be designed using a blended model to maximize student opportunities for exposure.

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

To support parents in supporting their students, Halifax County Schools sends effective strategies through the means of social media, webinars, letters, flyers, and meetings. The district is creating its very own digital library embedded with high quality lessons to promote teaching and learning. We have also recorded and will continue to record high quality lessons on prioritized standards that parents can utilize when supporting their children. Additionally, we will continue to offer tutoring students (both face-to-face and virtually) to any student needing additional support.

* (D) Tracking student attendance and improving student engagement in distance education;

Halifax County Schools implements a policy to track and report attendance, both for students receiving instruction face-to-face as well as through distance learning. Attendance is reported in Powerschool. Depending on modes of engagement, students are coded accordingly (1R=remote, _=present face-to-face). Engagement through distance learning is engaged by attendance though virtual means as well as work completion and submission. To improve engagement in distance learning, the district has provided devices (chromebooks, hot spots, desks (given away for free), and ancillary materials.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

To track student academic progress, school level PLC's are comparing student academic data (Istation, Exact Path, EOG/EOC) from pre-pandemic to current in order to measure potential learning loss.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Roof installation and repairs installation and upgrade of bathrooms drainage system upgrade installation of boiler systems and repair needs Construction or upgrade of bus garage (3-way system expense) - The current condition of the bus garage, built in the late 1920's, does not have space to properly sanitize and clean the buses, routine maintenance, and safety inspections. These things are much more different in our current work space. Our mechanics must work in an environment with adequate ventilation and clean air. - Currently we have to sanitize the buses outside. The lack of space hampers out ability to properly maintain our buses. Today's buses are longer than our bays which prevents our mechanics from closing the bays to prevent cross-contamination.	July 1, 2021 - September 30, 2024	improvements to existing infrastructure to support student health and minimize environmental health risks Plan components at: https://docs.google.com/spreadsheets/d/1AZnOXfYZOugBN_ncEjm2a3TUb_Cw4pnmiBAFgquMOJk/edit?usp=sharing new bus garage to prevent cross-contamination and to support new length of buses in bays The maintenance director and the Assistant Superintendent to ensure all purchases (invoices, purchases orders, bids) are monitored and implemented quarterly.	$ 1,500,000.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	HVAC Maintenance and upgrade of buildings Building Automation - System of direct digital controls which are connected to actuators that control heating and cooling valves as well as outside fresh air dampers and this will allow a tighter control band of temperature, humidity and CO2. By doing this, we will improve environmental quality by having fresh air for students. By having automation, we can monitor the air quality and adjust accordingly. This project will impact 11 school buildings and the district office. See components of Capital Improvement Plan located at https://docs.google.com/spreadsheets/d/11UmQUnS7gvV3W3tnpwmVqb7Dg28xp-0iyzl8bN3be3E/edit?usp=sharing	July 1, 2021 - September 30, 2024	improved air quality as measured by devices - Replace floor coverings and ceiling tiles, replace filtration systems, design new systems which will upgrade the current learning spaces that can be used as learning spaces where students will have conditioned air Adequate CO2 levels - The current boilers and air handlers are outdated and do not allow for fresh air make-up, which means your C02 levels will increase. The current systems do not have adequate filtration and monitoring systems.	$ 1,500,000.00

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	Rebranding of Schools Marketing Materials Digital Marquees (All Schools) intercom system Paid postage for schools Portable PA System for all schools Electronic marquee at Central Office COVID has lowered the number of students electing to return to school for in-person learning. HCS will have to take a much more aggressive approach to recruit our students back to in-person learning. Our marketing materials will have to educate and train our families on our new protocols, procedures, and materials that will be available to staff and student upon return to the building. We have to purchase materials that will lead our student to come back to school, i.e PPEs, cleaning supplies, etc.. The district will also use marketing strategies with our vaccination clinics, STEAM/STEM in the Park initiatives, and back-to-school rallies.	July 1, 2021 - September 30, 2024	Coordinated services in strategic plan for communication and messaging Coordinated services in strategic plan for health and wellness	$ 385,387.50
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	Hire additional staff to serve only students who are high risk, special pop, and/or medically fragile Tuition reimbursement for classified and certified staff to develop job related skills Having additional EC staff will allow us to support our teachers and increase their capacity in terms of instructional strategies.The EC leadership staff will also model and assist with small group instruction and modeling co-teaching strategies. We will measure effectiveness through pre-post assessments on students utilizing our district-wide assessment. We have baseline data from the 20-21 school year and will collect more at the BOY, MOY, and EOY through the upcoming school years.	July 1, 2021 - September 30, 2024	Hire SP2 licensed EC teacher or other EC staff in classes to impact teaching and learning Hire additional support staff (coach/compliance) student growth data teacher effectiveness data attendance staff evaluation parent/family engagement professional development See plan at: https://docs.google.com/document/d/16vlRYyJTewZg9kcDaqFx-WkC15oU8AOxOBPgFoFsD8E/edit?usp=sharing	$ 500,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ○ No	Rebranding of Schools Marketing Materials Digital Marquees (All Schools) intercom system Paid postage for schools Portable PA System for all schools Electronic marquee at Central Office	July 1, 2021 - September 30, 2024	Coordinated services in strategic plan for communication and messaging Coordinated services in strategic plan for health and wellness The senior team will monitor on a quarterly basis.	$ 385,387.50
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	PPE supplies custodial equipment facilities upgrade (touchless lights, faucets, etc.) generator	July 1, 2021 - September 30, 2024	Implementation of Strongschools Toolkit Emergency Preparedness Measures The senior team will monitor on a quarterly basis.	$ 624,556.00
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ○ No	School Nutrition services Transportation services (for meal delivery in rural district) Bus monitors Salary study Contracted services Expansion Programs	July 1, 2021 - September 30, 2024	Ability to keep staff whole Meet the needs of the whole child The senior team will monitor on a quarterly basis.	$ 270,775.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	infrastructure and network upgrade broadband initiatives Edmentum Technology devices	July 1, 2021 - September 30, 2024	improved Internet connection and services technology resources for improved learning The senior team will monitor on a quarterly basis.	$ 639,225.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	Health and Wellness Strategic Plan Components See plan at: https://drive.google.com/file/d/1F2wDWgg_6N3Cf1KfrVK8rj8FSX-p2YDS/view?usp=sharing	July 1, 2021 - September 30, 2024	Coping strategies Ability to cope with trauma Addressing food shortages Chill-Out Rooms The senior team will monitor on a quarterly basis.	$ 66,075.00
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	Includes but not limited to: graphing calculators Tent for STEAM in the Pa wireless sketch pads publication subscriptions Virtual Science Lab Flip Classroom Professional Development High School STEM Lab cameras microphones Laptops/Chromebooks Network Upgrades Band Instruments Band Uniforms Virtual Academy (digital library) North Carolina Virtual Public Schools More teachers for Immersion Program Instructional Supplies for EZ CTE rooms upgraded at SE Full Time Instructional Coach at EV Updated books and novels in the Media Center Ident-a-kid county contract District-wide cloud version of Destiny Technology supplies-hard drives, routers, cables) Adobe subscriptions K-12 comprehensive library at the district level; learning lab of best practices Spanish tutors Data & records center Accelerated Reader Media Center - electronic and traditional Guest Speakers Field Trips Teacher Assistants in Grade 3 Professional development Teacher bootcamps Incentive pay Tutors extend learning	July 1, 2021 - Septermber 30, 2024	Continued improvement of: - valuing and protecting instructional time - high profile on teaching and learning - rigorous student engagement -social emotional learning - transitional planning https://docs.google.com/spreadsheets/d/11UmQUnS7gvV3W3tnpwmVqb7Dg28xp-0iyzl8bN3be3E/edit?usp=sharing Target Number = 1,500 students The senior team will monitor on a quarterly basis.	$ 770,189.00
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	Indirect Costs (0.0329) STEAM camps, etc, field trips - Exploratory trip to for recruitment purposes Clothing and supplies for homeless students - closets at each school Tuition reimbursement for classified and certified staff to develop job related skills Instructional Materials Extracurricular Materials Extended Learning Opportunities Additional staffing Incentive pay Professional Development Subscriptions Records and data center and staffing Referral Program of fully licensed teachers	July 1, 2021 - Septermber 30, 2024	STEAM camps, etc, field trips - Exploratory trip to for recruitment purposes Clothing and supplies for homeless students - closets at each school Tuition reimbursement for classified and certified staff to develop job related skills Instructional Materials Extracurricular Materials Extended Learning Opportunities Additional staffing Incentive pay Professional Development Subscriptions Records and data center and staffing Teachers receive a stipend for the referral of fully licensed teachers	$ 599,969.00
				Total ESSER III Allotment	$ 7,241,564.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.

*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Halifax County Schools (420) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Tyrana Battle

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, September 30, 2021

Halifax County Schools (420) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Halifax County Schools (420) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Halifax County Schools (420) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

72003817

* Address:

P.O. Box 468 Halifax, NC 27839

* Superintendent:

Dr. Eric Cunningham

Key Personnel:

* Dr. Tyrana B. Battle

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/4/2021 8:17:04 PM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
S	11/1/2021 9:22:29 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/1/2021 9:22:24 PM	Tina Letchworth	**181 Amended** The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/1/2021 12:41:18 PM	Julie Thompson	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/1/2021 12:41:18 PM	Julie Thompson	Status changed to 'Chief Administrator Approved'.	S
☐	11/1/2021 12:41:11 PM	Julie Thompson	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/1/2021 12:41:11 PM	Julie Thompson	Status changed to 'Fiscal Representative Approved'.	S
	11/1/2021 12:41:01 PM	Julie Thompson	Status changed to 'Revision Completed'.	S

11/9/2021 10:47:27 AM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/1/2021 12:40:46 PM	Julie Thompson	Andrea Midgette and Julie Thompson worked to ensure the Linq Budget and CCIP Application were consistent. CCIP Amendment reflects the addition of six full-time substitute positions to address preparedness and response to staff absences - especially due to COVID-19 quarantines. We replaced our HVAC numbers in CCIP with their original plan (as we had to reduce it this summer so it would match the current year's available funds). We increased the amount for the 20% minimum for our addressing learning loss through COVID-19 interventionists as our allotment had increased somewhat.	C
S	10/20/2021 3:06:31 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,330,719.00	$2,330,719.00
Carryover	$4,710,687.14	$4,710,687.14
Total	$7,041,406.14	$7,041,406.14

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Budget

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
421	181	2	No	No	4.21 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$2,330,719.00	$2,330,719.00
Carryover Amount:	$4,710,687.14	$4,710,687.14
Allotment Plus Carryover:	$7,041,406.14	$7,041,406.14
Total Budgeted:		$7,041,406.14
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/02/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/2/2021 4:45 PM	Approved	✓	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
11/1/2021 9:22 PM	Approved (Pending)		Letchworth, Tina			
10/20/2021 8:21 AM	Received		Admin, NCCCIP			
10/8/2021 4:48 PM	Approved	✓	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/6/2021 10:45 PM	Approved (Pending)		Letchworth, Tina			
10/6/2021 10:30 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Approved	✓	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/15/2021 2:10 PM	Approved (Pending)		Letchworth, Tina			
9/15/2021 8:38 AM	Received		Admin, NCCCIP			
9/10/2021 4:45 PM	Denied	✓	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		✓		3-5330-121-000-000-00	0	Adjust to 1/3 PRC 181 allotment amount.

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Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/10/2021 4:26 PM	Denied (Pending)		Letchworth, Tina			
7/27/2021 2:23 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5120	351	000	00	$50,000.00	$0.00	$50,000.00		
ⓘ	Salary	3	5330	121	000	00	$980,100.00	$0.00	$980,100.00		
ⓘ	Other	3	5330	211	000	00	$74,977.65	$0.00	$74,977.65		
ⓘ	Other	3	5330	221	000	00	$223,462.80	$0.00	$223,462.80		
ⓘ	Other	3	5330	231	000	00	$97,500.00	$0.00	$97,500.00		
ⓘ	Other	3	5330	411	000	00	$31,020.55	$0.00	$31,020.55		
ⓘ	Other	3	5350	198	000	00	$178,560.00	$0.00	$178,560.00		
ⓘ	Other	3	5350	211	000	00	$13,659.90	$0.00	$13,659.90		
ⓘ	Other	3	5350	411	000	00	$174,670.58	$0.00	$174,670.58		
ⓘ	Other	3	5860	411	000	00	$48,000.00	$0.00	$48,000.00		
ⓘ	Other	3	5860	418	000	00	$180,000.00	$0.00	$180,000.00		
ⓘ	Other	3	6400	418	000	00	$30,000.00	$0.00	$30,000.00		
ⓘ											

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| | | | | | | | Salary | 3 | 6550 | 171 | 000 | 00 | $26,112.00 | $0.00 | $26,112.00 | | |

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6550	171	000	00	$26,112.00	$0.00	$26,112.00		
ⓘ	Other	3	6550	211	000	00	$1,997.52	$0.00	$1,997.52		
ⓘ	Other	3	6550	331	000	00	$15,000.00	$0.00	$15,000.00		
ⓘ	Other	3	6580	311	000	00	$200,000.00	($128,917.50)	$71,082.50	Adjust this line item to actual cost	
ⓘ	Other	3	8100	392	000	00	$96,953.22	$4,917.47	$101,870.69		
ⓘ	Other	3	8200	399	000	00	$123,616.27	$396,187.94	$519,804.21		
						Total:	**$2,545,630.49**	**$272,187.91**	**$2,817,818.40**		

304 - Belmont Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	162	000	00	$19,930.50	$0.00	$19,930.50		
ⓘ	Other	3	5110	211	000	00	$1,524.68	$0.00	$1,524.68		
ⓘ	Other	3	5110	221	000	00	$4,544.15	$0.00	$4,544.15		
ⓘ	Other	3	5110	231	000	00	$5,850.00	$0.00	$5,850.00		
ⓘ	Other	3	6580	311	000	00	$612,575.00	$1,031,917.00	$1,644,492.00	HVAC replacement at Belmont	
						Total:	**$644,424.33**	**$1,031,917.00**	**$1,676,341.33**		

306 - Chaloner Middle School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	162	000	00	$0.00	$14,420.00	$14,420.00	Full Time Temporary Sub for	

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										Chaloner Middle School	
ⓘ	Other	3	5110	211	000	00	$0.00	$1,103.13	$1,103.13		
ⓘ	Other	3	5110	221	000	00	$0.00	$3,287.76	$3,287.76		
ⓘ	Other	3	5110	231	000	00	$0.00	$4,550.00	$4,550.00		
ⓘ	Other	3	6580	311	000	00	$0.00	$137,425.00	$137,425.00	BARD Replacement at Chaloner Middle School	
						Total:	$0.00	$160,785.89	$160,785.89		

316 - Roanoke Rapids High School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	162	000	00	$0.00	$14,420.00	$14,420.00	Full time temporary sub for RRHS	
ⓘ	Other	3	5110	211	000	00	$0.00	$1,103.13	$1,103.13		
ⓘ	Other	3	5110	221	000	00	$0.00	$3,287.76	$3,287.76		
ⓘ	Other	3	5110	231	000	00	$0.00	$4,550.00	$4,550.00		
ⓘ	Salary	3	5120	121	000	00	$134,400.00	$0.00	$134,400.00		
ⓘ	Other	3	5120	143	000	00	$1,240.00	$0.00	$1,240.00		
ⓘ	Other	3	5120	211	000	00	$10,376.46	$0.00	$10,376.46		
ⓘ	Other	3	6580	311	000	00	$1,194,615.86	$952,384.64	$2,147,000.50	HVAC Wall Pack	

									replacement at RRHS

				Total:	**$1,340,632.32**	**$975,745.53**	**$2,316,377.85**

328 - Manning Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5110	162	000	00	$0.00	$14,420.00	$14,420.00	Full Time Temporary Sub for Manning Elementary School	
ℹ	Other	3	5110	211	000	00	$0.00	$1,103.13	$1,103.13		
ℹ	Other	3	5110	221	000	00	$0.00	$3,287.76	$3,287.76		
ℹ	Other	3	5110	231	000	00	$0.00	$4,550.00	$4,550.00		
						Total:	**$0.00**	**$23,360.89**	**$23,360.89**		

336 - Roanoke Rapids Early College High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5110	162	000	00	$0.00	$14,420.00	$14,420.00	Full Time Temporary Sub for RRHSEC	
ℹ	Other	3	5110	211	000	00	$0.00	$1,103.13	$1,103.13		
ℹ	Other	3	5110	221	000	00	$0.00	$3,287.76	$3,287.76		
ℹ	Other	3	5110	231	000	00	$0.00	$4,550.00	$4,550.00		
ℹ	Other	3	6580	311	000	00	$150,000.00	($150,000.00)	$0.00	Moved this	

										expense to RRHS line item

| | | | | | | Total: | $150,000.00 | ($126,639.11) | $23,360.89 | |

840 - Special Programs

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	162	000	00	$0.00	$14,420.00	$14,420.00	Full Time Temporary sub for Clara Hearne Pre-K	
ⓘ	Other	3	5110	211	000	00	$0.00	$1,103.13	$1,103.13		
ⓘ	Other	3	5110	221	000	00	$0.00	$3,287.76	$3,287.76		
ⓘ	Other	3	5110	231	000	00	$0.00	$4,550.00	$4,550.00		
ⓘ	Other	3	6580	311	000	00	$30,000.00	($30,000.00)	$0.00	Cancelled Clara Hearne Pre-K work and moved this money to RRHS line item b/c the RRHS job came in higher than anticipated	
						Total:	$30,000.00	($6,639.11)	$23,360.89		

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Grant Details

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Roanoke Rapids Graded School District is using formative and summative data to determine its most important educational needs as a result of the disruption in educational services due to the COVID-19 pandemic and subsequent shift to remote learning for 3/4 year to 1 year for its Pre-K through Grade 12 students before our return to in-person instruction beginning with Quarter 4 2020-21. This Needs Assessment to inform ESSER II and III planning is based on current Spring 2021 RRGSD data. The team is led by the Assistant Superintendent, Chief Finance Officer, Executive Director of School Improvement and Accountability, Chief Technology Officer, and Director of Facilities and includes school and district leaders including the Superintendent's Cabinet, all of our school principals, classroom educators (including teachers and instructional coaches), and other stakeholders. The team began by asking the following questions: (1) Are more students placing below grade level overall by subject in fall 2020 or spring 2021 compared to prior academic school years? (2) Are more students placing below grade level within subject and by grade in fall 2020 or spring 2021 compared to prior academic school years? (3) Are more students placing below grade level in fall 2020 or spring 2021 when disaggregated by subgroup (e.g., race/ethnicity or special population status) compared to prior academic school years? This team at RRGSD intends to assess and address student

learning gaps resulting from the COVID-19 pandemic's disruption in educational services using a combination of formative and summative assessments that include a comparison of 2020-21 data with previous years on Istation, Case Benchmark Assessments, NC Check Ins, EOG and EOC tests, course/grade passing rates, attendance, discipline data (including in-school and out-of-school suspension rates), and perception data from teachers, parents, students, and other school leaders to determine which students need remediation and supplementary educational services or educational technology. We have also used our prioritized capital outlay requests to the County Commissioners to determine which priorities focus on ESSER II and III allowable uses.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The RRGSD team determined that all students enrolled in RRGSD could benefit from some allowable use activities, such as new HVAC, chiller units, controls, air handlers, wall packs, motel units, and boilers. Over the course of ESSER II and ESSER III, each school building will receive replacements or upgrades to the HVAC system to improve air quality and reduce virus transmission. These facility repairs are all already part of our district capital outlay priority requests for the County Commissioners. Likewise, the education of all students has been disrupted because of COVID-19; however, some students have been able to flourish during virtual learning and their learning, while completed in a different way than our old "normal," has not been adversely affected. Our team has determined that 747 students are considered at-risk due to COVID-19 learning losses as determined by triangulating course grades, attendance, discipline data with results on Istation, Case Benchmarks, and/or NC Check Ins. Kindergarten - 47 students Grade 1 - 84 students Grade 2 - 49 students Grade 3 - 28 students Grade 4 - 93 students Grade 5 - 54 students Grade 6 - 36 students Grade 7 - 72 students Grade 8 - 81 students Grade 9 - 62 students Grade 10 - 50 students Grade 11 - 27 students Grade 12 - 64 students We are also aware of some situations in which students are performing better on 2020-21 tests than in previous years. Whether these students learned more than others while at home - or whether they received extra support from parents or others - remains unanswered at this time; however, as more students return in-person and tests are given in a proctored way at school, we anticipate changes could occur in at-risk numbers. For that purpose, we are planning to use the iReady curriculum for our summer program, which is not something that we use in our elementary or middle schools to allow all students to participate in "fresh" content as well as with a new diagnostic that can be administered either at the end of the 2020-21 school year or the beginning of the summer 2021 program. After discussions with more iReady staff, we feel confident that this program will be helpful in addressing learning loss over the 2021-22 school year as well, so we have decided to purchase it to create more continuity between Summer School 2021 and the 2021-22 school year for students in K-8. Students in grades 9-12

also need targeted support for course/credit recovery. Our needs assessment showed that since the school closures began in March 2020 that students in CTE courses were having more difficulty than normal in completing the CTE credentials associated with their courses. Consequently, we will have a CTE Credential Bootcamp over the 2021, 2022, 2023, and 2024 summers (as funds allow). We know that we will need summer learning opportunities in upcoming years as well. Because we know that the learning recovery process will not be completed at the end of Summer 2021, RRGSD plans to use the 20% required funds to address learning loss to create five temporary district-based COVID-19 interventionist positions to provide targeted support to identified students who experienced severe learning loss because of COVID-19 at Belmont, Manning, Chaloner, RRHS, and RREC/ACES. Because these positions will be grant-funded, they will last as long as the grant funds allow but no longer than the 2021-22, 2022-23, and 2023-24 school years. These positions will work in coordination with our permanent elementary interventionists and instructional coaches as part of our district Instructional Services team. These positions will be available for current RRGSD employees as well as external applicants. Lastly, our team realizes our need and desire to continue to build on the momentum we have achieved with technology during the school closures. Consequently, we feel it is important to continue to provide Go Guardian Admin and Teacher, Google Enterprise for Education, Gaggle, document cameras (for teachers to use at home and school), and tablets to interact with the Smart TVs and Smartboards.

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.

$ 1,408,281.23 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

RRGSD teachers will administer iReady, Istation, NC Check Ins, STAR Reading and Math, Case Benchmarks, and other 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. The RRGSD Instructional Services team, led by the Assistant Superintendent and Executive Director of School Improvement and Accountability

and made up of permanent instructional coaches, permanent interventionists, temporary COVID-19 interventionists, and testing coordinators, will oversee the administration and usage of these assessments and use them to drive instructional decisions in PLCs. This team collaborates with Community Outreach Liaisons, who provide extra support to low-income students, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care; Director of Exceptional Children, who oversees programs for students with disabilities; and the Lead English Learner Teacher, who coordinates services for English learners. The majority of funding will be spent on the three years of COVID-19 Interventionist (salary and benefits) positions. Remedial and supplemental K-12 salaries, FICA, state retirement, and hospitalization is budgeted for each of the five positions for three years. Budgeted: $1,376,040.45

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

The temporary COVID-19 interventionists will take the lead on implementing evidence-based activities to meet the comprehensive needs of students affected by COVID-19 learning losses. These interventionists will work with individual students and small groups of students with these activities. They will also share evidence-based activities with the teachers in their building to use with these students. The activities will be differentiated and aligned to the specific standards in which students showed gaps. A portion of the funding will be spent on supplies to implement evidence-based activities to meet the comprehensive needs of students as identified by the COVID-19 interventionists. Budgeted: $31,020.55

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

Parent and family engagement is an important part of our comprehensive approach at RRGSD. Before, during, and after the school closures, we have consistently provided information to parents and families on how they can effectively support their students, including in a distance learning environment. Our information has encompassed both academic and social-emotional strategies. Currently, our Community Outreach Liaisons and ESL Family Liaison work directly with families to connect them with school/teachers to provide targeted information and assistance to parents and families, and once our COVID-19 Interventionists begin, they will join this team to provide specific information and assistance to recover COVID-19-created learning gaps. Lastly, during times of virtual learning, RRGSD uses a Technology Help Desk that is open every day from 7:00 am - 4:00 pm with live technicians to provide technical assistance to families, and families can leave messages after 4:00 pm to be returned the next day.

* (D) Tracking student attendance and improving student engagement in distance education;

RRGSD has worked with teachers to understand how to track student attendance during times of virtual instruction, as it is very different than our policies for in-person attendance (which is taken in the moment and marks students as present, tardy, or absent, and if absent, with specific codes for why). Our virtual instruction attendance policy allow

students flexibility in when they do their work; however, attending a live session can count. If students are completing assignments after watching recorded lessons, they can still be counted present within 48 hours. We are working with teachers on managing taking attendance multiple times as well as tracking who is attending live consistently and inconsistently or never. Improving student engagement has been a longer process as teachers had to learn how to teach in a completely virtual environment first and then working on honing their craft to improve student engagement. During the 2021-22 school year, we're planning an intentional virtual academy for RRGSD in which only a few teachers who have shown to be effective and engaging in their virtual environment are leading distance education.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Administrators and instructional coaches have been instrumental in assisting teachers in tracking student academic progress throughout the pandemic using data charts that include pre-pandemic assessment scores and during- and after-pandemic assessment scores from Istation, iReady, Case Benchmarks, NC Check Ins, EOG, EOC, Star Reading and Math. Our spreadsheets show students at all areas (those who lost ground, those who are performing similarly, and those who are performing much higher). Our conversations have centered around each area, and lingering questions remain (such as if students whose data went up are actually suffering from learning loss because assessment data is unreliable). We know that more learning gaps will appear as we take more reliable assessments. These data sheets will create the list of students suffering from severe COVID-19 learning loss that our COVID-19 interventionists will support.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$
	* ⦿ Yes ○ No	To ensure proper air quality, RRGSD has 93 air handlers and 3 chillers that are 23 years old. With COVID-19 placing emphasis on air quality, we	April 2021 - June 2022	AMENDED AMOUNT to include entire amt. Roanoke Rapids High School will receive an air handler and chiller	$ 4,000,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		on air quality, we feel it is imperative that we replace these obsolete systems. These units are located at an elementary school and a high school. Rusty water clogging up the filters has been an ongoing problem as these systems have aged. We also have one elementary campus that has 60 HVAC controls that regulate airflow that need to be upgraded in order to improve air quality. RRGSD will use maintenance contracted services to improve air quality with the HVAC and chiller units and controls. TOTAL PLANNED:		chiller replacement in the Senior Building. Belmont Elementary School will receive a new air handler and chiller. Chaloner Middle School will receive wall packs, motel units, and boiler replacements. Clara Hearne will receive wall pack and boiler replacements. ACES will receive wall pack replacements. Central Services will receive HVAC replacements in Building B/Board Room and Building A.	

		$4,000,000			
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				$ [ ]
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⦿ No				$ [ ]

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	AMENDED: RRGSD will employ six full-time substitute positions (at Clara Hearne, Belmont, Manning, Chaloner, RRHS, and RREC) to improve preparedness and response efforts when staff members are out unexpectedly or long-term such as for COVID-19-related quarantines.	2021-2022 school year	AMENDED: RRGSD will be able to operate with fewer shutdowns due to staff unavailability.	$ 148,653.78
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◯ Yes ⦿ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ◯ Yes ⦿ No				$

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| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | * ◉ Yes ○ No | Purchase educational technology including - three-year licenses for Gaggle: $30,000 - document cameras that teachers can use at school and at home in the event of a COVID-19 school closure: $32,000 - tablets for online presentation (one per classroom): $16,000 - three-year licenses for Go Guardian Admin and Teacher: $120,000 - three-year licenses for Google Enterprise for Education: $60,000 | July 2021 - June 2024 | Three-year district site licenses will be purchased, so all students, teachers, and administrators have consistent access for 2021-22, 2022-23, and 2023-24. All classrooms will have one document camera and one tablet. | $ 258,000.00 |
| MENTAL HEALTH SERVICES: Providing mental health services and supports. | * ○ Yes ◉ No | | | | $ |

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	RRGSD Summer School 2022, 2023, and 2024 (as funds allow) will address learning loss among students through summer learning. - Teacher/tutor extended year instruction, FICA, state retirement, and hospitalization to implement evidence-based activities $192,219.90 - Extended day/year K-12 instructional supplies and materials for evidence-based activities and high-quality assessment $174,670.58 - Transportation for students including bus driver salary, FICA, state	June and July 2022, 2023, and 2024	Improvements in formative and summative assessment such as iReady, Istation, Case 21, EOG, EOC, scores as well as course/credit recovery & CTE credentials for students who failed courses or grades and/or are not showing grade-level proficiency on formative and summative assessments from summer school based on usage of evidence-based instruction and assessment including iReady and other resources, daily transportation between home and school, and breakfast and lunch for all	$ 609,972.80

		retirement, hospitalization, and contracted services for buses to get students to summer programming: $43,109.52 - Provide three years of summer CTE Credential Bootcamp to give high school students opportunities to make up or finish credentials they were unable to complete during the school year by paying for credential vouchers (which are budgeted at $50,000) and CTE staff salary and benefits (which are budgeted at $149,972.80): $192,972.80		students in attendance	

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	AMENDED: Indirect Costs: $101,870.69 AMENDED: Unbudgeted Reserve: $514,627.64 ORIGINAL: Indirect Costs: $93,367.39 (at this point based on 4.104%) ORIGINAL: Unbudgeted Reserve: $666,901.81	June 2021 - July 2024	RRGSD will budget indirect costs for all activities and use the unbudgeted reserve for other ESSA -eligible activities (along with a budget amendment) for this money.	$ 616,498.33
				Total ESSER III Allotment	$ 5,633,124.91

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Contacts

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Julie Thompson	

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, November 1, 2021

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

There are no new applicants.

GAN Information

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

54784624

* Address:

536 Hamilton Street Roanoke Rapids, NC 27870

* Superintendent:

Juliana Thompson (Acting Superintendent)

Key Personnel:

  * Juliana Thompson

Weldon City Schools (422) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/7/2021 8:16:44 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Weldon City Schools (422) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,865,468.00	$1,865,468.00
Carryover	$3,157,996.79	$3,157,996.79
Total	$5,023,464.79	$5,023,464.79

Budget

Weldon City Schools (422) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
422	181	1	No	No	5.16 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,865,468.00	$0.00
Carryover Amount:	$3,157,996.79	$3,157,996.79
Allotment Plus Carryover:	$5,023,464.79	$3,157,996.79
Total Budgeted:		$3,157,996.79
Total Remaining:	$1,865,468.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	11/01/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/1/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Evans, Allie
		☑		3-5110-183-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
11/1/2021 10:58 AM	Denied (Pending)		Evans, Allie			
11/1/2021 10:57 AM			Evans, Allie	3-5110-183-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
10/7/2021 8:16 AM	Received		Admin, NCCCIP			
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 9:00 PM	Approved (Pending)		Letchworth, Tina			
9/15/2021 8:59 AM	Received		Admin, NCCCIP			
8/31/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lee, Freda
		☑		3-5110-183-000-000-00	0	Supplementary pay can not be paid without a criteria for how and why it is being paid. See notes in History Log.
8/30/2021 4:58 PM	Denied (Pending)		Lee, Freda			
8/27/2021 11:42 AM	Received		Admin, NCCCIP			

11/9/2021 12:45:03 PM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/20/2021 4:48 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☑		3-5110-183-000-000-00	0	Budget must be adjusted to carryover amount
8/19/2021 8:55 AM	Denied (Pending)		Charles, Alex			
8/9/2021 8:31 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	183	000	00	$50,010.00	$0.00	$50,010.00		Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
ⓘ	Other	3	5110	211	000	00	$3,825.77	$0.00	$3,825.77		

ℹ	Other	3	5110	221	000	00	$10,842.17	$0.00	$10,842.17
ℹ	Other	3	5110	313	000	00	$500.00	$0.00	$500.00
ℹ	Other	3	5110	314	000	00	$5,000.00	$0.00	$5,000.00
ℹ	Other	3	5110	342	000	00	$6,000.00	$0.00	$6,000.00
ℹ	Other	3	5110	411	000	00	$8,026.74	$0.00	$8,026.74
ℹ	Other	3	5110	418	000	00	$20,000.00	$0.00	$20,000.00
ℹ	Equipment	3	5110	461	000	00	$8,000.00	$0.00	$8,000.00
ℹ	Equipment	3	5110	541	000	00	$148,000.00	$0.00	$148,000.00
ℹ	Other	3	5210	411	000	00	$10,000.00	$0.00	$10,000.00
ℹ	Other	3	5220	411	000	00	$10,000.00	$0.00	$10,000.00
ℹ	Other	3	5260	411	000	00	$10,000.00	$0.00	$10,000.00
ℹ	Other	3	5270	411	000	00	$10,000.00	$0.00	$10,000.00
ℹ	Salary	3	5320	146	000	00	$288,000.00	$0.00	$288,000.00
ℹ	Other	3	5320	211	000	00	$22,032.00	$0.00	$22,032.00
ℹ	Other	3	5320	221	000	00	$62,438.40	$0.00	$62,438.40
ℹ	Other	3	5320	231	000	00	$56,934.00	$0.00	$56,934.00
ℹ	Other	3	5340	411	000	00	$10,000.00	$0.00	$10,000.00
ℹ	Other	3	5350	411	000	00	$1,125.60	$0.00	$1,125.60
ℹ	Salary	3	5360	126	000	00	$189,450.00	$0.00	$189,450.00
ℹ	Salary	3	5360	142	000	00	$23,700.00	$0.00	$23,700.00
ℹ	Other	3	5360	211	000	00	$16,305.98	$0.00	$16,305.98
ℹ	Other	3	5840	411	000	00	$10,000.00	$0.00	$10,000.00
ℹ	Other	3	5850	418	000	00	$40,000.00	$0.00	$40,000.00
ℹ	Equipment	3	5850	541	000	00	$25,000.00	$0.00	$25,000.00
ℹ	Salary	3	5860	135	000	00	$195,000.12	$0.00	$195,000.12

ⓘ	Other	3	5860	211	000	00	$14,917.50	$0.00	$14,917.50	
ⓘ	Other	3	5860	221	000	00	$42,276.03	$0.00	$42,276.03	
ⓘ	Other	3	5860	231	000	00	$18,978.00	$0.00	$18,978.00	
ⓘ	Equipment	3	5860	462	000	00	$20,000.00	$0.00	$20,000.00	
ⓘ	Equipment	3	5880	541	000	00	$140,000.00	$0.00	$140,000.00	
ⓘ	Other	3	6120	418	000	00	$1,500.00	$0.00	$1,500.00	
ⓘ	Other	3	6400	411	000	00	$40,000.29	$12,500.00	$52,500.29	Upgrade of communication through upgrading to district to IP phones to support remote learning.
ⓘ	Other	3	6540	411	000	00	$60,000.00	($8,500.00)	$51,500.00	Reallocate funds for the upgrade of IP phone system.
ⓘ	Other	3	6550	331	000	00	$8,000.00	$0.00	$8,000.00	
ⓘ	Salary	3	6580	175	000	00	$140,085.60	$0.00	$140,085.60	
ⓘ	Other	3	6580	211	000	00	$69,656.83	$0.00	$69,656.83	
ⓘ	Other	3	6580	221	000	00	$197,406.55	$0.00	$197,406.55	
ⓘ	Other	3	6580	231	000	00	$25,304.00	$0.00	$25,304.00	
ⓘ	Other	3	6580	411	000	00	$121,586.39	($4,000.00)	$117,586.39	Reallocation to support the purchase of IP phones.
ⓘ	Other	3	6580	422	000	00	$34,100.00	$0.00	$34,100.00	
ⓘ	Equipment	3	6580	541	000	00	$64,000.00	$0.00	$64,000.00	
ⓘ	Other	3	6830	411	000	00	$7,821.93	$0.00	$7,821.93	

	Equipment	3	6940	461	000	00	$30,000.00	$0.00	$30,000.00		
	Other	3	6950	312	000	00	$8,000.50	$0.00	$8,000.50		
	Other	3	7200	459	000	00	$3,635.09	$0.00	$3,635.09		
	Other	3	8100	392	000	00	$136,558.78	$0.00	$136,558.78		
						Total:	$2,424,018.27	$0.00	$2,424,018.27		

314 - Weldon Elementary Global Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	146	000	00	$97,200.00	$0.00	$97,200.00		
	Other	3	5110	211	000	00	$29,743.20	$0.00	$29,743.20		
						Total:	$126,943.20	$0.00	$126,943.20		

315 - Weldon STEM High School Career Academies

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	146	000	00	$97,200.00	$0.00	$97,200.00		
	Other	3	5110	211	000	00	$7,435.80	$0.00	$7,435.80		
						Total:	$104,635.80	$0.00	$104,635.80		

318 - Weldon Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	146	000	00	$97,200.00	$0.00	$97,200.00		
	Other	3	5110	211	000	00	$7,435.80	$0.00	$7,435.80		
						Total:	$104,635.80	$0.00	$104,635.80		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6110	153	000	00	$96,000.12	$0.00	$96,000.12		
ⓘ	Other	3	6110	211	000	00	$7,344.00	$0.00	$7,344.00		
ⓘ	Other	3	6110	221	000	00	$20,812.83	$0.00	$20,812.83		
ⓘ	Other	3	6110	231	000	00	$18,978.00	$0.00	$18,978.00		
ⓘ	Salary	3	6940	113	000	00	$196,883.00	$0.00	$196,883.00		
ⓘ	Other	3	6940	211	000	00	$15,061.54	$0.00	$15,061.54		
ⓘ	Other	3	6940	221	000	00	$42,684.23	$0.00	$42,684.23		
						Total:	$397,763.72	$0.00	$397,763.72		

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Grant Details

Weldon City Schools (422) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The district and school-level leadership with teachers and parents completed a specific needs assessment for the ESSER II & ESSER III funding. The team met as a team on April 13, 2021, and April 26, 2021, along with individual committee meetings in between. The committees were Academic Achievement and Graduation, Whole Child, Infrastructure and Operations, and Organizational Effectiveness & Development. The participates participated virtually and in person. The attendees were Terry Alston, Federal Programs Director; Lyrita Garner, Child Nutrition Director; Natashalyn Snipes, Exceptional Children's Director; Kenny Turner, Maintenance Supervisor; Ronald Brown, Weldon High School Principal; Matilda Campbell, Finance Officer; Tekeyla Jones, Weldon Elementary School Principal; Krissy Martin, AIG/Beginning Teacher, Curriculum Specialist; Jeannie Roberson, Weldon Middle School Principal; Laquasha Hudson, Behavior Specialist; Anissa Robinson, Resource Teacher; Schwanda Bowser, Parent; and Deondre Miller, Student Support Specialist. The committee utilized data and information to address learning gaps by providing extra support to teachers and students. In addition, the team placed priority on the students having the opportunity to return to face-to-face instruction safely. The in-person following benefits were considered: The Advantages of Face to Face Learning in the classroom are - Students will be able to concentrate harder on learning because there will be fewer distractions than at home. Students can gain greater understanding, stories, and real-world examples from teachers and other students - Students will have a greater chance of completing the course by doing it in a classroom situation. (Completion rate of teacher-led classes is almost 5x higher than that of online learning) - Students may feel more comfortable and learn more efficiently in a familiar, traditional classroom

situation. -Students can access more information and richer understanding through teacher and other student's body languages and voice. Students have the opportunity to connect with, problem-solving, and network with other students from a wide range of backgrounds. The committee's consensus is to prepare all buildings for safe re-entry. In addition, ESSER II funding will improve Air Quality Control within the school to welcome students into buildings. Good Air Quality contributes to a favorable environment for students, the performance of teachers and staff, and a sense of comfort, health, and well-being. These elements combine to assist a school in its core mission- educating children-maintain acceptable temperature and relative humidity. Finally, ESSER III funds will allow students to participate in the 2021 summer program and receive services from school-level part-time Interventionists, Specialized Support Staff, Instructional Technology Facilitators. The district-level support will enhance by a Skilled Maintenance, Federal Programs Administrative Assistant, and a Director of Administrative Services. The team identified the need to support teachers and students in addressing the academic learning loss due to the unexpected change in face-to-face learning. The goals are as follows: GOAL 1.0 Increase Academic Performance for All Learners 1.1 Increase the percentage of third grade students on grade level in reading as measured by the Beginning-of-Grade (BOG) assessment. 1.2 Improve grades 3-8 End-of-Grade (EOG) proficiency in reading.; 1.3 Improve grades 3-8 End-of-Grade (EOG) proficiency in math. 1.4 Improve grades 5 and 8 End-of-Grade (EOG) proficiency in science.; 1.5 Improve End-of-Course (EOC) proficiency in Biology. 1.6 Improve End-of-Course (EOC) proficiency in Math I and Math III.;1.7 Improve End-of-Course (EOC) proficiency in English II.;1.8 Increase the percentage of students with at least a 17.0 Composite Score on the 11th Grade American College Test (ACT). GOAL 2.0 Improve Four-Year Cohort Graduation Rate GOAL 3.0 Meet the Needs of the Whole Child GOAL 4.0 Build Infrastructure Conducive for Teaching & Learning

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The district gathered the data from a parent survey on April 30, 2021 that expressed a concern regarding the safety of the students return. The committee prioritize the upgrade of facilities and preparedness of the district to return to face to face instruction begining with summer programs. The original results was 56.8% electing to remain virtual As a district wide Title I School, with two schools identified as Targeted Support and Improvement Schools (TSI) and one Comprehensive Support and Improvement (CSI) the committee members goal is to increase the face to face instruction to 95%. School Face to Face Count Percentage Weldon Elementary 149 57% Weldon Middle 75 37% Weldon STEM High 51 32% RVEC 26 21% District Total 301 40%

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.

$ 653,652.80 * 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;

While the COVID-19 pandemic has resulted in learning deficits for many of our students, the pandemic has also yielded opportunities for growth and improvement, especially relating to digital teaching and learning. As school districts across the state and country, Weldon City Schools will vigorously work toward learning recovery and ensure technology sustainability. The district has adopted the MAP as a high-quality universal assessment that provides teachers reports for planning differentiated instruction. In addition, administrators are provided with a context report to drive the data across the district. The MAP assessment is administered quarterly. The district-level Curriculum Department reviews the data and makes recommendations to school-level administration related to instructional programming, resources, and professional development. Curriculum team members also participate at the school level in PLCs to support teams in disaggregating the data to drive instruction.

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

Build organizational capacity by creating more opportunities for teachers to expand their knowledge, improve classroom practices, and increase content and academic rigor. Increase student engagement through differentiated and collaborative teaching and learning while incorporating social and emotional learning support. Implement the Problem-Solving Team approach with fidelity. Ongoing monitoring of individual student achievement goals on local and state assessments to make adjustments in personalized learning plans and enhance standards-based curriculum implementation. Provide all district and school personnel and students with updated technology and professional development on using devices for optimal digital teaching and learning experiences.

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

The schools host regular Town Hall Meetings, Informational Sessions, one on one parent conferencing and access to parent resource rooms. The district supports will provide an online On-Demand Parent based resources. The Parent on demand provide workshops to parents in at their convenience. Schools will purchase marque signs to remain connected with students, parents, and the community. School Marquees can be used to: Congratulate your staff and students or showcase milestones achieved, thank students or staff for participating in events or for providing volunteer services, announce reminders for events that are coming up like PTA meetings, practice times, or any school event that is happening,

highlight testing dates, school closing dates, early releases, or special meetings, promote open houses, dances, game nights, fundraisers, and important health and safety information.

* (D) Tracking student attendance and improving student engagement in distance education;

The data manager shares a weekly attendance report with the district level homeless liaison, foster care liaison, school level counselor and district social worker. The team collaborates and contact parents, provide home visits, and resources to support student attendance. District and school-level problem-solving teams review progress monitoring data during program implementation.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The district has adopted the MAP as a high-quality universal assessment that provides teachers reports for planning differentiated instruction. In addition, administrators are provided with a context report to drive the data across the district. The MAP assessment is administered quarterly. The district-level Curriculum Department reviews the data and makes recommendations to school-level administration related to instructional programming, resources, and professional development. Curriculum team members also participate at the school level in PLCs to support teams in disaggregating the data to drive instruction. The pre-pandemic benchmarks, state beginning of grade assessments, and informal teacher assessment skills are analyzed utilizing the MTSS Framework. School-level problem-solving teams analyze ongoing student data to provide intervention, remediation, and enrichment as they continually monitor student progress towards standards mastery. District and school-level problem-solving teams review progress monitoring data during program implementation.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	School facility repairs will include touchless commode flush, water coolers, outdoor canopy,	June 7, 2021 - September 21,2024	The attendance data will decrease due to the spread of current and future viruses as measured through attendance reports and nurse's contact logs regarding virus and classrooms reverted to remote due to quarantine.	$ 525,778.80

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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	The district will employee an Administrative Director to collaborate with the local health department, law enforcement and local government agencies to ensure district compliance to heath and safety mandates. Federal Programs Administrative Assistant will assist with maintaining documentation for ESSER.	July 1, 2021 - August 30, 2024	Provide technical assistance and provide support to ensure a successful Compliance Audit with federal, state, and local areas.	$ 423,097.80

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ○ No	The employment of part-time Interventionists in the area of ELA/Math/and Science, Instructional Technology Facilitators to continue integrating technology into face to face lessons continuing a 1:1 instruction, Specialized Instructional Support Staff will provide additional support to Social Worker, and Student Support Specialists.	June 7, 2021 - September 21,2024	1.1 Increase the percentage of third grade students on grade level in reading as measured by the Beginning-of-Grade (BOG) assessment. 2018-19: 22.4% 2025 Goal: 47% 1.2 Improve grades 3-8 End-of-Grade (EOG) proficiency in reading. 2018-19: 35.4% 2025 Goal: 60% 1.3 Improve grades 3-8 End-of-Grade (EOG) proficiency in math. 2018-19: 25.0% 2025 Goal: 50% 1.4 Improve grades 5 and 8 End-of-Grade (EOG) proficiency in science. 2018-2019; 64.8% 2025 Goal: 90% 1.5 Improve End-of-Course (EOC) proficiency i	$ 486,289.96

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	The purchase of supplies to sanitize all facilities	July 1, 2021 - August 30, 2024	Principals will monitor the purchase, delivery and use of sanitation supplies or strategies. Sanitation/Custodial staff will verify completion of sanitation by signing daily that process is completed .	$ 60,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ◯ No	The purchase of 2- 15 passenger vans, 1 -7passenger van, 2 - maintenance trucks, and 2 - midsize sedans. Staff will use these vehicles for delivery, student support and the monitoring to ensure compliance with federal programs. (Technology, Child Nutrition, Curriculum and Guidance)	June 7, 2021 - September 21,2024	The effectiveness of providing services to staff and students through delivering meals, technology, supplies, and services in a timely manner. A log will be created to record the use of each vehicle.	$ 185,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ○ No	The upgrade of district wide infrastructure and school level technology. Will ensure data closets are protected to maintain current equipment. Purchase of laptops for new support staff members.	June 7, 2021 - September 21,2024	The upgrade of the infrastructure will provide safety and consistent connectivity with 21st Century Technology. Technology interruption and comparability requests will decrease as measured by the number of requests submitted to the Technology Department.	$ 145,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ⦿ No				$
	* ⦿ Yes ○ No	The district will provide an in-person six-week summer school program for students. Each school has created individual plans based on student data. *Weldon Elementary Global Academy criteria will prioritize students entering the	June 7, 2021 - September 21,2024		$ 228,464.76

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.		kindergarten through 3rd grade with 20 or more absences from the 2020-2021 school year, 3rd and 4th-grade EOG scores level 1 and 2, MAP data in all students performing at low average to low, students are performing below grade level on based on Classwork assessments along with teacher input. The instruction plan will be ELA/- M-class Intervention, CKLA Skills Curriculum, and Study Island; Math - Imagine Math, MAP accelerator, Study Island, and Science - Study Island, and Project-Based Learning activities. *Weldon Middle School students are identified and targeted students based n Benchmark/EOC/EOG data. The instructional plan will be ELA - EdPuzzle, Readworks, Common Lit, Brain		Academic growth: We will use iReady as our Competency-based Assessment to administer pre and post tests to K-8 learners to measure academic progress. Students will take pre-tests during the first week of instruction (June 7-11, 2021) and post-tests during the last week of instruction (July 19-22, 2021).	

		Pop, Study Island, IXL Math- EdPuzzle, IXL, Study Island, SchoolNet, Brain			
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	Marquee signs to provide communications to students, staff and community on a regular basis. School Marquees can be used to: congratulate your staff and students or showcase milestones achieved, thank students or staff for participating in events or for providing volunteer services, announce reminders for events that are coming up like PTA meetings, practice times, or any school event that is happening, highlight testing dates, school closing dates, early releases, or special meetings Promote open houses, dances, game nights, fundraisers, and important health and safety information.	July 1- 2021 - August 30, 2024	Parent Engagement will increase as a result of the school Marquee signs reaching low-income and mobile parents with inconsistent contact information. Engagement will be measured by parent contact logs. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline and initiative. The staff supplemental pay will reflect impact the retention rate.	$ 450,712.67

		Funds will be used for the creation of outdoor learning environments to expand the classroom experience. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline and initiative. All staff members will receive supplemental pay not to exceed $2,500.00.			
			Total ESSER III Allotment	$	2,504,343.99

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.

* ✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ✔	Funds shall not be transferred into or out of this allotment category.
* ✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Weldon City Schools (422) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Weldon City Schools (422) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Terry Alston	

Weldon City Schools (422) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, August 16, 2021

Weldon City Schools (422) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Weldon City Schools (422) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Weldon City Schools (422) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

54863865

* Address:

301 Mulberry Street Weldon, NC 27890

* Superintendent:

Dr. Michael A. Myrick

Key Personnel:

* Terry Alston

Harnett County Schools (430) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:06:40 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Harnett County Schools (430) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$15,896,599.00	$15,896,599.00
Carryover	$32,165,937.00	$32,165,937.00
Total	$48,062,536.00	$48,062,536.00

Budget

Harnett County Schools (430) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
430	181	0	No	No	4.39 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$15,896,599.00	$0.00
Carryover Amount:	$32,165,937.00	$32,165,937.00
Allotment Plus Carryover:	$48,062,536.00	$32,165,937.00
Total Budgeted:		$32,165,937.00
Total Remaining:	$15,896,599.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/20/2021 04:48 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/18/2021 10:24 AM	Approved (Pending)		Eddy, Melissa			
8/16/2021 4:50 PM	Received		Admin, NCCCIP			
8/10/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☑		3-5110-135-000-000-00	0	Returning at the request of the district.
8/10/2021 12:25 PM	Denied (Pending)		Eddy, Melissa			
7/16/2021 8:24 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	00	$109,898.00	$0.00	$109,898.00		
ⓘ	Other	3	5110	211	000	00	$8,408.00	$0.00	$8,408.00		
ⓘ	Other	3	5110	221	000	00	$23,826.00	$0.00	$23,826.00		
ⓘ											

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	Other	3	5110	231	000	00	$12,652.00	$0.00	$12,652.00	
ⓘ	Other	3	5110	312	000	00	$150,000.00	$0.00	$150,000.00	
ⓘ	Other	3	5110	411	000	00	$254,148.11	$0.00	$254,148.11	
ⓘ	Other	3	5110	418	000	00	$580,000.00	$0.00	$580,000.00	
ⓘ	Salary	3	5310	135	000	00	$109,898.00	$0.00	$109,898.00	
ⓘ	Other	3	5310	211	000	00	$8,408.00	$0.00	$8,408.00	
ⓘ	Other	3	5310	221	000	00	$23,826.00	$0.00	$23,826.00	
ⓘ	Other	3	5310	231	000	00	$12,652.00	$0.00	$12,652.00	
ⓘ	Salary	3	5350	171	000	00	$700,000.00	$0.00	$700,000.00	
ⓘ	Other	3	5350	198	000	00	$1,600,000.00	$0.00	$1,600,000.00	
ⓘ	Other	3	5350	211	000	00	$122,400.00	$0.00	$122,400.00	
ⓘ	Salary	3	5360	127	888	00	$400,000.00	$0.00	$400,000.00	
ⓘ	Salary	3	5360	142	888	00	$200,000.00	$0.00	$200,000.00	
ⓘ	Salary	3	5360	151	888	00	$25,000.00	$0.00	$25,000.00	
ⓘ	Salary	3	5360	171	888	00	$150,000.00	$0.00	$150,000.00	
ⓘ	Other	3	5360	211	888	00	$59,288.00	$0.00	$59,288.00	
ⓘ	Other	3	5860	418	000	00	$180,764.00	$0.00	$180,764.00	
ⓘ	Equipment	3	5860	462	000	00	$649,273.55	$0.00	$649,273.55	
ⓘ	Other	3	6550	422	000	00	$41,431.00	$0.00	$41,431.00	
ⓘ	Other	3	6550	423	000	00	$1,011,212.00	$0.00	$1,011,212.00	
ⓘ	Other	3	6570	522	000	00	$25,450,568.59	$0.00	$25,450,568.59	
ⓘ	Other	3	8100	392	000	00	$282,283.75	$0.00	$282,283.75	
						Total:	**$32,165,937.00**	**$0.00**	**$32,165,937.00**	

Grant Details

Harnett County Schools (430) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Prior to the global pandemic, HCS completed a strategic plan and listed priorities as high-quality instruction, high-quality staff, facilities and technology, and collaboration with community stakeholders. With ESSER I funds, we had to respond to immediate needs due to the pandemic, such as PPE, school cleanliness, and student service needs in response to school closures and remote learning. We did not have time to do any long-term planning to address the needs and gaps created by long-term school closures. ESSER II and III funds will allow us to address these needs and return our focus to our strategic plan and priorities. As we planned for ESSER II and III funds, information from student, staff, and parent surveys, attendance data, iReady data, failure date from PowerSchool, remote learning, and face-to-face data were all used in the development of the Needs Assessment and ESSER Plan. Input from school leaders, district leaders, educators, and stakeholders was included in the needs assessment. Beginning with school closures in March 2020, the district leadership has held weekly meetings with school principals. We heavily relied on our Student Services Department and Lead Nurse for current and updated data concerning positive cases, quarantines, and impacted schools and staff. Our Facilities and Maintenance Department provided information on the needs of schools for signage, PPE, and other COVID-related materials. The Curriculum and Instruction team provided

student data such as iReady scores, report card data, and attendance data. The Human Resources Department provided up-to-date data on employee attendance and COVID-related absences. The Digital Learning Department provided information on student and teacher connectivity and usage during COVID and remote learning as well as device deployment. Parents, students, and stakeholders provided data through the completion of surveys, the use of social media, emails, and phone calls. The common concerns from all stakeholders were the fear of contacting COVID, learning loss due to COVID, and the need for social interaction and face-to-face learning. Data discussed as the plan was developed included EOC and CTE Course failures for 2020-21; Attendance percentages as of March 31, 2021; iReady BOY and MOY data for grades K-8; Number of K-5 Students Identified as Not on Target to Meet End of Grade Expectations as of June 2020; Grades 3-4 Fall 2020 Supplemental After School Tutoring Eligible and Served Students; Middle School and High School failure rates for 2019 and 2020; Number of students participating in remote learning as of March 15, 2021; Fall EOC Tests not taken and Fall EOC GLP compared to 2018-2019 data. ESSER II and III funds will be used in coordination with other funding sources. Our district plans to assess and address learning gaps by: Identifying K-12 at-risk of failure using iReady data, EOC data, EOG data, attendance data, and classroom performance data. Offering a Summer Learning/Enrichment Program for all students K-12 with at-risk students given priority. Offering an afterschool tutoring program at all sites with transportation provided. Providing curriculum resources and professional development for all staff. Professional development will include SEL, best practices, high yield strategies, identifying deficits, and acceleration. Providing principal support through professional development that includes instructional practices, identifying deficits and acceleration as well as in remote learning leadership and how to engage parents during remote learning. Providing support for teachers with added retention and recruitment specialists and instructional coaches. Increasing number of EC teachers to support special needs population and increasing number of certified staff to reduce class size in high need and/or low performing schools. Using all available data to monitor student progress and daily instruction, including district-wide walkthrough model. Update and improve school facilities to reduce the risk of virus transmission. Continuing to train staff, students, and parents in procedures to reduce the risk of COVID: handwashing, social distancing, etc. Offering Parent University events that will provide parents with strategies and practices to address the learning gap at home and resources available from the district to use at home. IReady Data Grade Level BOY 19-20 % At-Risk MOY 19-20% At-Risk EOY 19-20 % At-Risk BOY 20-21 % At-Risk MOY 20-21 % AT-Risk First Grade 11% 5% 5% 6% 6% Second Grade 22% 14% 12% 24% 24% Third Grade 31% 20% 21% 37% 32% Fourth Grade 30% 23% 24% 31% 32% Fifth Grade 41% 38% 38% 46% 41% Middle Schools: Q1 2019 failure rate 11% Q1 2020 failure rate 29% Q2 2019 failure rate 14% Q1 2020 failure rate 32% High Schools: T1 2019 failure rate 9% T1 2020 failure rate 24% T2 2019 failure rate 13% T2 2020 failure rate 27% T3 2019 failure rate 12% T3 2020 failure rate 27% F1 2019 failure rate 8% F1 2020 failure rate 18% Additional data available upon request.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Feedback from community stakeholders, teachers, and school leaders continues to be mixed. While many are ready to return to face-to-face instruction and normal activities, there are still many worried about the transmission of COVID and prefer remote learning. The common concerns from teachers and school leaders this year have been student engagement, student attendance, and student performance. When you look at our EOC and CTE course failures for the first semester, it reflects an increase, and even more, concerning is the current number of students failing an EOC or CTE high school course. Our overall attendance is at 93.89%, and this is much lower than in previous years. School leaders feel this is not an accurate representation because students are counted as present if they complete the work assigned. Remote learners are not required to participate in virtual classes to be counted present per state policy. While school leaders understand this policy is due to the connectivity issues in rural North Carolina, they feel it has hurt student engagement and will ultimately negatively impact student performance. K-5 iReady data shows that our percentage of at-risk students in grades K-5 has increased at every grade level from the EOY to the BOY. Unfortunately, we can not rely on the EOY data for 2019-2020 and the BOY data for 2020-21 as students were in remote learning, and parents may have assisted students in completing the diagnostic. Our plan is to look at our EOY data for 2020-21 and use it as a baseline for summer school. In the summer of 2020, over three thousand K-5 students were invited to our virtual Summer Jumpstart because they were not on target to meet end-of-grade expectations; only 1279 students participated. In the fall of 2020, we offered supplemental after-school tutoring through LitLife, and only 74 students out of 1046 eligible students participated. When comparing our middle school and high school failure rate from the fall of 2019 to the fall of 2020, there was a significant increase in both middle and high school failures. The second quarter failure rate in 2019 for middle school students was 14%. This increased to 32% in the second quarter of 2020. The first-semester failure rate for high school students in the first semester of 2019 was 8%. This increased to 18% in the first semester of 2020. Our grade-level performance in Biology, English II, and Math I decreased from 2019 to 2020. Currently, 64.7% of our elementary students are face to face, 62.7% of our middle school students are face to face, and only 40% of our high school students are participating in face-to-face instruction.

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.

$ 6,433,187.40 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Harnett County Schools realize that learning was interrupted during remote learning and the only effective response will be to use diagnostic tests and other tools to meet the children where he or she is and develop a personalized learning plan. HCS will use high-quality assessments to assess and monitor students' progress. In grades K-8, iReady Reading and Math Diagnostic will be given to all students at BOY, MOY and EOY. Students in grades 3-8 will participate in the North Carolina Check-Ins in reading and math. Students in grades 5 and 8 will participate in the NC Check-Ins in Science. Students in K-5 will also participate in the Fountas and Pinnell Benchmark Assessment at BOY, MOY, and EOY. Classroom teachers will utilize Eureka assessments for common formative assessments in math. Classroom teachers will also use Schoolnet in grades 3-8 to create and administer common formative assessments in reading, math, and science. Students in grades 3-8 will also participate in the NC End of Grade Assessments in reading, math, and science. In grades 9-12, the NC Check-In for Math I will be used to monitor and assess students' progress. Our high school teachers will use Exact Path diagnostics in Math and Reading. Teachers in 9-12 will also use Edmentum to monitor all content areas. They will use Edmentum (Study Island) for common formative assessments to assess student progress. Our high school students also will participate in the NC End of Course Assessments in Math I, Math III, English 2, and Biology; the ACT in grade11; Pre Act in grade 10; and WorkKeys for CTE concentrators in grade 12. Our English Learners are administered the WAPT-Screener in Kindergarten and the WIDA-Screener in grades 1-12. All English Learners take the ACCESS test annually to monitor progress and language acquisition. Harnett County Schools Exceptional Children's teachers use research-based reading and math programs which include assessments that progress monitor students' growth on IEP goals. When used with fidelity, the programs will close the achievement gap students are experiencing. Research-based reading programs with assessments: - S.P.I.R.E.: An intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-step lesson plan. Students are assessed at the end of each unit and have benchmark assessments to monitor progress. Reteaching lessons are incorporated into each unit to ensure students' mastery of skills. - Reading Mastery: A highly systematic and explicit scripted program focusing on reading decoding, fluency, and comprehension with ongoing progress assessments occur at the

end of every 5 lessons. - Language!: A comprehensive program directly teaching phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Progress monitoring assessments are administered every 10 lessons, and reteaching and retesting should be evident if students fall below the 80% mastery level. - Early Literacy Skills Builder (ELSB): This program allows for verbal as well as nonverbal responses. The program has seven levels with 5 scripted lessons in each level. The 5 lessons contain 14 objectives focusing on phonemic awareness, phonics, vocabulary, comprehension, and accuracy/fluency with connected text. Once the 5 lessons in the level are completed, a progress assessment is administered before moving on to the next level. Research-based math programs with assessments: - Number Worlds: The program was developed around the five strands of math proficiencies. Levels A-G have weekly progress monitoring as well as cumulative and unit assessments with reteaching and reassessing as needed. Number Worlds is aligned to the Common Core Standards. In Levels D-G, teachers can select units from different levels to meet the student's IEP goals and deliver instruction that is aligned with the common core. - TransMath: A comprehensive math intervention program that includes computational skills and problem-solving instruction. Throughout the lessons are ongoing assessments and differentiation days after assessments with multiple groups. - Foundations of Algebra: Foundations of Algebra has six units, and each unit includes an overview, objectives, words to know, day-by-day summaries, materials lists, career connections, unit projects, review of prior learning, and assessments. Along with research-based programs and the assessments included in those programs, teachers also use: - CORE Phonics Survey: Assesses the phonics and phonics-related skills that have a high rate of application in beginning reading. - Phonological Awareness Screening Test (PAST): Assesses a child's development of phonological awareness as it's a reliable predictor of future reading ability. - Number Knowledge Test: An assessment given at the beginning and end of the school year measures students' conceptual knowledge of number sense. When normed referenced data is needed to determine if students are closing the gaps with their peers, teachers have access to: - Acadience: Online program contains benchmark assessments and more frequent progress monitoring assessments when a need is identified in the areas of reading and math. Examples of specific progress monitoring include First Sound Fluency, Oral Reading, Phoneme Segmentation Fluency, comprehension, number identification, computation, concepts, and applications. - Easy CBM: Online program which provides progress monitoring in oral reading fluency, vocabulary, reading comprehension, and common core state standard in mathematics. - Universal screening in literacy and math is conducted three times per school year. Literacy screening includes multiple Curriculum-Based Measures. Early Numeracy Screening Inventories are conducted in math. This is the first step in helping identify students in need of additional support.

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

To address the learning loss that may have occurred due to school closures and remote learning, our district will: - Offer additional student support by funding additional teachers to reduce class sizes, especially in high-need and/or low-performing schools. - Provide additional instructional support and professional development for our teachers in

high need content areas and high need schools, including a high school Math Instructional Coach and a high school Instructional Coach at our alternative school. We will also address remote learning and offer additional professional development. In March 2020, there was little time to design and implement a plan for remote learning. A recent analysis of research on the subject stated, "Online education, including online teaching and learning, has been studied for decades. Numerous research studies, theories, models, standards, and evaluation criteria focus on quality online learning, online teaching, and online course design. We know from research that effective online learning results from careful instructional design and planning, using a systematic model for design and development. The design process and the careful consideration of different design decisions impact the quality of the instruction. And it is this careful design process that will be absent in most cases in these emergency shifts. (Hodges et al. 2020)." Our district certainly found this to be true. We know this summer and the coming year will have to include high-quality professional development to address the missed step. Additional topics for professional development will include best instructional practices emphasizing reading in K-5, high yield strategies based on Marzano's research, identifying deficits, and acceleration practices/strategies. - Offer an after-school tutoring program at all sites 2 days per week with transportation provided. We know that our low socio-economic students may have suffered the greatest loss in learning due to inequities in connectivity, support, and available resources. Providing transportation will allow many at-risk students to take advantage of our after-school tutoring. - Replace teacher iPads and Chromebooks as needed to provide access to technology to ensure instruction continues in remote learning if needed. Funding will also be used to purchase Google Enterprise accounts for teachers and Classlink to ensure students and families can better navigate the learning management system and other technology resources. Research on effective online learning clearly reflects that students and teachers must have adequate tools and devices. Google Enterprise will allow teachers to better monitor student engagement, better manage student online behavior, host parent events virtually and use breakout rooms for small groups and differentiation. Classlink is a single sign-on tool that will give students and staff access to everything they need for learning and instruction with one password. Classlink will also allow teachers to monitor student virtual learning through usage reports and real-time analytics. Classlink will allow our district to personalize learning by grade level throughout the district. - Purchase curriculum materials with a focus on ELA, Math, and Science and additional CPR training materials to meet high school graduation requirements and limit sharing of curricular materials. - Continuation of Summer Enrichment Program from June 2024 to August 2024 after ESSER II funding ends in September 2023. The Summer Enrichment Program will be tailored for a variety of special populations. We will include reading, math, and science in a program tailored for personalized learning and choice with STEM and CTE activities. - Support in staffing and instructional materials to sustain and grow our Dual Language programs. - Provide resources and training for parents with Parent University.

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

Our district maintains a parent information site on the district webpage and utilizes social media to constantly and consistently update our parents and community. Each school also maintains a web page and social media account to communicate with parents. Parents serve on School Improvement Teams and School Advisory councils as well as district-level committees. This past year during remote learning, a Remote Learning Plan was developed and shared with parents. Parents were updated through our COVID 19 Updates and Resources for Families link. This page included a current Coronavirus Tracking Dashboard and : COVID 19 Updates K-5 Digital Resources ESL Digital Resources Resources for families 6-8 Digital Resources EC Digital Resources K-12 Digital Teaching and Learning Resources 9-12 Digital Resources Student and Family Technology Resources The Student and Family Technology Resources included videos in English and Spanish to help parents navigate remote learning. We also operate a Technology Hotline on nights and weekends for parents and students. This page also included a list of active outdoor hotspots for parents to utilize. As we shift back to face-to-face instruction, funding from ESSER III will be used to address the learning loss of students with parent involvement and engagement activities. We will host Parent University events for our parents throughout the year. The purpose of the Parent University will be to provide parents information about school initiatives and to provide resources for parents to support students at home or while in remote learning. We plan to offer face-to-face events and virtual events to accommodate our parents. Funding will also be used to purchase Google Enterprise accounts for teachers and Classlink to ensure students and families are able to better navigate the learning management system and other technology resources. Research on effective online learning clearly reflects that it is critical for students to have adequate tools and devices. Google Enterprise will allow teachers to better monitor student engagement, better manage student online behavior, host parent events virtually and use breakout rooms for small groups and differentiation. Classlink is a single sign-on tool that will give students and parents access to everything they need for learning and instruction with one password. ESSER funding will also be used to provide services and training from our Student Services Department to educate and implement positive mental health practices, to educate and implement anti-virus transmission procedures and support parents as they work with the district in areas of strategic planning, school/student leadership, diversity, equity, and inclusion. As shared earlier, the Remote Learning Plan will be revisited and updated as we move to the 2021-2022 school year and online parent and student resources. Our district will open a Virtual Academy in the fall of 2021 for students who are not able to return to face-to-face instruction. The virtual academy will be open for grades K-12, with students making a commitment to one semester.

* (D) Tracking student attendance and improving student engagement in distance education;

Our district will continue to use PowerSchool to track and monitor student attendance. Student attendance concerns will be addressed and supported with a team approach that includes classroom teachers, school administrators, social workers, guidance counselors, and drop-out prevention specialists. Schools often employ activities and rewards to encourage improved attendance. The team of school and district support will help to target individual needs and create

solutions that help improve student attendance. To address individual student attendance and engagement, a collaborative approach will be used and may include mental health and other support from our Student Services Department, support from our Exceptional Childrens' Department, and support from our English Learners' Department. We will also continue to address attendance and collaboration using our community resources and contacts such as the recreation department, public library system, civic groups, and churches. These stakeholders often help in disseminating information and resources to our students and their families. The purchase of Google Enterprise will address student engagement while in distance learning. This will allow classroom teachers to use features such as "poll everywhere" and "question and answer" to keep all students engaged. The break-out rooms available in Google Enterprise will allow teachers to have break-out rooms for differentiation and small groups. Many of the EdTech tools such as Kami, Edpuzzle, Nearpod, and Quizzi that we have purchased for students can be integrated into Google Classroom with the Google Enterprise subscription. Classlink will also allow the district to track student engagement using usage analytics. Classlink will allow the district and the school to monitor who is accessing each application, how often, and how long they are spending in the application. District resources for online learning will continue to be improved upon for teachers and students. Distance learning that offers choices and is personalized will help improve student engagement. Resources from the state level were organized for AIG, EC, and EL students and included in the digital resources for parents and students. Virtual extracurricular events for parents and students will also be part of distance learning to increase engagement. Evening virtual tutoring or classes will be offered to encourage engagement. This year, virtual tutors were utilized to support engagement with some of our most at-risk learners, and this program will be expanded as needed.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Our district will continue to disaggregate all available data, including assessment data, EVAAS projected data, attendance data, and walk-through data, to share with teachers, instructional coaches, and school administrators. Our Student Accountability and Information Department has created "Principal Dashboards" for all schools. These dashboards contain school demographic profile, teacher profile, teacher years of experience, student absences, student discipline, ELA achievement, math achievement, science achievement, growth score, and achievement score. Principals will have this information for 3 years at a glance. Our school Instructional Coaches will use Professional Learning Communities to disaggregate and discuss data with grade level or content area teams. They will use common formative assessment data to look for trends and gaps and then plan instruction to address student needs. Our schools have teams in place to support a multi-tiered system of support (MTSS). If data from diagnostic tests, screeners, or classroom performance indicated a need for intervention, schools are equipped to provide these interventions. Special populations also have monitoring of academic support in place from the EC Department and EL

Department. The implementation of BOY diagnostics will enable our district to identify students who may have experienced learning loss and implement a plan to address this loss.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
	* ○ Yes ○ No	Esser funds will be used to add a gym to the existing multipurpose room at Lillington Shawtown	June 2021 to June 2023	Number of positive cases and number of quarantines. Attendance data of staff Attendance data of students	$ 25,450,568.59

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.		Elementary, additional classrooms to Harnett Primary School, and cafeteria expansions and renovations at Lillington Shawtown Elementary, Highland Elementary, Overhills Elementary, and Central Office. These improvements will enable schools to reduce the risks of virus transmission and protect the health and safety of students and staff. The improvements and additions are an effort to prevent the spread of the			

spread of the virus and prepare for and respond to the coronavirus. Lillington Shawtown Elementary serves a high population of exceptional children and an expanded gym space will allow students to participate safely in PE with their non-disabled peers. Lillington Shawton and Harnett Primary serve a high population of socially economically disadvantaged students. The improvements will provide much-needed room to distance socially if

		needed safely. These improvements will also improve the air quality			
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◯ Yes ⦿ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

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LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No		June 2021 to June 2023	Student Attendance Data Student Achievement Data Digital Learning and Teaching Inventory Program/Subscription Usage Data	$ 119,160.27

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		As part of our plan to address learning loss, we will replace teacher iPads and Chromebooks as needed to provide access to technology to ensure instruction continues in remote learning if needed. Funding will also be used to purchase Classlink to ensure students and families better navigate resources and learning management systems.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$

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				$
	* ◉ Yes ○ No	Indirect Costs	June 2021-September 2024	Finance Records	$ 163,020.74

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.					
				Total ESSER III Allotment	$ 25,732,749.60

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Harnett County Schools (430) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Harnett County Schools (430) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Brookie Ferguson

Substantially Approved Dates

Harnett County Schools (430) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, August 3, 2021

Harnett County Schools (430) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Harnett County Schools (430) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at <u>NCDPI School Allotment Section</u>. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Harnett County Schools (430) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

103715694

* Address:

PO Box 1029 Lillington, NC 27546

* Superintendent:

Dr. Aaron Fleming

Key Personnel:

* Brookie Ferguson

* Dana Stephens

Haywood County Schools (440) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:06:48 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Haywood County Schools (440) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$14,050,921.00	$14,050,921.00
Carryover	$0.00	$0.00
Total	$14,050,921.00	$14,050,921.00

Budget

Haywood County Schools (440) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: | Received ▼ |

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
440	181	1	No	No	2.87 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$14,050,921.00	$14,050,921.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$14,050,921.00	$14,050,921.00
Total Budgeted:		$14,050,921.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	10/29/2021 08:49 AM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/29/2021 8:49 AM	Received		Admin, NCCCIP			
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/24/2021 4:29 PM	Approved (Pending)		Perrotta, Paul			
9/15/2021 9:01 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	163	000	00	$40,000.00	$0.00	$40,000.00		✏
ⓘ	Salary	3	5110	166	000	00	$30,000.00	$0.00	$30,000.00		✏
ⓘ	Salary	3	5110	180	000	00	$312,000.00	$0.00	$312,000.00		✏
ⓘ	Other	3	5110	211	000	00	$29,223.00	$0.00	$29,223.00		✏
ⓘ	Other	3	5110	221	000	00	$6,504.00	$0.00	$6,504.00		✏
ⓘ	Other	3	5110	418	000	00	$52,000.00	$0.00	$52,000.00		✏
ⓘ	Equipment	3	5110	461	000	00	$200,000.00	$0.00	$200,000.00		✏
ⓘ	Equipment	3	5110	462	000	00	$800,000.00	$0.00	$800,000.00		✏
ⓘ	Salary	3	5210	121	000	00	$99,999.00	$0.00	$99,999.00		✏

ⓘ	Salary	3	5210	143	000	00	$30,000.00	$0.00	$30,000.00		✏
ⓘ	Salary	3	5210	180	000	00	$112,000.00	$213,080.00	$325,080.00	Budget Adjustment to comply with Local Incentive Compensation Plan	✏
ⓘ	Other	3	5210	211	000	00	$18,512.93	$16,300.62	$34,813.55		✏
ⓘ	Other	3	5210	221	000	00	$21,679.78	$0.00	$21,679.78		✏
ⓘ	Other	3	5210	231	000	00	$11,386.80	$0.00	$11,386.80		✏
ⓘ	Salary	3	5240	180	000	00	$22,000.00	$17,312.00	$39,312.00	Budget Adjustment to comply with Local Incentive Compensation Plan	✏
ⓘ	Other	3	5240	211	000	00	$1,683.00	$1,324.36	$3,007.36		✏
ⓘ	Salary	3	5320	131	000	00	$250,000.00	$0.00	$250,000.00		✏
ⓘ	Salary	3	5320	142	000	00	$252,000.00	$0.00	$252,000.00		✏
ⓘ	Salary	3	5320	180	000	00	$16,000.00	$8,948.00	$24,948.00	Budget Adjustment to comply with Local Incentive Compensation Plan	✏
ⓘ	Other	3	5320	211	000	00	$39,627.00	$684.53	$40,311.53		✏
ⓘ	Other	3	5320	221	000	00	$108,833.60	$0.00	$108,833.60		✏
ⓘ	Other	3	5320	231	000	00	$101,216.00	$0.00	$101,216.00		✏
ⓘ	Salary	3	5330	143	000	00	$800,000.00	$0.00	$800,000.00		✏

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ⓘ	Other	3	5330	211	000	00	$61,200.00	$0.00	$61,200.00		✎
ⓘ	Other	3	5350	411	000	00	$47,763.77	$0.00	$47,763.77		✎
ⓘ	Salary	3	5360	131	000	00	$999,999.00	$0.00	$999,999.00		✎
ⓘ	Salary	3	5360	135	000	00	$300,000.00	$0.00	$300,000.00		✎
ⓘ	Salary	3	5360	142	000	00	$45,999.00	$0.00	$45,999.00		✎
ⓘ	Salary	3	5360	147	000	00	$15,000.00	$0.00	$15,000.00		✎
ⓘ	Salary	3	5360	151	000	00	$6,000.00	$0.00	$6,000.00		✎
ⓘ	Salary	3	5360	171	000	00	$40,000.00	$0.00	$40,000.00		✎
ⓘ	Salary	3	5360	174	000	00	$70,000.00	$0.00	$70,000.00		✎
ⓘ	Salary	3	5360	176	000	00	$30,000.00	$0.00	$30,000.00		✎
ⓘ	Salary	3	5360	180	000	00	$300,000.00	$0.00	$300,000.00		✎
ⓘ	Other	3	5360	211	000	00	$138,235.36	$0.00	$138,235.36		✎
ⓘ	Salary	3	5410	180	000	00	$30,000.00	$22,920.00	$52,920.00	Budget Adjustment to comply with Local Incentive Compensation Plan	✎
ⓘ	Other	3	5410	211	000	00	$2,295.00	$1,753.38	$4,048.38		✎
ⓘ	Salary	3	5420	180	000	00	$30,000.00	$18,888.00	$48,888.00	Budget Adjustment to comply with Local Incentive Compensation Plan	✎
ⓘ	Other	3	5420	211	000	00	$2,295.00	$1,444.94	$3,739.94		✎
ⓘ	Salary	3	5830	151	000	00	$150,000.00	$0.00	$150,000.00		✎
ⓘ	Salary	3	5830	180	000	00	$31,500.00	$32,004.00	$63,504.00	Budget	✎

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ										Adjustment to comply with Local Incentive Compensation Plan	
ⓘ	Other	3	5830	211	000	00	$13,884.75	$2,448.31	$16,333.06		✏
ⓘ	Other	3	5830	221	000	00	$32,520.00	$0.00	$32,520.00		✏
ⓘ	Other	3	5830	231	000	00	$25,304.00	$0.00	$25,304.00		✏
ⓘ	Other	3	6550	422	000	00	$6,000.00	$0.00	$6,000.00		✏
ⓘ	Other	3	6550	423	000	00	$60,000.00	$0.00	$60,000.00		✏
ⓘ	Other	3	6550	424	000	00	$5,000.00	$0.00	$5,000.00		✏
ⓘ	Other	3	6570	523	000	00	$7,257,926.78	($334,370.57)	$6,923,556.21	Adjust the HVAC funds in order to provide Bonuses to our loyal employees during the pandemic	✏
ⓘ	Other	3	8100	392	000	00	$172,491.70	$9,664.89	$182,156.59		✏
ⓘ	Other	3	8200	399	000	00	$559,551.92	$95.54	$559,647.46		✏
						Total:	$13,787,631.39	$12,498.00	$13,800,129.39		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6110	151	000	00	$75,000.24	$0.00	$75,000.24		✏
ⓘ	Salary	3	6110	184	000	00	$2,250.00	$0.00	$2,250.00		✏
ⓘ	Other	3	6110	211	000	00	$5,909.64	$0.00	$5,909.64		✏

ⓘ	Other	3	6110	221	000	00	$16,747.85	$0.00	$16,747.85	✎
ⓘ	Other	3	6110	231	000	00	$9,489.00	$0.00	$9,489.00	✎
ⓘ	Salary	3	6620	151	000	00	$74,998.80	$0.00	$74,998.80	✎
ⓘ	Salary	3	6620	184	000	00	$2,250.00	$0.00	$2,250.00	✎
ⓘ	Other	3	6620	211	000	00	$5,909.54	$0.00	$5,909.54	✎
ⓘ	Other	3	6620	221	000	00	$16,747.54	$0.00	$16,747.54	✎
ⓘ	Other	3	6620	231	000	00	$9,489.00	$0.00	$9,489.00	✎
ⓘ	Other	3	6620	311	000	00	$32,000.00	$0.00	$32,000.00	✎
						Total:	**$250,791.61**	**$0.00**	**$250,791.61**	

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Grant Details

Haywood County Schools (440) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Needs Assessment Central office administrators meet with school administration monthly to discuss student, staff, and school needs. During monthly meetings, principals share concerns/needs related to COVID, and leadership respond with problem-solving solutions. In addition, a district administration team formed and surveyed principals, staff, and stakeholders to identify student and school COVID-related needs. Summary of the survey from principals based on needs identified by staff and stakeholders. Tutors - 16 Subs - 5 Additional Teachers for Remote - 3 EC Teachers - 8 Summer Jumpstart for 9th and 10th graders - 3 Additional Psychologist -1 ACT Prep support - 1 Math/Literacy Coaches - 5 Technology Coach - 1 Nurse - 6 Water bottle refill stations - 10 PPE/Cleaning - 5 Additional PE Equipment - 1 Outdoor Seating - 6 HVAC or Air Quality - 4 Furniture/Desks - 2 Additional Mental Health Professionals - 14 Additional Social Workers - 12 Ipads/Chromebooks - 15 Teacher/Office Staff Devices - 11 Software - 10 We compared 20-21 benchmark data in grades 3-8 to benchmark data in 18-19 looking for areas of focus in learning loss. ELA - Benchmark Data 3rd grade - 18/19 (52.2% correct), 20/21 (36.7% correct) 4th grade - 18/19 (63.5% correct), 20/21 (62.0% correct) 5th grade - 18/19 (65.2% correct), 20/21 (65.7% correct) 6th grade - 20/21 (48.7% correct) 7th grade - 20/21 (51.1% correct) 8th grade - 20/21 (52.6% correct) Math Benchmark Comparison - grades 3-8 3rd grade

18/19 (72.2% correct), 20/21 (60.4% correct) 4th grade 18/19 (69.1% correct), 20/21 (59.3% correct) 5th grade 18/19 (67.6% correct), 20/21 (59% correct) 6th grade 18/19 (50.5% correct), 20/21 (44.8% correct) 7th grade 18/19 (44.9% correct), 20/21 (45% correct) 8th grade 18/19 (40.9% correct), 20/21 (39.4% correct) The number of days we needed to use TA's as subs also resulted in additional learning loss for students in the lower grades. In 18/19, we used TA's as subs for 34 days resulting in a cost of 5534.86. In 19/20, we used TA's as subs for 47 days resulting in a cost of 7651.13. In 20/21 (from August- to April 10th), we used TA's as subs for 264.50 days resulting in a cost of 42975.17. Summer Learning Using predetermined criteria, principals identified 1080 Elementary students, 872 middle school students, and 550 high school students at risk of not obtaining proficiency at EOY. Plan to address learning loss: summer math, reading, and science instruction in grades K-12 employ math and ELA coaches to support data disaggregation and classroom coaching part-time certified teachers to tutor students in small groups during the school day in grades K-12 Special Populations: The following data regarding special populations was reviewed by the team -# of EC Students failing courses first semester (second semester estimate) -# of EC Students assigned a grade of incomplete for first semester (second semester estimate) -mClass data - regression/progress rate -Teacher anecdotal data -Attendance Data -Report Cards/Grades -Service Delivery/Progress Monitoring Logs -Remote Engagement - Blended (virtual week engagement) -EC Staff Survey Data As a result of COVID our day treatment/classrooms will be close, 26 students with behavior challenges will return to classrooms across the county. Additional EC teachers Additional behavioral support in schools HVAC - Air Quality Needs Thirteen schools require HVAC repair/replacement to filter air effectively at an estimated cost of 8,087,000.00. Mental Health Needs: The ratio of mental health professionals to students: school psychologists (1:986), school counselors (1:363), social workers (1:986). Plan to address Mental Health Needs: create a comprehensive mental health system including self-supporting mental health services and community partnerships hire clerical staff to assist high school counselors offer employee assistance for staff mental health Technology: Our three-year plan utilizing multiple funding sources to maintain one device for every teacher and student. Staff laptop replacement needs Year 1 - We need to replace 267 laptops Year 2 - We need to replace 200 devices Year 3 - We need to replace 200 devices Student Ipads: For grades K-1 Year 1 - We need to replace 132 Ipads Year 2 - We need to replace 195 Ipads Year 3 - We need to replace195 Ipads Student Chromebooks: Year 1 - We need to replace 39 devices Year 2 - We need to replace 974 devices Year 3 - We need to replace 0 devices Projectors Year 1- We need 100 projectors Year 2 - We need 100 projectors Year 3 - We need 100 Projectors Document Cameras Year 1 - We need 80 document cameras Year 2 - We need 80 document cameras Year 3 - We need 80 document cameras Due to COVID, we added three platforms to aid in communication with parents and teachers. Seesaw - estimated annual cost 10,000.00 Remind - estimated annual cost 22,000.00 Google Enterprise - annual cost 20,000.00 Plan to address technology: Update our district replacement plan needs based on the impact of COVID 19 and develop a plan to maintain 1 to 1. Recruitment and Retention With the current climate in the field and a projected shortage of teachers on the horizon, we have concerns for teacher retention. We reviewed teacher retention rates since 2014. Teacher Turnover Rates 2014 11.49% with 14 teachers resigning to teach in

another county, and 1 resigned to teach in an NC Private School 2015 11.82% with 14 teachers resigning to teach in another county, and 5 resigning to teach in an NC Charter School 2016 11.52% with 27 teachers resigning to teach in another county, and 1 resigning to teach in an NC Charter School 2017 12.33% with 19 teachers resigning to teach in another county 2018 11.07% with 16 teachers resigning to teach in another county 2019 10.06% with 13 teachers resigning to teach in another county, 1 resigning to teach in an NC Charter School, 1 resigning to teach in an NC Private School Plan for recruitment and retention Offer retention bonus to staff

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data Analysis: Learning Loss: Based on a comparison of current benchmark data to data from 18/19 the impact of school closures is greater in the area of math. We discussed multiple ways to address learning losses. We will hire part-time retired teachers in the coming year to tutor small groups of students during the day. This model has proven effective in our school-wide Title 1 elementary classroom. We will expand this model into middle and high school over the next few years to support learning losses. Providing additional tutoring in the lower elementary grades will help recoup lost instruction that occurred when TA needed to be used to sub in classes. Due to COVID, the number of days TA's served as a sub doubled this year. Many of our subs were not willing to work during COVID and due to quarantine, many teachers were out for extended periods of time. Technology: Teachers and staff need a device capable of providing virtual instruction in the event of a future pandemic. We focused funding on the purchase of student devices to move to 1:1 during the stay-at-home order. We currently have 452 teachers/staff using devices not compatible with video chat. We ordered 185 but need 267 more devices to have enough for remote learning in the event of another pandemic. Our student device replacement plan is currently solely supported by local funding. Due to the increase in device pricing caused by the pandemic, the need to move to and remain at one device for every student, and devices not returned by students during virtual instruction, our local allotment will not meet the device shortfall in the next three years. Our technology department revised our replacement plan schedule to maintain a working device for every student and every teacher. We have 325 classrooms with projectors that are more than five years old. The pandemic compounds this due to the need for social distance. It is difficult for students to see a screen with poor clarity while maintaining social distance. Document cameras were used to support instruction during virtual learning. Unfortunately, only a small percentage (48%) of our teachers had a document camera with the capacity to be used in this manner. Two hundred and forty-five of our teachers have a document camera older than five years. We will plan to use ESSER I, II, and III funding over the next three years to address the impact of COVID on our replacement cycle. To maintain this cycle, we will replace items in increments over several years. To communicate

during remote instruction, our district purchased Remind, Seesaw, and Google Enterprise. We must maintain student/teacher/parent familiarity and continued use of the platforms to ensure a smooth transition in future closures. The pandemic required teachers to learn new technology platforms and modes of instruction quickly. To ensure we are prepared for a future pandemic, we need to employ a technology trainer. This trainer will work with teachers across the county daily to meet individual and group technology-related staff development needs. Although this is an expense/need resulting from the pandemic, we do not plan to fund the position with ESSER funds as we anticipate the need to sustain this position longer than 2024. HVAC: We have over 8 million dollars in HVAC repairs and replacement that is needed in our county. Eight of our schools have HVAC systems more than 19 years old. These systems frequently break down and result in stagnant air. We need to use funding from ESSER II and III to expedite the replacement of appropriate systems and parts creating safer and healthier environments for our students. Mental Health: Schools requested additional mental health professionals. Our central office administrators developed a team to analyze the number of mental health professionals we have, and the funding source used to pay the individual. The team compared the number of mental health professionals students - school psychologists (1:986), school counselors (1:363), social workers (1:986). The greatest gap in the recommended student to mental health professional ratio was in the social work to student ratio. Using PRC 169 we will fund additional mental health professionals. We will also continue to use Title 4 funding to support mental health. Because we do not have a provider in our area with the capacity to meet the needs of our students we are developing a system to meet the needs through multiple funding sources. As part of a comprehensive plan, we would like to add two clerical employees to review records and assist school counselors at the high schools to meet the needs of students. This will help school counselors addresses and meet the needs of students with course failures during online learning. We have a higher number of course failures than we did before COVID. Special Populations: The pandemic resulted in sporadic and inconsistent instruction, lack of engagement in remote instruction, limited internet connection, limited face-to-face instruction, a sense of apathy, etc. Virtual students have fewer opportunities for exploring, learning in collaboration with peers, and the multi-sensory approach embedded throughout EC instruction. One full-time and one part-time teacher will be funded by ESSER to assist our EC population. One teacher will provide pre-OCS type instruction. The part-time employee will assist students struggling to adjust after returning to in-person instruction. Recruitment and Retention: Our data indicates a positive connection between teacher retention and a 2018 increase in the local county supplement. Based on the current climate in education, the fatigue and frustration teachers express, and a drop in the number of college students in education programs, we feel using ESSER funds to support an additional teacher bonus would aid us in retaining our teachers in the coming years

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.

$ 3,537,270.00 * 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;

We already use high-quality assessments to guide instruction. This year using PRC 165, we added mClass reading for our 4-6 grade students who are at risk or not meeting proficiency. If students show gains using this as an additional assessment for at-risk students in grades 4-6 we will continue the purchase of this resource using ESSER III funding in 22-23 and 23-24. We use CASE 21 benchmark assessments in reading and math. Data provided from 18 and 27-week assessments will guide our plan for additional small group instruction. Adding additional instructional tutors will assist teachers in providing additional small group targeted instruction based on assessment results. These two supports will allow us to identify learning loss, then design and implement differentiated instruction. The cost of additional tutors to provide small group instruction will be funded by ESSER II in 21-22 and ESSER III in 22-23 and 23-24.

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

1. Small group tutoring based on needs identified through evaluating assessment data as discussed in (A). 2. Additional high-quality instruction designed to individual student needs during the summer months. This will include the cost of paying teachers and directors to provide and monitor instruction for students. 3. Hire additional social workers to identify and meet the social-emotional needs of students. Many of our students have or will experience challenges as a result of COVID and will require extra support to meet social-emotional needs. We are currently funding one social worker using PRC 169. We need to fill two additional positions using ESSER III. 4. Hire additional TA's to work under the direction of the social workers to support identified social-emotional goals of students. Resulting from COVID we are experiencing a shortage of mental health care providers in our area. Many of our students exhibit behavioral challenges resulting from a decreased access to treatment over the last year and a half. Our TA's will help us provide frequent supports to help students be successful in the classroom environment. 5. Hire an additional EC Teacher to lower overall student-to-teacher EC teacher ratios across the county. This position will be funded by ESSER II in 21/22 and ESSER III in 22/23 and 23/24. 6. Hire a part-time temporary EC teacher to support

EC students in transition across the county. This position will be funded by ESSER II in 21/22 and ESSER III in 22/23 and 23/24.

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

1. Purchase technology platforms that aid in communication with parents during times of remote and in-person instruction. We provide training as needed for parents on navigating the platforms and staying connected with parents. This was purchased out of ESSER II this year but will need to be purchased from ESSER III in 23/24. 2. The additional social workers and TA's will allow more staff to communicate and assist families of students who experience difficulty. Our social workers and administrators often make home visits if multiple attempts to contact a student or family are not successful.

* (D) Tracking student attendance and improving student engagement in distance education;

1. Our greatest attendance and engagement challenges occur at the high school level. We need to hire two clerical staff to support our counseling department at each of our large high schools. In 21-22 these positions will be funded by ESSER II and then by ESSER III for as long as the need persists or until 2024. The staff will complete the following COVID-related tasks daily... *The clerical staff will analyze records and make counselors and administration aware of students at risk of failure due to credit loss or attendance issues related to COVID. *Communicate with families and teachers to make sure students have the information necessary to complete assignments during quarantine. This includes following up with students when they return to school to check that missed assignments are completed. *Manage COVID related attendance concerns and communication with staff. This may include the management of attendance spreadsheets, making phone calls to parents, teachers, and students. 2. The additional social workers and TA's will allow additional staff to communicate and assist families of students who experience difficulty. Our social workers and administrators often make home visits if multiple attempts to contact a student or family are not successful. They help families connect to community resources and solve issues that may be contributing to poor attendance and/or student engagement. 3. Our remind, seesaw, and google platforms have been helpful in making contact with both students and parents during distance learning and missed instruction related to quarantine and COVID illness.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

This will occur through our already established review of student data in school PLCs. Using this data, teams of teachers will develop plans to meet the gaps identified. Subs will be needed to provide time for PLC teams to analyze student learning loss due to COVID and create plans to mitigate the loss. The plans for COVID learning loss remediation will be implemented by the teachers and the additional tutors hired to provide additional small group

instruction. Funds for ESSER III will be used to pay for tutors in the 22-23 and 23-24 school years. In 21-22, this will be funded by ESSER II.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No		September 2021-September 2024 March 2020-September 2024 August 2021-September 2024	Improve air quality resulting in increased health and safety of students, staff, and community.	$ 7,257,926.78

		Replace or repair HVAC systems to improve air quality in school buildings. Eight of our schools have HVAC systems more than 19 years old. These systems frequently break down and result in stagnant air. We need to use funding from ESSER II and III to expedite the replacement of appropriate systems and parts creating safer and healthier environments for our students.			

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	To aid in the coordination and implementation of the activities in the ESSER funds, we need to employ one clerical staff person.	June 2021-September 2024	Accurate and timely completion of required federal and state documents.	$ 218,791.61
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◯ Yes ⦿ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⊙ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⊙ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⊙ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⊙ No					$
	* ⊙ Yes ○ No			August 2022-September 2024		$ 1,000,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		1. Purchase teacher/staff laptops with video and Google meet capability. Many teachers do not have devices that will work for remote learning. 2. Purchase classroom projectors - Many classrooms have very old projectors and do not offer clear projection. This makes it challenging for students to social distance and see the screen. Updating old projectors will solve this pandemic-related challenge. 3. Purchase classroom document cameras		Provide teachers and students with the equipment needed to maintain 1:1 and easily adapt to virtual instruction in a future health crisis. All of these items are part of a three year plan to ensure that our teachers and students have the technology needed to move seamlessly to virtual instruction should this be necessary.	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Last year, using 163 funds, we added an employee assistance program to assist our employees with mental health. We want to ensure that our staff has access to mental health support during a very stressful time in education. We need to continue this in the coming years using ESSER III funds. From November 2020-July 2021, 203 staff members used this service.	October 2021-September 2024	Last year 203 staff accessed the employee assistance program. Due to the increased stressors teachers currently experience we hope to see at least 250 teachers access the program each school year.	$ 32,000.00
	* ⦿ Yes ◯ No	Additional costs of summer school in addition to the teacher and director pay discussed in the learning loss section. 1. Bonus pay for principals	Summers, 2022, 2023, 2023	Increase the percentage of all ELA and Math subgroups by 5% by June of 2024.	$ 664,548.14

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.		of host summer school sites. 2. Bus Driver Pay and Overtime, Bus Monitor Pay 3. Transportation fuel, repairs, and oil 4. Cafeteria workers and managers 5. Bonus pay for teachers meeting criteria established by state mandates 6. Supplies and materials for summer school 7. Clerical staff to cover vacations of 12-month employees in schools who only have one 12 month clerical staff. 8. Teacher assistants to provide additional student support when appropriate.			
		1. Bonus pay as a method of recruitment and retention. We	August 2021-September 2024		$ 1,327,886.47

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	currently have certified teaching, psychologist, cafeteria worker, teacher subs, classified employee positions in all areas going unfilled. This did not occur before COVID. We need to retain our employees to continue to provide a high-quality education for our students. 2. Bonus pay for 12-month employees (non-certified) with additional duties resulting from summer enrichment addressing learning loss related to COVID. 3. Unbudgeted and Indirect Cost		Decrease the percentage of teacher turnover by an additional 1.5% by 2023. Provide additional tutors to support students and mitigate learning loss resulting from COVID. Our goal will be for our percentage of proficient students in reading and math to be back to what it was prior to COVID by 2024. Provide teachers time to effectively analyze student data and plan data-driven high-quality interventions. (August 2021-September 2024)	
			Total ESSER III Allotment	$	10,501,153.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Haywood County Schools (440) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Haywood County Schools (440) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Type	Required Contacts Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Lisa Thompson

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, September 22, 2021

Haywood County Schools (440) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Haywood County Schools (440) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Haywood County Schools (440) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

55134423

* Address:

1230 N Main St Waynesville, NC 28786

* Superintendent:

Dr. Bill Nolte

Key Personnel:

* Lisa Thompson

Henderson County Schools (450) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/25/2021 12:37:11 PM	Wendy Frye	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
S	10/25/2021 12:37:11 PM	Wendy Frye	Status changed to 'Chief Administrator Approved'.	S
☐	10/25/2021 12:37:03 PM	Wendy Frye	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/25/2021 12:37:03 PM	Wendy Frye	Status changed to 'Fiscal Representative Approved'.	S
S	10/25/2021 12:36:55 PM	Wendy Frye	Status changed to 'Revision Completed'.	S
S	10/20/2021 3:06:53 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Henderson County Schools (450) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$22,256,171.00	$22,256,171.00
Carryover	$0.00	$0.00
Total	$22,256,171.00	$22,256,171.00

Budget

Henderson County Schools (450) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Approved ▾

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
450	181	1	No	No	3.13 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$22,256,171.00	$22,256,171.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$22,256,171.00	$22,256,171.00
Total Budgeted:		$22,256,171.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 12:14 PM	Higdon, Julie

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 12:14 PM	Approved (Pending)		Higdon, Julie			
10/23/2021 8:25 AM	Received		Admin, NCCCIP			
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/29/2021 10:49 PM	Approved (Pending)		Perrotta, Paul			
9/28/2021 8:10 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$437,112.00	$0.00	$437,112.00		✏
ⓘ	Salary	3	5110	142	000	00	$116,506.50	$0.00	$116,506.50		✏
ⓘ	Salary	3	5110	142	000	00	$1,446,426.30	$0.00	$1,446,426.30		✏
ⓘ	Other	3	5110	163	000	00	$3,855.09	$0.00	$3,855.09		✏
ⓘ	Other	3	5110	181	000	00	$45,820.25	$0.00	$45,820.25		✏
ⓘ	Other	3	5110	181	000	00	$94,017.79	$0.00	$94,017.79		✏
ⓘ	Other	3	5110	192	000	00	$75,746.10	$0.00	$75,746.10		✏

ℹ️	Other	3	5110	211	000	00	$51,946.51	$0.00	$51,946.51		✏️
ℹ️	Other	3	5110	211	000	00	$117,843.95	$0.00	$117,843.95		✏️
ℹ️	Other	3	5110	221	000	00	$375,408.07	$0.00	$375,408.07		✏️
ℹ️	Other	3	5110	221	000	00	$164,544.57	$0.00	$164,544.57		✏️
ℹ️	Other	3	5110	231	000	00	$95,410.00	$0.00	$95,410.00		✏️
ℹ️	Other	3	5110	231	000	00	$454,020.00	$0.00	$454,020.00		✏️
ℹ️	Other	3	5110	333	704	00	$1,700.00	$0.00	$1,700.00		✏️
ℹ️	Other	3	5110	411	704	00	$1,000.00	$0.00	$1,000.00		✏️
ℹ️	Other	3	5110	418	704	00	$1,095,000.00	$0.00	$1,095,000.00		✏️
ℹ️	Other	3	5130	163	704	00	$20,436.60	$0.00	$20,436.60		✏️
ℹ️	Other	3	5130	211	704	00	$1,563.40	$0.00	$1,563.40		✏️
ℹ️	Other	3	5130	411	704	00	$27,900.00	$0.00	$27,900.00		✏️
ℹ️	Equipment	3	5130	461	704	00	$146,999.96	$0.00	$146,999.96		✏️
ℹ️	Salary	3	5210	142	723	00	$63,831.60	$0.00	$63,831.60		✏️
ℹ️	Other	3	5210	181	723	00	$4,149.05	$0.00	$4,149.05		✏️
ℹ️	Other	3	5210	211	723	00	$5,200.47	$0.00	$5,200.47		✏️
ℹ️	Other	3	5210	221	723	00	$16,566.88	$0.00	$16,566.88		✏️
ℹ️	Other	3	5210	231	723	00	$19,740.00	$0.00	$19,740.00		✏️
ℹ️	Salary	3	5320	131	709	00	$169,726.80	$345,000.00	$514,726.80	Adding budget for more district social workers.	✏️
ℹ️	Other	3	5320	181	709	00	$14,851.10	$30,187.50	$45,038.60	Due to Salary Changes	✏️
ℹ️	Other	3	5320	211	709	00	$14,120.20	$28,701.00	$42,821.20		✏️
ℹ️	Other	3	5320	221	709	00	$44,981.90	$91,431.00	$136,412.90		✏️

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ⓘ	Other	3	5320	231	709	00	$26,320.00	$19,740.00	$46,060.00		✎
ⓘ	Salary	3	5350	121	000	00	$1,961,804.00	$0.00	$1,961,804.00		✎
ⓘ	Salary	3	5350	131	000	00	$253,500.00	$0.00	$253,500.00		✎
ⓘ	Salary	3	5350	132	000	00	$26,880.00	$0.00	$26,880.00		✎
ⓘ	Salary	3	5350	142	000	00	$144,641.25	$0.00	$144,641.25		✎
ⓘ	Salary	3	5350	145	000	00	$17,136.00	$0.00	$17,136.00		✎
ⓘ	Salary	3	5350	151	000	00	$73,080.00	$0.00	$73,080.00		✎
ⓘ	Salary	3	5350	171	000	00	$66,780.00	$0.00	$66,780.00		✎
ⓘ	Salary	3	5350	173	000	00	$63,504.00	$0.00	$63,504.00		✎
ⓘ	Other	3	5350	192	000	00	$18,936.52	$0.00	$18,936.52		✎
ⓘ	Other	3	5350	211	000	00	$1,448.64	$0.00	$1,448.64		✎
ⓘ	Other	3	5350	211	000	00	$199,459.54	$0.00	$199,459.54		✎
ⓘ	Other	3	5350	221	000	00	$635,404.55	$0.00	$635,404.55		✎
ⓘ	Other	3	5350	221	000	00	$4,614.84	$0.00	$4,614.84		✎
ⓘ	Other	3	5350	331	000	00	$30,342.66	$0.00	$30,342.66		✎
ⓘ	Other	3	5840	311	000	00	$1,122,810.00	$0.00	$1,122,810.00		✎
ⓘ	Salary	3	5860	131	000	00	$1,143,734.40	$0.00	$1,143,734.40		✎
ⓘ	Other	3	5860	181	000	00	$100,076.80	$0.00	$100,076.80		✎
ⓘ	Other	3	5860	211	000	00	$95,151.52	$0.00	$95,151.52		✎
ⓘ	Other	3	5860	221	000	00	$303,117.28	$0.00	$303,117.28		✎
ⓘ	Other	3	5860	231	000	00	$157,920.00	$0.00	$157,920.00		✎
ⓘ	Salary	3	6400	152	000	00	$49,922.76	$0.00	$49,922.76		✎
ⓘ	Other	3	6400	181	000	00	$3,244.98	$0.00	$3,244.98		✎
ⓘ	Other	3	6400	211	000	00	$4,067.32	$0.00	$4,067.32		✎
ⓘ	Other	3	6400	221	000	00	$12,956.98	$0.00	$12,956.98		✎
ⓘ											✎

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	6400	231	000	00	$6,579.96	$0.00	$6,579.96		
ⓘ	Salary	3	6550	171	704	00	$1,300.51	$0.00	$1,300.51		✎
ⓘ	Other	3	6550	211	704	00	$99.53	$0.00	$99.53		
ⓘ	Other	3	8100	392	000	00	$340,302.41	$16,095.61	$356,398.02		✎
ⓘ	Other	3	8200	399	000	00	$9,884,958.46	($512,732.11)	$9,372,226.35		✎
						Total:	$21,876,520.00	$18,423.00	$21,894,943.00		

335 - Hendersonville Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5830	131	704	00	$102,276.40	$0.00	$102,276.40		✎
ⓘ	Other	3	5830	181	704	00	$8,949.19	$0.00	$8,949.19		✎
ⓘ	Other	3	5830	211	704	00	$8,508.76	$0.00	$8,508.76		✎
ⓘ	Other	3	5830	221	704	00	$27,105.68	$0.00	$27,105.68		✎
ⓘ	Other	3	5830	231	704	00	$13,159.97	$0.00	$13,159.97		✎
						Total:	$160,000.00	$0.00	$160,000.00		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6300	113	000	00	$94,014.36	$0.00	$94,014.36		✎
ⓘ	Other	3	6300	181	000	00	$8,226.26	$0.00	$8,226.26		✎
ⓘ	Other	3	6300	211	000	00	$7,821.34	$0.00	$7,821.34		✎
ⓘ	Other	3	6300	221	000	00	$24,916.04	$0.00	$24,916.04		✎
ⓘ	Other	3	6300	231	000	00	$6,580.00	$0.00	$6,580.00		✎
ⓘ	Salary	3	6610	151	000	00	$37,759.20	$0.00	$37,759.20		✎
ⓘ	Other	3	6610	181	000	00	$2,454.35	$0.00	$2,454.35		✎

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ⓘ	Other	3	6610	211	000	00	$3,076.34	$0.00	$3,076.34	✎
ⓘ	Other	3	6610	221	000	00	$9,800.11	$0.00	$9,800.11	✎
ⓘ	Other	3	6610	231	000	00	$6,580.00	$0.00	$6,580.00	✎
						Total:	**$201,228.00**	**$0.00**	**$201,228.00**	

Grant Details

Henderson County Schools (450) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Henderson County Public Schools (HCPS) Leadership Team provided district oversight in the development of the draft Needs Assessment and Plan and solicited feedback in multiple ways. They first presented the ESSER II plan to the HCPS Board of Education at their Budget Planning Workshops on April 14th and 29th, 2021. Additionally, HCPS Superintendent shared the ESSER II draft plan with his Teacher Advisory Committee (4/15/21) and his Parent Advisory Committee (4/22/21), both of which include one representative from all 23 schools. In planning for ESSER III, the Superintendent presented draft plans to the Board of Education at their budget workshop 7/20/21. The district-level Instructional Services Team (IST) Directors were instrumental in collecting, providing, and analyzing data that contributed to the Needs Assessment. IST Directors synthesized the current qualitative and quantitative data as compared to previous year's data, thus providing the necessary lens to begin weekly discussions with principals about targeted instructional areas and goals for summer programming. The Directors of Administrative Services, Capital Projects, and Maintenance evaluated HCPS facilities using a ten year facility assessment completed by an outside agency as well as district-level information regarding the current conditions of each facility. This data collectively provides the necessary information for HCPS to identify and address facility needs that will reduce the risk of virus

transmission. The Human Resources Department identified 51 of certified, classroom teaching positions and 96 of support personnel that have remained unfilled since August 2020. These positions have been staffed by substitute teachers, interim teachers, part-time retirees, overtime, or simply remained unfilled in an ongoing effort to meet the instructional needs of our student populations. In response to this COVID staffing shortage, a retention bonus has been proposed for all full-time and part-time employees to ensure workforce continuity across the district for instructional and support personnel. HCPS Leadership Team determined that positions in Technology, Finance, and Instructional Services needed to be added to provide additional district support due to COVID related needs. Because of the increased number of technology devices in response to virtual learning needs, the workload of current technology support staff increased exponentially as HCPS moved to a 1:1 environment which necessitates the addition of a technology position to facilitate response to increased work orders. Also, it was determined that in response to the additional COVID fund opportunities, a position should be added to the Finance Department to provide support to meet the increased demands on processing payroll and other finance functions. A Director of Student Engagement and Inclusion is also needed to respond to severe learning loss due to COVID. Justification for this position appears in the Data Analysis Section below. ESSER III funds will allow these positions to extend an additional year. HCPS will use multiple resources to both assess and address student learning gaps resulting from disruption in educational services. iREADY reading and math will be used by K-8 teachers and students as an instructional and assessment tool. Additionally, as recommended by NCDPI for summer learning, HCPS used a single competency-based assessment (iREADY) for use with students in grades kindergarten through eighth grade as a pre/post model. Those results were shared with all teachers of record for each student who participated in summer school. Performance on iREADY and EOCs from SY 2019-20 and SY 2020-21 will be used to assess student learning gaps. Other data points will include results from EOGs, ELL progress, iREADY, CTE postassessments, and end of semester/year grades. Our most immediate strategy to address learning loss was our robust K-12 summer program. Certified and non-certified staff provided instructional support, including core academic and elective course teachers, teacher assistants, counselors, social workers, and other student support providers. Staff provided opportunities including differentiated learning, content knowledge, socio-emotional and executive functioning activities, as well as engaging, experiential learning designed to address the whole child. Additionally, HCPS partnered with a wide variety of other organizations and community agencies, whose shared goals, broad resources, and varied expertises complemented the goals of summer learning. The success of our summer program was recently highlighted by EdNC. Hanover Research is conducting a program evaluation of our summer program. Results will be used to inform our future summer learning program. English Learners represent roughly 10% of our total population, with multilingual families making up closer to 30%. Dually identified EC/EL students make up a percentage of our EL population with a range of 4% to 27% in elementary and 28% to 47% in middle and high schools. For this reason, funds from this grant will allow schools to continue to staff their summer programs with needed EC and EL support. At least 25% of EC students struggle with accessing services during virtual learning. In order to recover some of this missed time we

hosted a summer recovery program for these students and will continue to do so as needed. Additionally, we anticipate a large number of students needing Tier 2 and 3 support. Our district goal is to increase the number of students referred to Tier 2 and/or 3 in SY2021-2022 who progress to the next grade level without being referred for EC evaluation. Our new Director of Student Achievement, funded by ESSER II, is overseeing the work of our MTSS teams.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data used in the assessment to determine student learning gaps resulting from the disruption in educational services was submitted in Part A and is displayed and analyzed below. iREADY data provides detailed information for HCPS K-8 students in the areas of mathematics and reading. In the area of mathematics, HCPS K-8 students who were on-grade level and above decreased and students who were below grade level increased. Additionally, the percentage of HCPS K-8 students who were on-grade and above was less than historical national norms from SY 2018-19 and the percentage who were below grade level was higher. A positive note is that HCPS K-8 students performed slightly higher than the national in-school population Winter 2020-21. (See Figures 1 and 2 in Related Documents section.) In the area of reading, HCPS K-8 students who were on-grade level and above actually increased and students who were below grade level decreased. iREADY consultants suggested this could be due to students being allowed to test remotely from home as opposed to previous years. As compared to historical and same season national data, HCPS K-8 students performed slightly better. (See Figures 3 and 4 in Related Documents section) HCPS students in grades 9-12 performed lower on Biology, Math I and Math III assessments as compared to previous year's data. However, a slight increase was seen in English II. This could be attributed to the fact that an additional honors section was taught at the Early College in Fall 2020 and all 23 students tested were proficient. (See Figure 5 in Related Documents section) Other data points include: Percentage of ELs assessed on ACCESS (Figure 6 in Related Documents) HCPS worked diligently to provide all students the opportunity to test, even under adverse conditions. All virtual students were offered transportation to an alternate location to be tested in a one on one environment. The percentage of untested students represents students who were not engaged in instruction during the 20-21 school year, due to virtual or hybrid learning environments, even with extensive outreach, including home visits. We anticipate needing additional support to recover the learning losses. Number of Ds and Fs As commonly documented in local, state, and national news programs, HCPS students have reacted to the stresses and alternative instructional paradigms related to COVID in wildy disparate ways. Many students have succeeded, despite these new challenges, while other students have struggled to attend school face-to-face, engage online, or develop positive relationships with their

teachers. Of great concern is the number of students earning grades of D and F as compared to previous year's grades. The total number is displayed in Figures 7, 8, and 9 in Related Documents. The increase in D's and F's for students grades 3-5 is 129%, grades 6-8 is 77%, and grades 9-13 is 90%. A 10 Year Facility Assessment conducted in 2019 identified district wide building envelope issues that impact both the efficiency of HVAC systems and the ability to provide fresh air for circulation and ventilation. These facility concerns were further affirmed by our NCDPI Facility Needs Survey submitted in January 2021. Fixed, failing, and/or inoperable windows prevent access to fresh air for circulation and ventilation in classroom and office spaces. System wide replacement of these conditions with fully operable windows will provide immediate and future access to fresh air in all school environments.

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.

$ 5,157,611.11 * 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;

iREADY HCPS will continue use of iREADY as an instructional, diagnostic, and assessment tool for K-8 students with a focus on the recommended six key teacher actions which include: Actively monitoring each diagnostic assessment Encouraging 45 minutes of instruction per subject each week Reviewing reports after each diagnostic and interim assessment to differentiate instruction Adjusting instruction and pacing when student progress indicates need to do so Providing intentional, small group instruction for general education and Exceptional Children Setting clear goals and celebrating success Monitoring progress toward IEP goals NC EOGs/EOCs HCPS will follow testing protocol as required by NCDPI. Data will be shared with teachers and follow-up discussions will be scheduled to share best practices and strategies for improvement. CTE Postassessments, Portfolios, and Credentials HCPS will follow CTE testing protocol which includes multiple choice assessments, portfolios, or credentials which measure student achievement. District program area meetings will be held each semester to share results and strategies for improvement. CogAT HCPS will continue to administer the Cognitive Abilities Test (CogAT) to all 3rd grade students.

This assessment gives teachers information about students' academic aptitude and helps determine the need for gifted services. HCPS Instructional Coaches will model differentiation strategies and administrators will monitor for implementation and provide constructive feedback. HCPS Student Services staff will help initiate, administer, evaluate, and provide interventions to students based on an assessment of student social and emotional competencies. This high quality, evidenced-based assessment provides information on our students' perceptions of their own abilities to recognize, respond and mitigate the many adverse effects of the pandemic and related changes in school schedules and delivery options. Research demonstrates that students are more likely to recover lost learning when they better manage their emotions, more quickly recognize stress, more accurately identify supportive adults and peers, and advocate for themselves. EC staff will continue to monitor student progress toward IEP goals in academic, behavioral, and/or social emotional areas using the research based, high quality assessments available to help determine if EC students are closing their educational gaps with their peers. ACCESS ESL staff will continue to monitor progress towards English Language proficiency for all students determined to be English Learners using data from yearly ACCESS testing. Additionally, subgroup data from EOG/EOC will be analyzed to determine if students are closing the educational gaps with their non-EL peers.

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

HCPS adheres to the belief held by Frey and Fisher, which states, "Effective schools rigorously examine their quality core instruction, which includes differentiation, as the first and most substantial method for fostering student learning," (2017). Below are some of the evidence-based strategies to be incorporated SY 2021-22 which will seek to meet the comprehensive needs of all students. High Yield Instructional Strategies Teacher Expectations, provided to all instructional staff, sets the district expectation that high yield instructional strategies will be included in lessons. Instructional Rounds will be conducted by the Instructional Services Team to provide feedback to schools regarding use of high yield strategies. Multi-Tiered System of Support (MTSS) HCPS Director of Student Achievement, funded by ESSER II and extended one year with ESSER III, serves as the district contact for MTSS, a framework our schools will use to give targeted support to struggling students. Principals and Directors received an overview of the MTSS plan for SY 2021-22 at their Administrative Inservice held on 8/4/21. Then, on 8/18/21, MTSS teams met together to begin working towards actionable goals. Oversight and accountability are expectations for principals and teams for the implementation of MTSS this year. Leading the Rebound (2021, Fisher, Frey, Smith & Hattie) This resource was provided to district leaders and instructional coaches to use as an instructional guide as learning loss is addressed district-wide HCPS administrators have committed to avoiding deficit language. The following quote was used to facilitate conversation at a recent district meeting of principals. "The widespread discussions about learning loss result in deficit thinking and grant permission to lower expectations." (Fisher, Frey, Smith, & Hattie, 2021) Social and Emotional Support HCPS SEL and Mental Health Resources SY 2021, provided to all staff, provides tools for teachers who want to better support their students by differentiating how we interact with or support our students' social,

emotional, and mental health. Recognizing that learning loss often has much to do with student wellness and non-academic skills, creating positive environments, forming positive relationships, making referrals to outside medical or mental health providers, and helping students navigate their often stressful circumstances remain integral parts of meeting the needs of each student. The HCPS Behavior Support Team added an additional behavior support assistant for the 2021-2022 school year to support more students with their behavior and social emotional needs as they transition back into the school setting and for those students who also struggled to access their social skills instruction and support during the last year. Although their primary focus is on serving students with disabilities, they also support students in the MTSS process.

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

Eight school-based Digital Learning Coaches will be added to address learning loss with digital instructional initiatives. DLCs will be instrumental in forming a structured partnership between students and families, the Instructional Services and Technology departments. DLCs will work in collaboration with Instructional Coaches to support district initiatives and instructional expectations, in addition to increasing teacher capacity to deliver face-to-face and remote instruction with meaningful technology integration and blended learning methods while utilizing high-yield instructional strategies. Return to Learn has been an ongoing communication commitment by HCPS to stakeholders. https://www.hendersoncountypublicschoolsnc.org/return-to-learn/ This site was launched in March 2020 and has been the repository for all communications with families throughout the pandemic. Students, staff and families rely on this site as the primary resource for information as we have transitioned through different attendance phases and expectations. This site is divided into 5 sections which are: COVID-19 District Dashboard Communications Health & Safety Student Learning Emotional and Mental Wellness Students and families who experience housing or family instability often meet additional barriers to school success, especially in distance learning environments. Of course, homelessness or changes in custody can exacerbate the difficulties students and caregivers encounter when school schedules change, students are quarantined, schools move to online instruction, or school officials modify grading or attendance procedures. HCPS McKinney-Vento and Foster Care social workers, along with their HCPS Student Services teammates, work to establish and maintain effective, two-way communication with students and their families. Homeless students and children in Foster Care, along with their families and school staff, participate in Best Interest Determination meetings, receive the assistance of a School Social Work Case Manager, enroll in supplemental tutoring services, benefit from school stability provisions, and are protected by special student success or safety plans. For students who are medically homebound or self-identify as living with someone at high risk due to COVID, we have 2 homebound teachers to assist them. They will help students and their families with accessing Google Classroom and online assignments and assessments to continue their education in a distance learning environment as well as facilitate communication between the families and the schools as needed.

* (D) Tracking student attendance and improving student engagement in distance education;

HCPS is only offering virtual asynchronous learning to students who have been approved for medical homebound. For these students, the school will determine if asynchronous enrollment is needed in HCVPS and/or NCVPS. For students who are unable to attend face-to-face due to quarantine, one additional Teacher Assistant has been hired by each school for each school to serve their needs. The quarantined students and families may contact this Teacher Assistant for support with Google Classroom and questions about assignments. This liaison position will continue to support students as needed after they have returned to school from quarantine to ensure they are back on pace with their classmates. (Budgeted in Part D.) HCPS Student Services personnel continue to monitor student attendance, improve student engagement when online or at-school, and help students to recover from extended absences. School nurses, school counselors, and school social workers work together with students and their families to identify the reasons for truancy or disengagement, help stakeholders understand the effects of absenteeism and identify the often unique solutions to these barriers. Practical technical or transportation assistance, dynamic instruction, effective feedback, and powerful, positive relationships with school staff are key strategies when helping truant or disengaged students. Continue supporting 1:1 with chromebooks for each student Continue to offer hotspots

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

In response to learning loss as a result of COVID, a Director of Student Achievement was added to the HCPS Instructional Services Team to oversee initiatives that seek to improve student achievement. This position provides professional development to teachers and administrators on evidence-based practices to increase student outcomes. Additionally, this position provides oversight regarding student subgroup achievement and inclusion practices, summer learning opportunities, and MTSS (multi-tier system of supports). Additionally, the Director of Student Achievement: Stays abreast of innovative professional development techniques to provide the district with the highest quality professional development activities Develops, coordinates, and delivers district-wide professional learning programs in alignment with district goals and initiatives to include multiple delivery models including face-to-face and digital platforms Analyzes and uses data to Identify district professional development needs to improve student academic achievement Identify underperforming subgroups and to develop strategies to improve performance Assist school administrative teams to develop systemic responses to improve academic achievement for all students Seeks to identify and remove existing barriers to student achievement Seeks resources to support student achievement Oversees the implementation of MTSS for the district Develops and administers Summer Learning opportunities Establishes strong working relationships with school and district staff

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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				$
		1 - To remove barriers for low-			$ 200,000.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	barriers for low income students whose families have lost income and/or increased medical expenses due to COVID, the district is implementing a series of collaborative, instructional experiences for students to increase awareness of and access to use of borrowed instruments in middle and high schools. Additionally, purchase of new instruments and repair of existing instruments will decrease sharing requirements which further mitigates the spread of COVID. District participation has decreased, due to COVID economic	To begin Spring 2022	1 - Increase in enrollment in middle and high school band and orchestra programs. 2 - Reductions in office referrals and suspensions.	

		and health concerns, from 931 in SY 2019-20 to 762 in SY 2021-22. 2 - Students returning to school from hybrid and fully virtual instruction are having more behavioral and social skills needs than in previous years across all grade levels. Teachers and students need additional support as students return to in person learning with social emotional learning strategies and behavior interventions to help students successfully navigate the in person school environment. Students need to learn or re-learn appropriate peer			

		appropriate peer interactions and teachers need support to provide more intense classroom wide and student specific interventions for students who need behavioral support. By adding a behavioral TA, we now have 5 people able to help in these areas for our 23 schools. (Budgeted above in Part C.)			

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	HCPS seeks to pursue additional full-time school nurse positions to be based in the Henderson County Department of Public Health to support COVID-19 response duties within the school system. HCPS intends to provide every school with a full-time nurse which would require 5 additional nurse positions.	To begin Fall 2021 and continue through Spring 2024	1 - Every school would be provided a full-time nurse to support COVID testing, contact tracing and other student medical needs.	$ 1,122,810.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ⦿ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⊙ No				$ ☐
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⊙ No				$ ☐
	* ⊙ Yes ○ No	1 - iREADY will continue as the competency based, customized instructional and	To begin Fall 2021 and continue through Spring 2024		$ 476,151.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		instructional and assessment tool for elementary and middle schools to use in addressing learning loss due to COVID. This resource is available for at-home use as well as when students are out for quarantine and medical homebound purposes. (See Part C for budgeted amount.) 2 - Newsela will address learning loss through leveled reading resources for English Language Arts, Science and Social Studies and is available for at-home use as well as when students are out for quarantine and medical homebound		1 - Students will close learning gaps and achieve grade-level status in reading and mathematics as measured by iREADY. 2 - Students who are below grade-level in reading will be provided leveled resources in order to access grade level content information and recover from learning loss. Additionally, first language grade-level content support is provided to the district's EL students.	

		purposes.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	1 - Previously funded through GEER, we were able to hire an additional counselor for one of our middle schools to bring them to two full-time counselors. To extend mental health services and support to these students, we are requesting ESSER III funds to offer employment to the additional counselor through SY 2023-24. 2 - Previously funded through GEER, we were able to hire two social workers for our district. ESSER III funds would allow us to extend their employment through SY 2023-24. 3 -The current COVID-19	SY 22-23; SY 23-24		$ 945,059.50

| | | pandemic has had far-reaching effects on the well-being and readiness to learn of Henderson County Public School students. Well-established sources of student well-being and academic measures all point to diminished health, wellness, and engagement in school. For example, data continue to demonstrate that family stressors, mental health and substance use, student attendance, and academic achievement have suffered during COVID. We seek to add school social workers. | | 1 - Wait time for counseling services will decrease for students. Increased SEL supports will be provided in both large and small group settings. 2 - Additional students and families to be served 3 -Adding staff to our School Social Work teams will reduce the number of schools assigned to each school social worker , increase the number of days school social workers work in each of their assigned schools, and improve our average School Social Worker to student ratio. | |

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	HCPS Summer Learning will be offered Summers of 2022, 2023, and 2024. Lunch and physical activity will be offered daily. HCPS will, at minimum, provide in-person instruction in the content areas of reading, math and science for elementary and middle grades students. Course recovery will be offered to high school students. Enrichment will be provided by Community Partners under the supervision of school staff with alignment to core content as appropriate.	Summer 2022, 2023, and 2024	Per DPI Guidance: *Results of competency-based assessment given to students in grades K-8 at the beginning and conclusion of the program (iREADY) *Number of students who progressed to the next grade level after participating in the program *Number of students who were retained in the same grade level after participating in the program *Number of students who received credit recovery in high school	$ 3,472,532.00
		1 - ESSER III will allow an additional year of	To begin SY 21-22	1 - See ESSER II 2 - Medically fragile high	$ 10,882,007.39

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	employment to three positions funded via ESSER II: (1)Director of Student Achievement, (2)Finance Department Payroll and (3)Technology Management. (Dir of Student Achievement budgeted within Part C.) 2 - Additional funds are needed for NCVPS and Henderson County Virtual Public School facilitation and enrollments to serve the needs of medical homebound students and others who did not make adequate progress towards graduation due to learning loss. 3 - Teacher		school students will remain enrolled and make progress towards graduation. 3 - Quarantined students will stay on-track with assignments while working from home and will transition back to a face-to-face environment without learning loss. 4 - Students will show increased engagement, acquisition of content, and growth as a result of Digital Learning Coaches preparing teachers to effectively use technology tools. This coaching will improve teachers' a	

Assistants will be added at each of the district's 23 schools to provide support to quarantined students and their families as they access and complete Google Classroom assignments and assessments. TAs will be available via phone and Google Meet to provide liaison services. (Budgeted in Part C.) 4 - Eight school-based Digital Learning Coaches will be added to address learning loss with digital instructional initiatives. DLCs will be instrumental in forming a structured partnership

| | | between the Instructional Services and Technology departments. DLCs will work in collaboration with Instructional Coaches to support district initiatives and instructional expectations, in addition to increasing teacher capacity to deliver face-to-face and remote instruction with meaningful technology integration and blended learning methods while utilizing high-yield instructional strategies. (Budgeted in Part C.) 5 - Multi-Tiered System of Supports (MTSS) - As a result of learning loss and in anticipation of | | | |

		many students needing tier II and tier III support in the 21-22 SY and beyond, we will create an approved bank of research based interventions for the secondary level. We will use HCPS psychologists, EC teachers and core teachers to build the bank. We will use MTSS chairs to plan intentionally about how to effectively support the anticipated rise in Tier II and II students due to COVID learning loss. 6 - In order to address unfinished learning through vertical alignment, specifically in math, teachers will participate in a professional development to			

		development to establish vertical teams focused on priority standards, vocabulary, and plan continued actionable items. 7 - While in the midst of the pandemic, student enrollment for planning purposes continues to be difficult to predict. In order to reduce class sizes to better address learning loss and to provide continuity of school staff and consistent services to students, teaching positions and teacher assistant positions will be maintained through the use of these funds. 8 - Unbudgeted Reserve - As our			

		response to COVID continues to evolve, these funds will provide the necessary resources to address student and staff needs. As amendments are needed to expend these funds, we will work closely with our regional ESSER NCDPI support staff. 9-Indirect Costs			
		Total ESSER III Allotment		$	17,098,559.89

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.

*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Henderson County Schools (450) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Shannon Marlowe	Wendy Frye

Henderson County Schools (450) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, October 25, 2021

Henderson County Schools (450) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Henderson County Schools (450) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Henderson County Schools (450) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

124629528

* Address:

414 4th Ave West Hendersonville, NC 28739

* Superintendent:

Dr. John Michael Bryant

Key Personnel:

* Wendy Frye

* Shannon Marlowe

Hertford County Schools (460) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:07:00 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Hertford County Schools (460) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$9,311,042.00	$9,311,042.00
Carryover	$0.00	$0.00
Total	$9,311,042.00	$9,311,042.00

Budget

Hertford County Schools (460) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
460	181	0	No	No	5.02 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$9,311,042.00	$9,301,967.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$9,311,042.00	$9,301,967.00
Total Budgeted:		$9,301,967.00
Total Remaining:	$9,075.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
8/12/2021 11:03 AM	Approved (Pending)		Lee, Freda			
7/29/2021 10:02 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$342,000.00	$0.00	$342,000.00		
ⓘ	Salary	3	5110	181	000	00	$410,800.00	$0.00	$410,800.00		
ⓘ	Other	3	5110	211	000	00	$57,589.20	$0.00	$57,589.20		
ⓘ	Other	3	5110	221	000	00	$173,144.00	$0.00	$173,144.00		
ⓘ	Other	3	5110	231	000	00	$59,220.00	$0.00	$59,220.00		
ⓘ	Other	3	5110	312	000	00	$60,000.00	$0.00	$60,000.00		
ⓘ	Other	3	5110	411	000	00	$4,800.00	$0.00	$4,800.00		
ⓘ	Other	3	5110	418	000	00	$70,000.00	$0.00	$70,000.00		
ⓘ	Equipment	3	5110	461	000	00	$90,000.00	$0.00	$90,000.00		
ⓘ	Equipment	3	5110	542	000	00	$450,000.00	$0.00	$450,000.00		

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ⓘ	Salary	3	5120	181	000	00	$44,200.00	$0.00	$44,200.00
ⓘ	Other	3	5120	211	000	00	$3,381.30	$0.00	$3,381.30
ⓘ	Other	3	5120	221	000	00	$10,166.00	$0.00	$10,166.00
ⓘ	Salary	3	5130	181	000	00	$26,000.00	$0.00	$26,000.00
ⓘ	Salary	3	5130	181	000	00	$27,000.00	$0.00	$27,000.00
ⓘ	Other	3	5130	211	000	00	$1,989.00	$0.00	$1,989.00
ⓘ	Other	3	5130	211	000	00	$2,065.50	$0.00	$2,065.50
ⓘ	Other	3	5130	221	000	00	$5,980.00	$0.00	$5,980.00
ⓘ	Other	3	5130	221	000	00	$6,210.00	$0.00	$6,210.00
ⓘ	Salary	3	5210	181	000	00	$110,400.00	$0.00	$110,400.00
ⓘ	Other	3	5210	211	000	00	$8,445.60	$0.00	$8,445.60
ⓘ	Other	3	5210	221	000	00	$25,392.00	$0.00	$25,392.00
ⓘ	Other	3	5210	311	000	00	$120,000.00	$0.00	$120,000.00
ⓘ	Salary	3	5240	181	000	00	$8,860.00	$0.00	$8,860.00
ⓘ	Other	3	5240	211	000	00	$677.79	$0.00	$677.79
ⓘ	Other	3	5240	221	000	00	$2,037.80	$0.00	$2,037.80
ⓘ	Salary	3	5260	181	000	00	$3,776.00	$0.00	$3,776.00
ⓘ	Other	3	5260	211	000	00	$288.86	$0.00	$288.86
ⓘ	Other	3	5260	221	000	00	$868.48	$0.00	$868.48
ⓘ	Salary	3	5270	181	000	00	$6,000.00	$0.00	$6,000.00
ⓘ	Other	3	5270	211	000	00	$459.00	$0.00	$459.00
ⓘ	Other	3	5270	221	000	00	$1,380.00	$0.00	$1,380.00
ⓘ	Salary	3	5310	181	000	00	$1,268.00	$0.00	$1,268.00
ⓘ	Other	3	5310	211	000	00	$97.01	$0.00	$97.01
ⓘ	Other	3	5310	221	000	00	$291.64	$0.00	$291.64

ⓘ	Salary	3	5320	181	000	00	$3,376.00	$0.00	$3,376.00	
ⓘ	Other	3	5320	211	000	00	$258.26	$0.00	$258.26	
ⓘ	Other	3	5320	221	000	00	$776.48	$0.00	$776.48	
ⓘ	Salary	3	5330	142	000	00	$202,500.00	$0.00	$202,500.00	
ⓘ	Salary	3	5330	181	000	00	$18,544.00	$0.00	$18,544.00	
ⓘ	Other	3	5330	211	000	00	$16,909.87	$0.00	$16,909.87	
ⓘ	Other	3	5330	221	000	00	$50,840.12	$0.00	$50,840.12	
ⓘ	Other	3	5330	231	000	00	$59,220.00	$0.00	$59,220.00	
ⓘ	Other	3	5330	418	000	00	$585,000.00	$0.00	$585,000.00	
ⓘ	Salary	3	5340	181	000	00	$31,528.00	$0.00	$31,528.00	
ⓘ	Other	3	5340	211	000	00	$2,411.90	$0.00	$2,411.90	
ⓘ	Other	3	5340	221	000	00	$7,251.44	$0.00	$7,251.44	
ⓘ	Salary	3	5350	142	000	00	$54,945.00	$0.00	$54,945.00	
ⓘ	Salary	3	5350	198	000	00	$749,250.00	$0.00	$749,250.00	
ⓘ	Other	3	5350	211	000	00	$61,520.92	$0.00	$61,520.92	
ⓘ	Other	3	5350	221	000	00	$184,964.85	$0.00	$184,964.85	
ⓘ	Other	3	5350	411	000	00	$30,000.00	$0.00	$30,000.00	
ⓘ	Salary	3	5360	116	000	00	$99,008.00	$0.00	$99,008.00	
ⓘ	Salary	3	5360	126	000	00	$777,600.00	$0.00	$777,600.00	
ⓘ	Salary	3	5360	131	000	00	$113,300.00	$0.00	$113,300.00	
ⓘ	Salary	3	5360	135	000	00	$5,500.00	$0.00	$5,500.00	
ⓘ	Salary	3	5360	142	000	00	$215,520.00	$0.00	$215,520.00	
ⓘ	Salary	3	5360	171	000	00	$83,200.00	$0.00	$83,200.00	
ⓘ	Salary	3	5360	174	000	00	$57,960.00	$0.00	$57,960.00	
ⓘ	Salary	3	5360	180	000	00	$60,000.00	$0.00	$60,000.00	

ⓘ	Other	3	5360	211	000	00	$108,024.74	$0.00	$108,024.74
ⓘ	Salary	3	5400	181	000	00	$29,450.00	$0.00	$29,450.00
ⓘ	Other	3	5400	211	000	00	$2,252.93	$0.00	$2,252.93
ⓘ	Other	3	5400	221	000	00	$6,773.50	$0.00	$6,773.50
ⓘ	Salary	3	5410	181	000	00	$30,002.00	$0.00	$30,002.00
ⓘ	Other	3	5410	211	000	00	$2,295.15	$0.00	$2,295.15
ⓘ	Other	3	5410	221	000	00	$6,900.46	$0.00	$6,900.46
ⓘ	Salary	3	5420	181	000	00	$26,560.00	$0.00	$26,560.00
ⓘ	Other	3	5420	211	000	00	$2,031.84	$0.00	$2,031.84
ⓘ	Other	3	5420	221	000	00	$6,108.80	$0.00	$6,108.80
ⓘ	Salary	3	5810	181	000	00	$17,640.00	$0.00	$17,640.00
ⓘ	Other	3	5810	211	000	00	$1,349.46	$0.00	$1,349.46
ⓘ	Other	3	5810	221	000	00	$4,057.20	$0.00	$4,057.20
ⓘ	Salary	3	5830	131	000	00	$224,640.00	$0.00	$224,640.00
ⓘ	Salary	3	5830	181	000	00	$37,356.00	$0.00	$37,356.00
ⓘ	Other	3	5830	211	000	00	$20,042.69	$0.00	$20,042.69
ⓘ	Other	3	5830	221	000	00	$60,259.08	$0.00	$60,259.08
ⓘ	Other	3	5830	231	000	00	$19,740.00	$0.00	$19,740.00
ⓘ	Other	3	5830	311	000	00	$15,000.00	$0.00	$15,000.00
ⓘ	Other	3	5830	312	000	00	$8,000.00	$0.00	$8,000.00
ⓘ	Other	3	5830	418	000	00	$7,000.00	$0.00	$7,000.00
ⓘ	Salary	3	5840	181	000	00	$11,760.00	$0.00	$11,760.00
ⓘ	Other	3	5840	211	000	00	$899.64	$0.00	$899.64
ⓘ	Other	3	5840	221	000	00	$2,704.80	$0.00	$2,704.80
ⓘ	Other	3	5840	311	000	00	$60,000.00	$0.00	$60,000.00

ℹ️	Other	3	5840	411	000	00	$25,600.00	$0.00	$25,600.00
ℹ️	Other	3	5850	418	000	00	$20,000.00	$0.00	$20,000.00
ℹ️	Other	3	5880	311	000	00	$100,000.00	$0.00	$100,000.00
ℹ️	Other	3	6300	312	000	00	$10,000.00	$0.00	$10,000.00
ℹ️	Other	3	6300	418	000	00	$8,000.00	$0.00	$8,000.00
ℹ️	Salary	3	6540	181	000	00	$35,828.00	$0.00	$35,828.00
ℹ️	Other	3	6540	211	000	00	$2,740.85	$0.00	$2,740.85
ℹ️	Other	3	6540	221	000	00	$8,240.44	$0.00	$8,240.44
ℹ️	Salary	3	6550	171	000	00	$71,040.00	$0.00	$71,040.00
ℹ️	Salary	3	6550	181	000	00	$41,168.00	$0.00	$41,168.00
ℹ️	Other	3	6550	211	000	00	$8,583.92	$0.00	$8,583.92
ℹ️	Other	3	6550	221	000	00	$25,807.84	$0.00	$25,807.84
ℹ️	Equipment	3	6550	461	000	00	$60,000.00	$0.00	$60,000.00
ℹ️	Other	3	6550	551	000	00	$420,000.00	$0.00	$420,000.00
ℹ️	Other	3	6570	522	000	00	$300,000.00	$0.00	$300,000.00
ℹ️	Salary	3	6580	181	000	00	$16,528.00	$0.00	$16,528.00
ℹ️	Other	3	6580	211	000	00	$1,264.40	$0.00	$1,264.40
ℹ️	Other	3	6580	221	000	00	$3,801.44	$0.00	$3,801.44
ℹ️	Other	3	6580	411	000	00	$8,000.00	$0.00	$8,000.00
ℹ️	Equipment	3	6580	461	000	00	$81,600.00	$0.00	$81,600.00
ℹ️	Other	3	6620	311	000	00	$16,000.00	$0.00	$16,000.00
ℹ️	Other	3	6620	411	000	00	$6,000.00	$0.00	$6,000.00
ℹ️	Other	3	6940	312	000	00	$30,000.00	$0.00	$30,000.00
ℹ️	Other	3	6940	418	000	00	$15,200.00	$0.00	$15,200.00
ℹ️	Salary	3	7200	181	000	00	$30,720.00	$0.00	$30,720.00

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	7200	211	000	00	$2,350.08	$0.00	$2,350.08		
ⓘ	Other	3	7200	221	000	00	$7,065.60	$0.00	$7,065.60		
ⓘ	Equipment	3	7200	461	000	00	$300,000.00	$0.00	$300,000.00		
ⓘ	Other	3	8100	392	000	00	$348,993.54	$0.00	$348,993.54		
ⓘ	Other	3	8200	399	000	00	$518,525.75	$0.00	$518,525.75		
						Total:	**$8,840,078.17**	**$0.00**	**$8,840,078.17**		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6110	113	000	00	$87,360.00	$0.00	$87,360.00		
ⓘ	Salary	3	6110	181	000	00	$19,800.00	$0.00	$19,800.00		
ⓘ	Other	3	6110	211	000	00	$8,197.74	$0.00	$8,197.74		
ⓘ	Other	3	6110	221	000	00	$24,646.80	$0.00	$24,646.80		
ⓘ	Other	3	6110	231	000	00	$6,580.00	$0.00	$6,580.00		
ⓘ	Salary	3	6200	181	000	00	$3,550.00	$0.00	$3,550.00		
ⓘ	Other	3	6200	211	000	00	$271.58	$0.00	$271.58		
ⓘ	Other	3	6200	221	000	00	$816.50	$0.00	$816.50		
ⓘ	Salary	3	6400	181	000	00	$12,560.00	$0.00	$12,560.00		
ⓘ	Other	3	6400	211	000	00	$960.84	$0.00	$960.84		
ⓘ	Other	3	6400	221	000	00	$2,888.80	$0.00	$2,888.80		
ⓘ	Salary	3	6610	153	000	00	$58,248.00	$0.00	$58,248.00		
ⓘ	Salary	3	6610	181	000	00	$16,100.00	$0.00	$16,100.00		
ⓘ	Other	3	6610	211	000	00	$5,687.63	$0.00	$5,687.63		
ⓘ	Other	3	6610	221	000	00	$17,100.04	$0.00	$17,100.04		
ⓘ	Other	3	6610	231	000	00	$6,580.00	$0.00	$6,580.00		

ⓘ	Salary	3	6620	153	000	00	$49,920.00	$0.00	$49,920.00
ⓘ	Salary	3	6620	181	000	00	$5,160.00	$0.00	$5,160.00
ⓘ	Other	3	6620	211	000	00	$4,213.62	$0.00	$4,213.62
ⓘ	Other	3	6620	221	000	00	$12,668.40	$0.00	$12,668.40
ⓘ	Other	3	6620	231	000	00	$6,580.00	$0.00	$6,580.00
ⓘ	Salary	3	6940	113	000	00	$62,400.00	$0.00	$62,400.00
ⓘ	Salary	3	6940	181	000	00	$12,888.00	$0.00	$12,888.00
ⓘ	Salary	3	6940	181	000	00	$5,400.00	$0.00	$5,400.00
ⓘ	Other	3	6940	211	000	00	$5,759.54	$0.00	$5,759.54
ⓘ	Other	3	6940	211	000	00	$413.10	$0.00	$413.10
ⓘ	Other	3	6940	221	000	00	$1,242.00	$0.00	$1,242.00
ⓘ	Other	3	6940	221	000	00	$17,316.24	$0.00	$17,316.24
ⓘ	Other	3	6940	231	000	00	$6,580.00	$0.00	$6,580.00
						Total:	**$461,888.83**	**$0.00**	**$461,888.83**

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Grant Details

Hertford County Schools (460) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Using stakeholder input through meetings, surveys, feedback protocols, student performance data and leadership strategic planning, Hertford County Public schools have identified the following areas of needs due to COVID-19 aligned with the district's strategic plan. Operational Efficiency: - HCPS lacks modern school business systems and enhancements to existing business systems in Human Resources, Finance, Technology and PowerSchool that would minimize personal contact, allow virtual access and paperless processing to prevent the spread of COVID 19 and ability to work virtually if needed. - Beginning March, 2019 to present, HCPS District Office will have experienced a 31% turnover rate. As a result of COVID 19, the work load and fiduciary responsibility and accountability have increased in two key areas - federal programs and finance. Currently these areas are understaffed and/or inexperienced. - HCPS has not filled an Auxiliary Director vacancy for more than 5 years. In order to reduce and prevent COVID 19, expertise and analysis of our existing facilities is required to efficiently and effectively plan facility improvements, critique/improve 5 year Facility Plan and update safety protocols. - To help prevent and reduce the spread of COVID 19, new sanitizing equipment and supplies are needed for buses, classrooms, and student health/wellness. - Child nutrition services were provided beginning in March, 2019 but resulted in a high percentage of

non-refunded federal meals which has adversely impacted Child Nutrition operating expenses. Teaching and Learning: - Beginning in March, 2019 the district's K-12 curriculum and instruction needs and services were provided by one person at the district office who served as Assistant Superintendent. Beginning July, 2020 the Assistant Superintendent also became responsible for federal programs and accountability in addition to supervising EC and Student Services. Additional resources were needed to address learning loss. - As a result of COVID 19, the district's academic performance is expected to significantly decrease due to low attendance and in-person instruction. Diagnostic data collected during the 2020-21 school year and school performance as of March, 2019 is provided below. To improve academic performance extended learning periods during summer and after school are required. - Three low performing schools. - Long-Term Goal Reporting measures of interim progress targets for HCPS is 21% (met 10 goal targets out of 48). - Four schools with a School Performance Grade of D or F. - Four schools reported on Identification for Consistently Underperforming Subgroups (Black, Hispanic, SWD, and EDS). - Reading and math diagnostic data indicating a majority of students are 1 grade level below expected performance. -To prevent and reduce the spread of COVID 19, classroom and cafeteria furniture does not provide opportunities to place students in small groups that are conducive to classroom instruction and/or child nutrition social distancing. - Due to COVID, the need for increased educational software and technology support was identified to achieve goals for future blended learning, universal screening, individual student education plans and progress monitoring for students. Participation in software analysis and selection needs to include a more equitable stakeholder group. As of May, 2021 the two universal screeners currently used reported: - Universal Screening Reading Levels: Primary (grade 3) reading level 2.6 Elementary (grade 5) reading level 3.8 Middle School (grade 8) reading level 4.8 - Universal Screening Math Proficiency: all results below grade level - Due to COVID 19, there has been an increase in student health/wellness needs and an emphasis to accelerate implementation of SEL and mental health services for students and adults. - The increase of devices and potential increase of educational software in support of learning loss due to COVID 19 will require additional technology personnel. The Technology Department currently has an unfilled technology position following the promotion of a Technician to Technology Director. - Increased transportation costs to help facilitate CTE pathway Career College Promise electives at our local Community College to assist with student engagement and post-secondary goals for at-risk high school student drop outs due to COVID 19. -Due to the COVID 19 pandemic, the district has realized that parental and webpage communication and school branding is inadequate for making HCPS a premier school of choice for our community. Stakeholder input is not always representative of subgroups and provide an equitable voice. Talent Acquisition & Development: - As a result of COVID 19, the need to sustain training and internal instructional/leadership capacity is hindered due to 20% or greater turnover rates. Beginning with the 2019-20 school year, HCPS teaching workforce was approximately 43% beginning teachers (70 BTs out of 163 teaching positions). Additional resources are needed to provide reimbursement for required courses, mentoring and instructional coaching for BTs and other teachers whose students are not reaching academic proficiency. - As a result of COVID 19 and to help with preventing the spread of COVID 19, HCPS was not equipped with the

hardware/software or instructional skills for effective synchronous instruction. - As a result of COVID 19, principals are in need of a sustainable highly effective teaching framework for strategic planning and professional development to address content and technology deficiencies. - As a result of COVID 19, local leadership anticipates that the workloads and increased professional development will continue. All employees are in need of incentives through supplements and grants to improve morale and provide appreciation.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Operational Efficiency: - By August, 2024 district strategic plan incorporates 5 year facility plan and goals. - HR modernized systems provide paperless electronic processing in the areas of candidate requirement/hiring, onboarding, CEU submission for license renewal. Currently all of these functions require paper and manual processing for all or a at least 50%. Teaching and Learning Goals: - By August, 2024 zero low performing schools (currently 3) - By August 2024 increase Long-Term Goal Reporting measures of interim progress targets for HCPS from 21% to 41%. - By August 2024, meet or exceed school performance and growth results as reported pre-pandemic: Met or Exceeded Growth - 57.2% Math Proficiency - 31% ELA Proficiency - 34% Science - 57% Biology - 69% Eng II - 49% Math I - 25% Math III - 22% 4 Year Graduation Rate - 79% ACT/ACT WorkKeys Combined - 45.1% Talent Acquisition & Development: - By August 2024, percent of beginning teachers reduced from 43% to 33% or less.

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.

$ 2,666,839.68 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, underline 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

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instruction;

- Address teacher's training needs for diagnostic software and interpretation of data to ensure implementation of relevant MTSS strategies and interventions identified in school improvement plans. - Provide assessment and diagnostic resources that focus on standard based mastery and require school leadership to report quarterly on student progress. - Document PLC and SIP data conversations and ensures fidelity of instructional practices and reporting of data. - Training and use of critical friends protocol to improve and ensure planning of small group instruction included on district lesson plan template. Building leadership and Multi-Classroom Leaders use of lesson plan quality tools and protocol to identify teacher needs and improvement. - Professional development and resource purchases that emphasizes understanding of differentiation and hands-on activities associated with needs identified in assessment outcomes. - Implement use of ACT software to access high school students' readiness and assist with individual plan for skill development. - Counselor and school SEL team training on administration, reporting and data analysis of SEL universal screener and incorporating with other student data to inform needs of the whole child.

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

- Provide research based universal screeners for ELA and Math -- results will be used to determine MTSS needs and determine daytime tutoring and after school services - Expansion of Opportunity Culture multi-classroom leader positions that provide content and grade level instructional support and coaching. - Science of Reading training for K-3 instructional personnel and continued participation in Schools to Watch Pilot for improved fundamental literacy skills. - Enhance current use and train ELL teachers with curriculum resource for phonemic awareness and phonics instruction. - Utilizing NC Mathematics Collaboration PD materials, provide a content related PD schedule for all grade levels. - Provide more hands-on resources and manipulatives to utilize in building of math foundation skills and problem solving. - Purchase of classroom furniture that allows for configurable learning environments more conducive to differentiation and small group services. - Purchase software that provides a framework and tracking process for compliance with federal spending and strategies for improvement.

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

Throughout the grant implementation, HCPS will utilize contracted services and materials supplies for the following: - re-brand current district communications and development of resources for future academic services and programs demonstrating HCPS as a school of choice - enhance parent resources and translation services for families of Hispanic subgroup - virtual parent resources for use of educational software as well as in-person events at school facilities to provide curriculum transparency - provide reading mobile bus to promote family reading engagement and reduce summer learning loss

* (D) Tracking student attendance and improving student engagement in distance education;

- Curriculum Directors and school leadership will work collaboratively with teachers, students, and community to determine the best fit for blended and virtual learning academies in HCPS. Professional development for leadership will be needed as well as an opportunity to continue collaborating with other districts who have successful virtual academies. - Establish expectations and competencies for digital learners and expand use of NCVPS for middle school students to better prepare for high school independent virtual learning. - Establish a district PLC (Professional Learning Community) to implement problem solving model to assist with engagement in teachers and students in distance education.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

- Improved MTSS implementation at district and state level that will ensure all students needs are being addressed through Tier academic, equity and SEL interventions. - School leaders and school leadership will address academic progress data during principal dialogue meetings. - New position of Secondary/CTE Curriculum Director will focus on engagement and preparation of students' readiness for post-secondary plans. - Academic reporting will be revised to include pre and post pandemic data to assist with identifying areas of learning loss. - Provide classroom teacher and teacher assistant positions that have been eliminated from state allotments.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ● Yes ○ No		10/01/2021 through 9/30/2024	Implementation of facility improvement plan, board approval of revised safety protocols, COVID training incorporated in district PD plan, and modernized restrooms with stall partitions for social distancing.	$ 388,105.60

		Auxiliary Director for facility planning and improvement - salary, supplement, taxes & benefits(1 year) Bathroom renovations in school facilities to provided partitioned stalls for social distancing and countertop and partition materials that are more conducive to cleaning and santizing. New cafeteria furniture for middle school and high school cafeterias that will allow for small groups and improved social distancing.			

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IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No	Portable air cleaners and related supplies and air filters.	10/1/2021 through 9/30/2024	Implementation of the use of portable air filters in identified areas with ventilation concerns and high traffic areas.	$ 89,600.00
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	- EC contracted services for psychological and other related services - 504 database for plan development and follow up	07/01/2021 through 09/30/2024	- Meet all compliance requirements for EC services and meet EC student needs for IEP services - Academic growth for 504 students	$ 57,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No		01/01/2022 through 09/30/2024	-revised district safety handbook - improved communication and implementation of safety protocols - ability to address student health needs - ability to limit COVID exposures on extra curricular activities and cafeteria setting	$ 565,600.00

		Contracted services for Health/Safety Intern Supplies for health and safety To be prepared to provide curriculum related field trips and student extra curricular activities, purchase of an additional activity bus to provide the ability for appropriate social distancing and reduce the risk of exposure. New cafeteria furniture to provide ability to group students in smaller clusters and provide better social distancing configurations			

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◉ Yes ○ No	Subscription for Safe Schools training	07/01/2021 through 09/30/2024	- completion of required safety and health training modules by all staff members	$ 20,000.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	PPE requirements for staff return to work requirements transportation sanitizing equipment and supplies	10/01/2021 through 09/30/2024	- 100% employees return to work - compliance with transportation sanitation - compliance with COVID cleaning and sanitizing practices	$ 66,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	Purchase of computer software & supplies for teacher tech grant awards Additional Chromebook purchases for classroom and virtual instruction Computer software and programs to assist with virtual learning and paperless handling tasks	07/01/2021 through 09/30/2024	- implementation of teacher tech grants and completed grant identified outcomes - 1 to 1 student/device ratio - virtual curriculum resources for all core curriculum areas - paperless application processes	$ 1,120,200.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No		07/01/2021 through 09/30/2024		$ 422,232.16

| | | - Expansion of contracted services for additional in school day treatment resources - Employee EAP services - Elementary trauma informed consultant training and resources - Provide salary and related benefits to maintain 1 counselor position for 3 years to ensure implementation plan of MTSS Equity/SEL plan (this position has been affected by state allotment reduction) | | - Reduction in behaviors that result in discipline referrals. - Successful resolution of SEL Tier II and III concerns - Employee and Parent satisfaction with resources and participation levels - Implementation of EAP services for employees | |

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	Summer Extended Learning -- Assistant Principal contract extensions, payroll and taxes for instructional support, teacher assistants, drivers, food nutrition. Funding for related bonuses.	06/01/2022 through 08/15/2024	- academic growth measured by diagnostic software, summer testing plan, IEP goal progress, course completion, graduation rate and other required state assessments	$ 1,520,112.73
	* ⦿ Yes ○ No	HR Administrative Support and Accounting Specialists - continued from ESSER II for the purpose if providing additional services required for COVID tracking and training, teacher retention and recruitment, implementation of	07/01/2021 through 09/30/2024		$ 2,386,276.83

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.	newly purchased modern business systems, and compliance and timely expenditure of COVID related grant funding. Includes salaries, supplements, taxes and benefits. Employee supplements to reward additional workhours and increased expectations. Allocation includes taxes and retirement. Indirect Costs Unbudgeted funds		- 100% of grant funding utilized, compliance of grand funding expenditures and reporting - Zero compliance concerns - Completion of HR and Finance new business system transition - 10% improvement in teacher retention rates - Teacher working condition survey results at or higher than state results.	

			Total ESSER III Allotment	$ 6,635,127.32

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Hertford County Schools (460) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Cindy Martin	Tammi Ward

Substantially Approved Dates

Hertford County Schools (460) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	**Substantially Approved Date**
FPMS-ARPA ESSER III PRC 181	Tuesday, September 14, 2021

Hertford County Schools (460) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Hertford County Schools (460) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at <u>NCDPI School Allotment Section</u>. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Hertford County Schools (460) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

967743725

* Address:

P.O. Box 158 Winton, NC 27986

* Superintendent:

Dr. William T. Wright, Jr.

Key Personnel:

* Tammi D. Ward, Assistant Superintendent

* Cindy Martin, Executive Dir, Financial Services

Hoke County Schools (470) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:07:03 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Hoke County Schools (470) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$6,771,936.00	$6,771,936.00
Carryover	$13,655,873.54	$13,655,873.54
Total	$20,427,809.54	$20,427,809.54

Budget

Hoke County Schools (470) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
470	181	0	No	Yes	2.86 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$6,771,936.00	$0.00
Carryover Amount:	$13,655,873.54	$13,655,873.54
Allotment Plus Carryover:	$20,427,809.54	$13,655,873.54
Total Budgeted:		$13,655,873.54
Total Remaining:	$6,771,936.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/20/2021 04:48 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/17/2021 10:26 PM	Approved (Pending)		Letchworth, Tina			
8/4/2021 9:00 AM	Received		Admin, NCCCIP			
8/2/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☑		3-5110-191-000-000-00	0	Returned to adjust to the 2/3 amount.
8/2/2021 9:51 AM	Denied (Pending)		Charles, Alex			
7/29/2021 8:45 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	191	000	00	$77,321.58	$0.00	$77,321.58		
ⓘ	Other	3	5110	211	000	00	$5,915.10	$0.00	$5,915.10		
ⓘ	Other	3	5110	221	000	00	$16,763.32	$0.00	$16,763.32		

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ⓘ	Other	3	5110	342	000	00	$50,000.00	$0.00	$50,000.00
ⓘ	Other	3	5110	344	000	00	$234,000.00	$0.00	$234,000.00
ⓘ	Other	3	5110	411	000	00	$1,000,000.00	$0.00	$1,000,000.00
ⓘ	Other	3	5110	418	000	00	$1,400,000.00	$0.00	$1,400,000.00
ⓘ	Equipment	3	5110	462	000	00	$83,243.26	$0.00	$83,243.26
ⓘ	Other	3	5120	418	000	00	$33,354.00	$0.00	$33,354.00
ⓘ	Salary	3	5210	133	000	00	$168,780.00	$0.00	$168,780.00
ⓘ	Other	3	5210	181	000	00	$10,126.80	$0.00	$10,126.80
ⓘ	Other	3	5210	211	000	00	$13,686.36	$0.00	$13,686.36
ⓘ	Other	3	5210	221	000	00	$38,787.00	$0.00	$38,787.00
ⓘ	Other	3	5210	231	000	00	$18,790.50	$0.00	$18,790.50
ⓘ	Other	3	5210	411	000	00	$70,000.00	$0.00	$70,000.00
ⓘ	Other	3	5260	411	000	00	$300,000.00	$0.00	$300,000.00
ⓘ	Other	3	5270	311	000	00	$45,000.00	$0.00	$45,000.00
ⓘ	Other	3	5270	418	000	00	$255,000.00	$0.00	$255,000.00
ⓘ	Salary	3	5320	131	000	00	$477,400.00	$0.00	$477,400.00
ⓘ	Other	3	5320	181	000	00	$28,644.00	$0.00	$28,644.00
ⓘ	Other	3	5320	211	000	00	$38,712.36	$0.00	$38,712.36
ⓘ	Other	3	5320	221	000	00	$109,710.33	$0.00	$109,710.33
ⓘ	Other	3	5320	231	000	00	$68,898.50	$0.00	$68,898.50
ⓘ	Other	3	5320	418	000	00	$800,000.00	$0.00	$800,000.00
ⓘ	Other	3	5350	196	000	00	$177,839.60	$0.00	$177,839.60
ⓘ	Other	3	5350	198	000	00	$1,159,821.00	$0.00	$1,159,821.00
ⓘ	Other	3	5350	211	000	00	$102,329.73	$0.00	$102,329.73
ⓘ	Other	3	5350	221	000	00	$290,009.67	$0.00	$290,009.67

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5840	146	000	00	$233,974.30	$0.00	$233,974.30		
ⓘ	Other	3	5840	181	000	00	$14,038.43	$0.00	$14,038.43		
ⓘ	Other	3	5840	211	000	00	$18,972.94	$0.00	$18,972.94		
ⓘ	Other	3	5840	221	000	00	$53,769.17	$0.00	$53,769.17		
ⓘ	Other	3	5840	231	000	00	$43,844.50	$0.00	$43,844.50		
ⓘ	Other	3	5840	314	000	00	$50,000.00	$0.00	$50,000.00		
ⓘ	Other	3	6400	418	000	00	$690,184.40	$0.00	$690,184.40		
ⓘ	Other	3	6540	411	000	00	$149,955.50	$0.00	$149,955.50		
ⓘ	Equipment	3	6540	461	000	00	$20,029.68	$0.00	$20,029.68		
ⓘ	Other	3	6550	331	000	00	$150,000.00	$0.00	$150,000.00		
ⓘ	Other	3	6580	411	000	00	$62,000.00	$0.00	$62,000.00		
ⓘ	Other	3	6580	422	000	00	$410,000.00	$0.00	$410,000.00		
ⓘ	Other	3	7200	411	000	00	$225,000.00	$0.00	$225,000.00		
ⓘ	Equipment	3	7200	461	000	00	$40,008.00	$0.00	$40,008.00		
ⓘ	Other	3	8100	392	000	00	$351,853.38	$0.00	$351,853.38		
						Total:	**$9,587,763.41**	**$0.00**	**$9,587,763.41**		

310 - Don D Steed Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ⓘ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ⓘ	Other	3	5330	231	000	00	$12,527.04	$0.00	$12,527.04		
						Total:	**$149,616.84**	**$0.00**	**$149,616.84**		

312 - Hoke County High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$88,000.00	$0.00	$88,000.00		
ⓘ	Other	3	5320	181	000	00	$5,280.00	$0.00	$5,280.00		
ⓘ	Other	3	5320	211	000	00	$7,135.92	$0.00	$7,135.92		
ⓘ	Other	3	5320	221	000	00	$20,223.10	$0.00	$20,223.10		
ⓘ	Other	3	5320	231	000	00	$12,527.00	$0.00	$12,527.00		
ⓘ	Salary	3	5830	131	000	00	$201,600.00	$0.00	$201,600.00		
ⓘ	Other	3	5830	181	000	00	$12,096.00	$0.00	$12,096.00		
ⓘ	Other	3	5830	211	000	00	$16,347.75	$0.00	$16,347.75		
ⓘ	Other	3	5830	221	000	00	$46,329.30	$0.00	$46,329.30		
ⓘ	Other	3	5830	231	000	00	$23,255.64	$0.00	$23,255.64		
ⓘ	Equipment	3	6580	541	000	00	$82,773.50	$0.00	$82,773.50		
						Total:	**$515,568.21**	**$0.00**	**$515,568.21**		

316 - J W McLauchlin Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ⓘ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ⓘ	Other	3	5330	231	000	00	$12,527.00	$0.00	$12,527.00		
ⓘ	Equipment	3	6580	541	000	00	$57,771.00	$0.00	$57,771.00		

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| | | | | | | | Total: | $207,387.80 | $0.00 | $207,387.80 | | |

320 - West Hoke Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	146	000	00	$102,975.60	$0.00	$102,975.60		
ⓘ	Other	3	5320	181	000	00	$6,178.53	$0.00	$6,178.53		
ⓘ	Other	3	5320	211	000	00	$8,350.29	$0.00	$8,350.29		
ⓘ	Other	3	5320	221	000	00	$23,664.63	$0.00	$23,664.63		
ⓘ	Other	3	5320	231	000	00	$18,790.50	$0.00	$18,790.50		
ⓘ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ⓘ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ⓘ	Other	3	5330	231	000	00	$12,527.00	$0.00	$12,527.00		
						Total:	$309,576.35	$0.00	$309,576.35		

328 - Scurlock Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ⓘ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ⓘ	Other	3	5330	231	000	00	$12,527.00	$0.00	$12,527.00		
ⓘ	Equipment	3	6580	541	000	00	$103,125.00	$0.00	$103,125.00		

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Total: $252,741.80 $0.00 $252,741.80

330 - Hawk Eye Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ⓘ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ⓘ	Other	3	5330	231	000	00	$12,527.00	$0.00	$12,527.00		
ⓘ	Equipment	3	6580	541	000	00	$147,707.00	$0.00	$147,707.00		

Total: $297,323.80 $0.00 $297,323.80

332 - East Hoke Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	146	000	00	$102,975.60	$0.00	$102,975.60		
ⓘ	Other	3	5320	181	000	00	$6,178.53	$0.00	$6,178.53		
ⓘ	Other	3	5320	211	000	00	$8,350.29	$0.00	$8,350.29		
ⓘ	Other	3	5320	221	000	00	$23,664.63	$0.00	$23,664.63		
ⓘ	Other	3	5320	231	000	00	$18,790.50	$0.00	$18,790.50		
ⓘ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ⓘ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ⓘ	Other	3	5330	231	000	00	$12,527.00	$0.00	$12,527.00		

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				Total:		$309,576.35	$0.00	$309,576.35	

336 - West Hoke Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ℹ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ℹ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ℹ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ℹ	Other	3	5330	231	000	00	$12,527.00	$0.00	$12,527.00		
ℹ	Equipment	3	6580	541	000	00	$173,564.00	$0.00	$173,564.00		
						Total:	$323,180.80	$0.00	$323,180.80		

340 - Rockfish Hoke Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ℹ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ℹ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ℹ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ℹ	Other	3	5330	231	000	00	$12,527.00	$0.00	$12,527.00		
						Total:	$149,616.80	$0.00	$149,616.80		

342 - J W Turlington School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5830	131	000	00	$201,600.00	$0.00	$201,600.00		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5830	181	000	00	$12,096.00	$0.00	$12,096.00		
ⓘ	Other	3	5830	211	000	00	$16,347.75	$0.00	$16,347.75		
ⓘ	Other	3	5830	221	000	00	$46,329.30	$0.00	$46,329.30		
ⓘ	Other	3	5830	231	000	00	$23,255.64	$0.00	$23,255.64		
ⓘ	Equipment	3	6580	541	000	00	$157,073.00	$0.00	$157,073.00		
						Total:	$456,701.69	$0.00	$456,701.69		

346 - Upchurch Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ⓘ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ⓘ	Other	3	5330	231	000	00	$12,527.00	$0.00	$12,527.00		
ⓘ	Equipment	3	6580	541	000	00	$120,025.00	$0.00	$120,025.00		
						Total:	$269,641.80	$0.00	$269,641.80		

441 - Sandy Grove Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ⓘ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ⓘ	Other	3	5330	231	000	00	$12,527.00	$0.00	$12,527.00		
ⓘ											

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Equipment	3	6580	541	000	00	$118,716.00	$0.00	$118,716.00		
						Total:	$268,332.80	$0.00	$268,332.80		

442 - Sandy Grove Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	146	000	00	$102,975.60	$0.00	$102,975.60		
ⓘ	Other	3	5320	181	000	00	$6,178.53	$0.00	$6,178.53		
ⓘ	Other	3	5320	211	000	00	$8,350.29	$0.00	$8,350.29		
ⓘ	Other	3	5320	221	000	00	$23,664.63	$0.00	$23,664.63		
ⓘ	Other	3	5320	231	000	00	$18,790.50	$0.00	$18,790.50		
ⓘ	Salary	3	5330	121	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5330	181	000	00	$6,000.00	$0.00	$6,000.00		
ⓘ	Other	3	5330	211	000	00	$8,109.00	$0.00	$8,109.00		
ⓘ	Other	3	5330	221	000	00	$22,980.80	$0.00	$22,980.80		
ⓘ	Other	3	5330	231	000	00	$12,527.00	$0.00	$12,527.00		
						Total:	$309,576.35	$0.00	$309,576.35		

443 - SandHoke Early College High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5420	116	000	00	$168,122.10	$0.00	$168,122.10		
ⓘ	Other	3	5420	181	000	00	$10,087.32	$0.00	$10,087.32		
ⓘ	Other	3	5420	211	000	00	$13,633.02	$0.00	$13,633.02		
ⓘ	Other	3	5420	221	000	00	$38,635.80	$0.00	$38,635.80		
ⓘ	Other	3	5420	231	000	00	$18,790.50	$0.00	$18,790.50		

	Total:	$249,268.74	$0.00	$249,268.74

Grant Details

Hoke County Schools (470) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

A continuous improvement process is utilized for Hoke County Schools (HCS) to address the needs of the district. The COVID-19 crisis continues to rattle HCS K-12 education into the 2021-22 school year. HCS staff and families face daunting challenges to ensure that our students receive a quality education in an unprecedented environment. With more than 4000 students at-risk for the district, "unfinished" learning has rarely been more pertinent and contentious. At the beginning of the pandemic and throughout these unprecedented times, HCS has communicated with various stakeholders to gather input for reopening and to address learning loss. The district continues using established stakeholder groups and district processes for gathering input in the 20-21 school year. Surveys are used as one method to collect input; a variety of data are collected and analyzed efficiently since many concerns require immediate attention and action. Additionally, data from these surveys are shared among the district leadership team so that information is readily available to guide the district's pandemic response. The focus groups providing input include, but are not limited to administration (central office and school-level), school-based personnel (certified and classified), students' voices, parents/families, Board of Education members, and community groups. HCS conducted multiple Google surveys that provided stakeholders with opportunities to share concerns and request assistance

(transportation, internet access, computer for remote learning, and assistance for remote learning). District leadership staff continues to review the data, identify priorities that the district can address with ESSER resources, and select resources in order to safely re-open and address the learning loss. With that being said, the identified needs span across many areas, and the data used to prioritize the use of funds were extended to include, but not limited to the following: student academic data; student engagement data; student attendance rates; district vacancy and substitute coverage rates; instructional personnel process and perception data. Learning loss, student engagement and attendance, student progress, and achievement remain critical issues for our school system and students. Based on current data, there is a continued need for academic and social and emotional supplemental support and services for our students. For instance, the first quarter 2020 data indicated a significant increase in the number and percentage of D's and F's as grades earned by students. If HCS must implement another long-term closure, the district will continue utilizing and implementing plans that were used at the start of 2020-2021 under Plan C. Up-to-date devices must be available for students, teachers, and instructional support staff. Since March 2020, the district has averaged 30 damaged Chromebook devices weekly (keyboards and monitors). We have also had to provide numerous hotspot distribution events to ensure that all students had connectivity and were given the opportunity to trade in their hotspots when they experienced technical difficulties or data was exhausted. Along with devices, a secure video conferencing platform and cloud-based security are needed for safe interactions between students and instructional staff. Extended summer employment opportunities will be provided to school-based essential operational staff to ensure sufficient staffing is available to implement plans to prevent and mitigate learning loss associated with COVID-19. With in-person instruction 4 days a week and the number of students returning to the building increases, efforts to mitigate the spread and transmission of infection remain a priority. The district needs touchless faucets, toilets, and related items to prevent and reduce the spread of the virus. Based on our 2021 NCDPI BASIC report, the average age of HCS Buildings is over 60 years. Aging HVAC systems, HVAC control systems, roof, and window systems can increase COVID transmission risk due to poor air quality and ventilation. HVAC systems have approximately 1,136 filters per cycle and are changed at 6-month intervals. HCS has identified at least six schools where HVAC systems or units are not performing optimally with the aging and leaking pipes. Many of the current control systems are outdated, limiting the ability to centrally control and monitor systems on all 14 campuses. The commitment to maximizing instructional time is supported with appropriate cleaning and sanitizing reducing viral transmission. Providing non-custodial staff with supplies to enhance cleaning efforts in classrooms and shared space is critical. Ensuring adequate custodial staff who are trained in COVID cleaning and disinfecting strategies are in place also plays a major role in keeping spaces safe for students and staff and decreasing anxiety levels among all stakeholders. Therefore, all HCS staff will be trained before the start of the school year on the CDC and NC DHHS guidelines on how to prevent and reduce the spread of the virus. The district will provide stipends for all staff members who complete the training modules and F2F training. In closing, HCS federal funds will be aligned to the LEA and state's strategic plan and provide supplemental support to the district and schools. The majority of the funds will be used to address the following:(a) learning loss, (b)

mental health, (c) improvement of air quality and facilities, (d) providing additional support to building level administrators, (e) addressing the unique needs of special populations, (f) continuous training on prevention of the virus-Covid-19, (g) education technology, (h) summer learning and supplemental programs such as after-school and Saturday academies, (i) other areas to prepare, prevent, and respond to Covid-19 and (j) purchasing two activity buses to reduce the spread of the virus by adhering to the social distance guidelines.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

HCS ESSER III funds will be aligned to the LEA and state's strategic plan and provide supplemental support to the district and schools. The majority of the funds will be used to address the following:(a) learning loss, (b) mental health, (c) improvement of air quality and facilities, (d) providing additional support to building level administrators, (e) addressing the unique needs of special populations, (f) continuous training on prevention of the virus-Covid-19, (g) education technology, (h) summer learning and supplemental programs such as after-school and Saturday academies, (i) other areas to prepare, prevent, and respond to Covid-19 and (j) purchasing two activity buses to reduce the spread of the virus by adhering to the social distance guidelines. Learning loss, student engagement and attendance, student progress, and achievement remain critical issues for our school system and students. Based on current data, there is a continued need for academic and social, and emotional supplemental support and services for our students. For instance, the first quarter 2020 data indicated a significant increase in the number and percentage of D's and F's as grades earned by students. Below is a detailed breakdown by grade spans: Elementary: For 2019-2020, HCS data indicated that 4.8% of students were failing two or more core courses in quarter one and 7.8% in quarter 2. Comparatively, 2020-2021 data reflect 33.2% in quarter one and 33.4% in quarter two. Middle: For 2019-2020, HCS data revealed 8.6% of students were failing two or more core classes in quarter one and 13.1% in quarter two. For the 2020-2021 data, it was 43.4% in quarter one and 39.4% for quarter two. High: For 2019-2020, HCS data showed that 13.4% of students were failing two or more classes in quarter one, and 12.8% in quarter two. For 2020-2021, the data depicts 32.3% for quarter one and 29.9% for quarter two. In addition, EOC data reflects the negative impact the pandemic has had on student learning. HCS students' performance on Fall 2020 EOCs is as follows: Biology decreased 6.04 percentage points from Fall 2019. English II scores showed a little increase when compared to Fall 2019. Math I decreased 7.52 percentage points, and Math III had a significant decrease of 25.93 percentage points. The overall Fall 2020 scores are 9.8 percentage points lower than the Fall of 2019. After reviewing the 2020 North Carolina Teacher Working Conditions Results results, teachers feel more professional development on personalized learning for students. Based on the 2018 North Carolina Teacher Working Condition Results, teachers still express a

need for professional development on personalized learning as it is aligned to the district's strategic plan. Also, teachers are requesting additional help on teaching SWD and ELs, in which results show a significant gap between SWD, ELs, and White students in both reading and math. The Migrant and Limited English Proficient parents were surveyed throughout the year at Parent Council and MEPAC meetings; the results showed a need to extend the school day to provide tutorials to students with limited English skills, SWD, basic math application, and literacy skills. As a result, HCS will continue to conduct Saturday Academy, after-school programs, and built-in intervention blocks to promote student achievement and conceptual understanding of curriculum standards in reading, math, and science. Also, we will continue our summer extended learning to address learning losses, and negative impacts students have experienced due to COVID-19 during the 2020-2021 school year. The data directs our continuous effort toward implementing a comprehensive PreK through eighth literacy plan and supportive resources to increase reading achievement for all subgroups. Special emphasis must be placed on ensuring high-quality instructional reading materials for teachers in EC self-contained and inclusive classroom settings. Next, the results of individual school's Comprehensive Needs Assessment during the 2019- 2020 academic year indicate a continual need to communicate with and engage families in district/school events and digital resources, including PowerSchool. Additionally, more communication needs to be with SWD, Migrant, and English Learners to ensure both entities are working together to increase the student's performance. All schools need to place an instructional focus on the ALL subgroup by meeting the state's target for each subgroup to help mitigate the learning loss for the 2020-2021 school year. According to the 2018-2019 reading data, we need to provide additional support to teachers in literacy. The data shows a significant gap between SWD (CCS-16.8%; GLP-22.3) and White (CCS-22.3%; GLP-67.6%) students. In addition to the literacy support, we need to purchase, train, and incorporate SEL into our curriculum. A SEL curriculum will increase student's performance, improve classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

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.

$ 6,945,490.82 * 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;

Hoke County Schools will address the need to administer high-quality assessments by the implementation of comprehensive core curricula and supplementary resources. All purchased core curriculum and curriculum resources will include screeners, assessments, and progress monitoring tools to support small group instruction, special populations, and closing learning gaps for Tier 2 and Tier 3 students.

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

Hoke County Schools will be utilizing peer evaluation reports to determine the strengths and weaknesses of any academic core curriculum. By utilizing these reports to guide our purchases, we will ensure the implementation of high-quality and evidence-based instructional materials so that all students have access to quality education. In order to facilitate implementation and the use of effective strategies, district curriculum guides will be developed to include all new curriculum and resources. Additionally, Hoke County Schools will hire 11 intervention specialists, one for each elementary and middle school, who will support small group instruction through evidence-based strategies and activities for our special populations. Intervention specialists will also provide professional development on evidence-based and formative assessment strategies for teachers to ensure the effective delivery of differentiated core instruction to meet the comprehensive needs of students.

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

The additional student support services staff that Hoke County Schools will hire will not only effectively intervene for students who have academic and/or social-emotional at-risk factors, but will also work with family units on strategies in the home that can support students. By offering weekend, evening, and virtual programs, parents and families will have multiple opportunities to gather information and receive assistance on strategies that can be used to support their child. Furthermore, the student support services staff will conduct home visits to eliminate barriers for at-risk students by assisting parents and family members with disabilities and parents and family members who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation in school.

* (D) Tracking student attendance and improving student engagement in distance education;

Hoke County Schools will employ 3 dropout prevention specialists to engage, re-engage, and monitor middle school students who have been significantly impacted by the pandemic and who lack academic and attendance supports. Additionally, Hoke County Schools will employ additional student support staff to include counselors, social workers,

mental health facilitators, and nurses to assist students at all schools that have struggled with academic, attendance, health, and/or social-emotional concerns as a result of the pandemic.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

HCS will employ student support staff to include intervention specialists, counselors, and social workers to identify students at all schools that have struggled with academic, attendance, and/or social-emotional concerns as a result of the pandemic. The support staff will utilize student baseline data and current data to determine students who have experienced learning loss. These students will receive targeted interventions and support to regain loss learning.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

| FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | * ⦿ Yes ○ No | In order to prevent the spread of contagious diseases such as COVID-19, we will be looking at replacing windows and doors that currently do not open or cannot remain open to help improve the air quality within our classrooms and hallways. Also, in order to reduce the spread of COVID-19, bathroom fixtures and other faucets will be updated to touchless fixtures. | 2022-2024 | Increase access and circulation of fresh air throughout the classrooms and hallways. To promote the reduction of virus spread. Documentation would include maintenance records and reports and physical monitoring. | $ 410,000.00 |

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	In order to prevent the spread of contagious diseases, such as COVID-19, and improve the air quality and ventilation within our buildings, we need to address the replacement and maintenance of HVAC units and the replacement components of the HVAC system. MERV 13 and UV lighting are included in the new units. All R22 units will be replaced as well.	HVAC systems updated by June 2023.	Data from indoor air quality and capacity reports from updated HVAC systems, documentation of upgraded systems and controls to ensure efficiency and the introduction of fresh air throughout school facilities, maintenance records and reports, and physical inventory and monitoring.	$ 1,022,754.50
	* ⦿ Yes ◯ No	In order to prevent the transmission of Covid-19 and to ensure students receive meals under Plan A, B, or C, additional and replacement	August 2021-June 2024		$ 365,008.00

| 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. | | materials are needed for meal delivery and pickup sites, and to support breakfast and lunch in the classrooms. The following items are needed under Plan A or B: signage, outside seating and canopies, coolers and insulated bags, serving supplies, and preparation tables (food prep). In order to consistently communicate COVID-19 information with all stakeholders, HCS will create and provide flyers and other printed materials. Funds for postage will be necessary to mail out printed materials to stakeholders and to mail report | | Effective communication and increased implementation strategies for mitigating COVID-19 as evidenced by survey data and monitoring visits Participation in meal delivery, pick-up or breakfast, and the lunch in the classroom | |

		to mail report cards, progress reports, assessment info, etc. to students who may be completely online learners.			
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	In response to the learning loss associated with COVID-19 and the unique needs of our English Language Learners, EC, and AIG students, HCS plans to purchase and implement supplemental programs and materials to support and accelerate student learning and growth.	July 2021 - August 2024	Improve student achievement, graduation rate, and teacher effectiveness. Documentation of effectiveness is state and local assessments, EVAAS, and classroom observations.	$ 625,000.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	In response to the growing Hispanic population and the need for quality information related to COVID-19 being disseminated, HCS will contract with a company to assist with translations to adhere to ESSA guidelines on communicating in a language that families can understand.	2021-2024	District monitoring reports of translation services provided to families by the contracted company	$ 45,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ◯ No		2021-2022 for ALL Employees 2022-2023 New Employees only		$ 230,000.00

		In response to the COVID-19 pandemic, HCS plans to provide professional development to all school personnel to ensure that current and new practices are implemented to reduce the transmission and prevention of COVID-19 (topics include COVID-19 101 and Updates, Contact Tracing in Schools, COVID-19 Vaccine Information, Facilities: Safety and Sanitization, Transportation, Child Nutrition, Employees Health and Wellness, Mental Health Wellness).		Increased use of mitigation strategies and cleaning and disinfecting practices to prevent and reduce the transmission of COVD-19 as evidenced by school monitoring visits Increase school employees knowledge and response to COVID-19 as evidenced by school monitoring visits.	

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	To help mitigate the spread of COVID-19, supplies and equipment will be purchased to sanitize and clean all of our school buildings.	To clean and sanitize our buildings until August 2024.	Attendance and reduction of the spread of COVID-19. Documentation would include custodial reports and logs and physical monitoring.	$ 169,985.18
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ◉ Yes ○ No		2021-2024	Local and state assessment data and usage reports associated with software that demonstrate improved academic outcomes, Number of meals provided and transportation documentation during meal delivery, the number of students transported to school for assessments	$ 609,100.00

		In response to long-term closures associated with Covid-19, HCS plans to provide technology for online learning to all students through the use of multiple platforms and/or devices. Platforms will include Ecollect, DocuSign, CANVAS, cyberbullying software (such as Gaggle) and online registration software. In addition, transportation services will be used to provide meal delivery using buses, and to transport students to school to participate in state and CTE assessments.			

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	In order to maintain regular and substantive educational interaction between students and their instructors, HCS plans to purchase equipment for upgrading existing computer hardware and integrated video conferencing software to provide access to educational content and communication. To ensure consistent access to educational resources and instruction, HCS will purchase wifi hotspots and broadband service for students and staff who need it.	2021-2024	To improve student achievement to bridge the learning gap and provide opportunities for access to ensure equitable services to meet the state challenging state standards.	$ 548,327.66
		In response to the mental health	August 2021-June 2024		$ 800,000.00

| MENTAL HEALTH SERVICES:
Providing mental health services and supports. | * ⦿ Yes
○ No | and social-emotional needs associated with COVID 19, HCS plans to implement a SEL curriculum to address the needs of students. School staff will effectilvely implement SEL into daily lessons, conduct individual and group SEL sessions, and provide SEL intervention support for special student populations to ensure academic success for students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth. School and district staff will | | Improved achievement and academic outcomes as evidenced by local and state assessment data Improve students emotional/social wellness as evidence by reduced number of referrals and screening dat Increase educators' ability to teach social and emotional skills, and to deepen awareness of the educators' own social and emotional competence as evidenced by surveys and observations. | |

		receive professional development on the SEL curriculum.			
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	In order to mitigate the learning loss of students in grades K-12, HCS will offer an extended summer learning program for Summer 2022, Summer 2023, and Summer 2024. The summer learning program will address the unique learning and the social and emotional needs of students identified as exceptional children, at-risk, low-income, English learners, migrant, homeless, and foster care.	June 2022 through July 2022 June 2023 through July 2023 June 2024 through July 2024		$ 1,500,000.00

				K-8 students will demonstrate Improvement the post-assessment in reading and math. The high school students will work to recover course credits. As a result of participation in the summer learning program, HCS will achieve the following impact measures: 1) % of students identified for retention will decrease, 2) % of students promoted to the next grade will increase, 3) % of seniors graduating will increase, 4) and the % of high school course credits obtained will increase.	

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	In order to maintain the operation of and continuity of services for academic planning for students in grades 4th-12th, there is a need to purchase an academic planning platform that unifies teaching, counseling, and career readiness. HCS included indirect cost $325,753.89 and funds for unbudgeted balance $4,510,837.47.	August 2021 - June 2024	Increase career awareness, CTE concentrators, program enrollment, career development, and employability skills. Documentation of evidence is career interest inventory results, the number of credentials earned, and student career plan pathways.	$ 385,207.38
				Total ESSER III Allotment	$ 6,710,382.72

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Hoke County Schools (470) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Wannaa Chavis Erica Fortenberry.

Substantially Approved Dates

Hoke County Schools (470) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, August 4, 2021

Hoke County Schools (470) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Hoke County Schools (470) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Hoke County Schools (470) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058635

* Address:

P.O. Box 370 Raeford, NC 28376

* Superintendent:

Dr. Debra Dowless

Key Personnel:

* Erica Fortenberry

* Wannaa Chavis

Hyde County Schools (480) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/26/2021 8:43:33 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Hyde County Schools (480) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$591,367.00	$591,367.00
Carryover	$1,162,806.94	$1,162,806.94
Total	$1,754,173.94	$1,754,173.94

Budget

Hyde County Schools (480) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Approved ▼

Mark Plan As Required: ☑

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
480	181	2	No	Yes	0.00 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$591,367.00	$591,367.00
Carryover Amount:	$1,162,806.94	$1,162,806.94
Allotment Plus Carryover:	$1,754,173.94	$1,754,173.94
Total Budgeted:		$1,754,173.94
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 11:33 AM	Evans, Allie

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 11:33 AM	Approved (Pending)		Evans, Allie			
10/26/2021 8:43 AM	Received		Admin, NCCCIP			
10/22/2021 4:49 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/22/2021 4:49 PM	Approved (Pending)		Admin, NCCCIP			
10/20/2021 2:10 PM	Approved (Pending)		Letchworth, Tina			
10/16/2021 8:21 AM	Received		Admin, NCCCIP			
8/20/2021 4:48 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/19/2021 7:37 AM	Approved (Pending)		Eddy, Melissa			
7/30/2021 10:36 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▾

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments

ⓘ	Other	3	5110	181	000	00	$150,000.00	$0.00	$150,000.00		✎
ⓘ	Other	3	5110	211	000	00	$11,475.00	$0.00	$11,475.00		✎
ⓘ	Other	3	5110	221	000	00	$32,520.00	$0.00	$32,520.00		✎
ⓘ	Salary	3	5330	148	000	00	$120,000.00	$0.00	$120,000.00		✎
ⓘ	Other	3	5330	191	000	00	$22,600.00	$0.00	$22,600.00		✎
ⓘ	Other	3	5330	211	000	00	$10,908.90	$0.00	$10,908.90		✎
ⓘ	Other	3	5330	221	000	00	$30,915.68	$0.00	$30,915.68		✎
ⓘ	Other	3	5330	411	000	00	$46,511.67	$0.00	$46,511.67		✎
ⓘ	Salary	3	5350	131	000	00	$0.00	$150,000.00	$150,000.00	Move to correct object code	✎
ⓘ	Salary	3	5350	132	000	00	$150,000.00	($150,000.00)	$0.00	Move to correct object code	✎
ⓘ	Other	3	5350	211	000	00	$11,475.00	$0.00	$11,475.00		✎
ⓘ	Other	3	5350	221	000	00	$32,520.00	$0.00	$32,520.00		✎
ⓘ	Other	3	5350	231	000	00	$18,978.12	$0.00	$18,978.12		✎
ⓘ	Salary	3	5840	133	000	00	$221,364.00	($221,364.00)	$0.00	Move to correct object code	✎
ⓘ	Other	3	5840	211	000	00	$16,934.34	($16,934.34)	$0.00		✎
ⓘ	Other	3	5840	221	000	00	$47,991.72	($47,991.72)	$0.00		✎
ⓘ	Other	3	5840	231	000	00	$18,978.12	($18,978.12)	$0.00		✎
ⓘ	Other	3	5840	311	000	00	$0.00	$305,268.18	$305,268.18	Contracted Services	✎
ⓘ	Salary	3	5860	152	000	00	$0.00	$100,000.00	$100,000.00	Tech Support Personnel salary	✎

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5860	181	000	00	$100,000.00	($100,000.00)	$0.00	Move to correct object code	✎
ⓘ	Other	3	5860	211	000	00	$7,650.00	$0.00	$7,650.00		✎
ⓘ	Other	3	5860	221	000	00	$21,680.00	$0.00	$21,680.00		✎
ⓘ	Equipment	3	5860	461	000	00	$191,376.94	$0.00	$191,376.94		✎
ⓘ	Equipment	3	5860	462	000	00	$105,000.00	$0.00	$105,000.00		✎
ⓘ	Other	3	6570	532	000	00	$100,000.00	$0.00	$100,000.00		✎
						Total:	**$1,468,879.49**	**$0.00**	**$1,468,879.49**		

306 - Mattamuskeet Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$205,920.00	($205,920.00)	$0.00	Move to correct school	✎
ⓘ	Other	3	5320	211	000	00	$15,752.88	($15,752.88)	$0.00		✎
ⓘ	Other	3	5320	221	000	00	$44,643.45	($44,643.45)	$0.00		✎
ⓘ	Other	3	5320	231	000	00	$18,978.12	($18,978.12)	$0.00		✎
						Total:	**$285,294.45**	**($285,294.45)**	**$0.00**		

316 - Ocracoke School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$0.00	$205,920.00	$205,920.00	Social Workers	✎
ⓘ	Other	3	5320	211	000	00	$0.00	$15,752.88	$15,752.88		✎
ⓘ	Other	3	5320	221	000	00	$0.00	$44,643.45	$44,643.45		✎

	Other	3	5320	231	000	00	$0.00	$18,978.12	$18,978.12	
						Total:	**$0.00**	**$285,294.45**	**$285,294.45**	

11/9/2021 12:30:33 PM

Grant Details

Hyde County Schools (480) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

ESSER II and III During the March 22, 2021 District Leadership meeting the Federal Programs Director provided information to the District Strategic Planning Committee on ESSER II funds. Information on PRC 171 was presented to the group for preliminary discussion about use of funds and the gathering of information concerning the needs of the district to safely reopen schools and prepare for a return to virtual learning, if necessary. On the forefront of the team's concerns is the Emotional Well-being of the students, teachers, and families. According to the National Association of School Psychologists: "One fifth of all students in the US now suffer from some form of mental disorder. Only 20% of them are receiving some form of treatment. Student anxiety and depression have increased by over 60% in the last 10 years.1.1 million K-12 students attempt suicide every year." The District MTSS Implementation Team has chosen Sanford Harmony as a Core for SEL for students in PreK - Grade 6th, however there were no Tier II and Tier III interventions for Mental Health. Covid-19 was not the first or last catastrophic occurrence in Hyde County with Hurricane Dorian devastating Ocracoke School and leaving the majority of the families homeless or with inadequate housing, and additional damages on the mainland. A year after Dorian, only 2 families continue to qualify under the McKinney-Vento definition for eligibility, however the mental recovery is far from anywhere near as successful. The

period between Dorian and Covid-19 was a small window for these families. A psychiatrist volunteered to work with families on Ocracoke immediately following Dorian and 19 students were referred by school personnel for assistance. Another 20 were referred for virtual counseling with an agency in Dare County. When Covid-19 caused learning to become virtual, the psychiatrist left the Island and did not continue services. Due to a lack of internet access, the virtual counseling was suspended for the remainder of the year. The District has adopted Branching Minds as its SEL screener. With the District returning in August 2020 to all virtual instruction, the school counselors and assistant principals (on Ocracoke they are the same person) used attendance, completed work, and grades to track students who they determined to be considered "at-risk Tier 3" with regards to mental health. Seventy-four students on the mainland and thirty-one students on Ocracoke were identified as at-risk based on the three factors mentioned previously. Interventions included phone calls, emails, and home visits. Hyde County Schools is the smallest school distinct in the state and like many rural districts, it struggles to add needed personnel. In addition, there is no local supplement available for teachers and staff. With one social worker serving the mainland campus, no social worker on Ocracoke, and no School Psychologist for the district, the school counselors struggle to address the needs of the students. In addition, the district does not have additional personnel to assist with scientific, research based interventions for reading and math. Elementary and middle school teachers have attended professional development in Tier I, II, and III interventions, however there is no one in the district to conduct professional development and documentation of fidelity. Teachers return from training with no support to help them transfer what they have learned into classroom practice. The District MTSS Implementation Team chose as a universal screener for math and reading the iReady online assessment. MTSS indicates that utilizing core instruction, 80% of students should be at grade level. Based on End-of-Year Assessments with 74% of students completed, assessments in reading indicate that 47% of students are at grade level with 29% at least one grade level below (Tier 2) and 25% two or more grade levels below. When compared to the Beginning of Year Assessments with with 76% of students completed, 44% of students were at grade level, 31% were at least one grade level below (Tier 2), and 25% were two or more grade levels below (Tier 3), this would show overall growth in Tiers 2 and 3, however the EOY assessments remain below the projected MTSS achievement levels. Based on End-of-Year Assessments with 72% of students completed, assessments in math indicate that 40% of students are at grade level with 35% at least one grade level below (Tier 2) and 25% two or more grade levels below (Tier 3). When compared to the Beginning of Year Assessments with 87% of students completed, 31% of students were at grade level, 44% were at least one grade level below (Tier 2), and 26% were two or more grade levels below (Tier 3), this would show growth in all Tiers, however the EOY assessments remain below the projected MTSS achievement levels. All Tier 2 and Tier 3 students are screened using one of the following to determine appropriate interventions: The Word Identification and Spelling Test (WIST), Kaufman Test of Academic Achievement - 3rd Edition (KTEA III), The Wilson Assessment of Decoding and Encoding (WADE). These students then receive interventions either 1:1 or small group. HCS used the EOY assessments to determine at risk students to attend the Summer Enrichment Program. They will be assessed during and at the conclusion of the program to

determine growth. Air quality is another issue facing the district. While there is actually a new school being built on Ocracoke to replace the one destroyed by Hurricane Dorian, the air conditioning unit on the mainland is antiquated. In addition, the roof at the Central Office Building has been patched again and again, however there is still water soaking into some of the tiles throughout the offices that continually need replacing to prevent mold. Personnel who are returning to work are closing doors to encourage social distancing. With the doors closed, air quality becomes more of a concern.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

One of the side effects of Covid is the awareness of the number of families in Hyde County without internet access. With teachers turning to remote learning, there is a need for technology to allow teachers to teach remotely for long periods of time due to a resurgence. With one full-time and one part-time technology person, small issues with signing in or accessing a website cost the tech department for the district precious time. Tech Support Personnel for the school campuses will be of great assistance, especially as technology is upgraded to allow better instruction and less learning loss. The State Superintendent is rolling out the Science of Reading Program, which will require 2 years of training in LETRS for Administrator's, Coaches/Specialists, and Pre-K - 5 teachers. Hyde County Schools began addressing literacy in the elementary schools with the implementation of MTSS at both the district and school level through encouraged professional development in Fundations, Just Words, Wilson Reading System and Reading Research to Classroom Practices. To address learning loss and provide support for teachers using research based interventions, a District Reading Specialist will be hired. This position will assist with implementation of interventions to fidelity when teachers return to the classroom from professional development. Other funds will be used for professional development stipends for Science of Reading training and any necessary supplies and materials. To address social emotional learning and mental health issues, the district will attempt to hire a social worker for Ocracoke School, and a District School Psychologist. It is very difficult to entice professionals to come to Hyde County due to the extreme rural setting and lack of housing, especially on Ocracoke. Until a social worker and/or psychologist can be hired, the district will use contracted therapists to assist with students' mental health. Other funding is being used to employ the school counselors during the summer months beyond the summer program to assist students and their families. Air quality has been a problem at Central Office due to issues with the roof. With employees returning back to the office and keeping their doors shut, it is even more apparent of the need for improvements to or replacement of the roof.

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.

$ 443,909.37 * 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;

Hyde County Schools currently uses iReady, WIST (Word Identification and Spelling Test), WADE (Wilson Assessment of Decoding and Encoding), Brigance Comprehensive Inventory of Basic Skills, and KTEA (Kaufman Test of Educational Achievement) to assess student learning performance. Intervention pieces that address evidence of academic lapses are chosen based on the results of the screening. These intervention pieces are tiered according to the severity of the deficit identified by the screening process. Technical Support Personnel will be available in the schools to assist teachers and students who are having difficulty signing on or accessing websites. Extended School Year (ESY) Services are provided to students with disabilities if the IEP Team determines that services are necessary for the provision of FAPE. Compensatory Services are provided when there is a failure to provide a SWD with FAPE. Other students who are considered at risk and need additional interventions will receive services. Any student receiving services will be assessed for a baseline and progress monitored to determine response to interventions. Attendance and service logs will be completed. Hyde County Schools will hire personnel as necessary to address instruction in the summer months and during the school year. Special Education and English Learner Teachers will provide ESY or compensatory services for students who are at risk. Covid Supplemental Pay will be provided to employees who assist with distance and in person instruction.

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

Three evidence-based interventions used by Hyde County Schools come from the What Works Clearinghouse. The website includes studies done as to the affects of the programs and breaks the studies down by race, ethnicity, gender, Free & Reduced-Price Lunch, delivery method and urbanicity. The Wilson Reading System® is a reading and writing program. It provides a curriculum for teaching reading and spelling to individuals of any age who have difficulty with written language. The Wilson Reading System® directly teaches the structure of words in the English language,

aiming to help students learn the coding system for reading and spelling. The program provides interactive lesson plans and uses a sequential system with extensive controlled text. The Wilson Reading System® is structured to progress from phoneme segmentation to more challenging tasks, and seeks to improve sight word knowledge, fluency, vocabulary, oral expressive language development, and reading comprehension. Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software. The program has three main strategies: repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by teachers and the students themselves. Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K-12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers. The Accelerated Reader™ program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book's content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance. In addition, all elementary teachers are trained in Letterland for their grade level and in the intervention piece. Teachers also have begun training in Fundations, Just Words, and Reading Research to Classroom management. Teachers are encouraged to attend professional development in scientific research based interventions, and will be continued to do so. A District Reading Specialist will assist with implementation of interventions and use of such to fidelity.

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

Hyde County Schools uses social media, emails, automated messaging calls and website posting to provide information to parents. Assistance with signing onto look at their student's grades and assignments is available on the website or by request for one-on-one meetings for access to the parent portal.

* (D) Tracking student attendance and improving student engagement in distance education;

Daily/Classroom attendance is taken and recorded in PowerSchool. The attendance data is reviewed to identify students who are at risk due to attendance. A Tier II and III team reach out to the students via email and phone (parents and students) as well as making home visits. The teams are also available to assist students who are having difficulty accessing classrooms and/or work.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Hyde County Schools uses iReady to assess student performance and growth. Assessments are done at the beginning, middle, and end of year. The assessments are compared for both growth during the school year, and individual/grade level growth from previous years. Students who appear to be at risk are assessed using other

research based testing and interventions are put in place to address specific weaknesses. There were no end of year EOG/EOC from 2020, however there will be testing at the end of this year. Scores will be assessed to address growth and proficiency.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

11/9/2021 12:30:33 PM

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	Air quality has been a problem at Central Office due to issues with the roof. With employees returning back to the office and keeping their doors shut, it is even more apparent of the need for improvements to or replacement of the roof.	June 2021 - September 2024	Air Quality checks will be taken quarterly to assure there is no mold or other issues within the building	$ 100,000.00

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ● No				$
	* ● Yes ○ No		June 2021 - September 2024		$ 425,706.94

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		The district will purchase updated technology for the classrooms to address the need for student interaction with teachers and materials and utilization in instructing students virtually. Infrastructure equipment, cabling and management support will be upgraded to make connectivity more effective.To assist with the management of the new technology, additional Technical Support Personnel with be hired.		According to 2019 data compiled by the state's Broadband Infrastructure office, roughly 37% of people in Hyde County do not have internet access as opposed to nearby Dare County with only about 7%. The Ocracoke Observer reports that typical speeds are about 25 Mbps.The Technology Director advised that it could take her more than an hour to upload a video for students to Google Drive. These areas will continue to be assessed to note the impact of upgrades.	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	The district will hire a social worker for Ocracoke School to assist with at risk students and learning loss. The district will hire a school psychologist to serve the district by providing counseling and other services to students in need of support. In the case that these positions cannot be filled, the District will utilized contracted Mental Health Providers to provide mental health support to these students.	June 2021 - September 2024	The district adopted Branching Minds, which has a mental health screener and progress monitoring capabilities. These will be used to identify students and track their response to interventions. Additional Mental Health Assessments under the State Mental Health Initiative and MTSS will be used to gauge student mental health.	$ 590,562.63
	* ⦿ Yes ○ No		June 2021 - September 2024	Extended School Year (ESY) Services are provided to students with disabilities if the IEP T...	$ 193,995.00

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.		Hyde County Schools will hire personnel as necessary to address instruction in the summer months and during the school year. Special Education and English Learner Teachers will provide ESY or compensatory services for students who are at risk. Covid Supplemental Pay will be provided to employees who assist with distance and in person instruction		IEP Team determines that services are necessary for the provision of FAPE. Compensatory Services are provided when there is a failure to provide a SWD with FAPE. Other students are considered at risk and need additional interventions. Any student receiving services will be assessed for a baseline and progress monitored to determine response to interventions. Attendance and service logs will be completed.

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				$
				Total ESSER III Allotment	$ 1,310,264.57

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Hyde County Schools (480) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Hyde County Schools (480) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Karen Hutson	

Substantially Approved Dates

Hyde County Schools (480) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, October 20, 2021

Hyde County Schools (480) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

There are no new applicants.

Hyde County Schools (480) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Hyde County Schools (480) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

828739784

* Address:

P.O. Box 217 Swan Quarter, NC 27885

* Superintendent:

Mr. Stephen G. Basnight III

Key Personnel:

* Karen I HUtson

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/1/2021 3:29:42 PM	Jonathan Ribbeck	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/1/2021 3:29:42 PM	Jonathan Ribbeck	Status changed to 'Chief Administrator Approved'.	S
☐	11/1/2021 3:29:35 PM	Jonathan Ribbeck	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/1/2021 3:29:35 PM	Jonathan Ribbeck	Status changed to 'Fiscal Representative Approved'.	S
S	11/1/2021 3:29:23 PM	Jonathan Ribbeck	Status changed to 'Revision Completed'.	S
S	10/20/2021 3:07:08 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$10,684,945.00	$10,684,945.00
Carryover	$21,588,870.11	$21,588,870.11
Total	$32,273,815.11	$32,273,815.11

Budget

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Approved ▾

Mark Plan As Required: ☑

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
490	181	2	No	Yes	2.77 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$10,684,945.00	$10,684,945.00
Carryover Amount:	$21,588,870.11	$21,588,870.11
Allotment Plus Carryover:	$32,273,815.11	$32,273,815.11
Total Budgeted:		$32,273,815.11
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	10/21/2021 09:39 AM	Dryman, Timothy

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/21/2021 9:39 AM	Approved (Pending)		Dryman, Timothy			
10/20/2021 8:42 AM	Received		Admin, NCCCIP			
10/15/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/15/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
9/13/2021 3:14 PM	Approved (Pending)		Dryman, Timothy			
9/13/2021 9:40 AM	Received		Admin, NCCCIP			
8/27/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/27/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
8/24/2021 12:02 PM	Approved (Pending)		Dryman, Timothy			
8/16/2021 5:31 PM	Received		Admin, NCCCIP			
8/10/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Dryman, Timothy
		☑		3-5110-121-000-000-00	0	The budget is being returned at the LEA's request to make some corrections. Once corrections have been made please resubmit the budget.
8/10/2021 7:40 AM	Denied (Pending)		Dryman, Timothy			
7/29/2021 10:03 AM	Received		Admin, NCCCIP			

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Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
7/26/2021 4:45 PM	Denied	✔	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Dryman, Timothy
		✔		3-5110-121-000-000-00	0	The budget is being returned at the LEA's request to make some corrections. Once corrections have been made please resubmit the budget.
7/26/2021 9:35 AM	Denied (Pending)		Dryman, Timothy			
7/20/2021 8:17 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$740,000.00	$1,480,000.00	$2,220,000.00	Teachers	✏
ⓘ	Salary	3	5110	142	000	00	$0.00	$350,000.00	$350,000.00	TA's - part-time for At-Risk Schools	✏
ⓘ	Other	3	5110	181	000	00	$49,950.00	$116,550.00	$166,500.00	Teacher supplement	✏
ⓘ	Other	3	5110	183	000	00	$100,000.00	$200,000.00	$300,000.00	Restart Bonuses	✏
ⓘ	Other	3	5110	192	000	00	$450,000.00	$900,000.00	$1,350,000.00	Online Course Creation/teaching - stipends	✏
ⓘ	Other	3	5110	211	000	00	$102,506.20	$233,061.00	$335,567.20		✏
ⓘ	Other	3	5110	221	000	00	$307,518.60	$675,709.80	$983,228.40		✏
ⓘ	Other	3	5110	231	000	00	$129,940.00	$270,400.00	$400,340.00		✏

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ⓘ	Other	3	5110	312	000	00	$0.00	$500,000.00	$500,000.00	Professional Development	✏
ⓘ	Other	3	5110	411	000	00	$677,068.73	$350,000.00	$1,027,068.73	Curriculum programming	✏
ⓘ	Equipment	3	5110	542	000	00	$17,576,239.77	$0.00	$17,576,239.77		✏
ⓘ	Salary	3	5320	146	000	00	$0.00	$70,000.00	$70,000.00	Community Liason	✏
ⓘ	Other	3	5320	181	000	00	$0.00	$3,395.00	$3,395.00	Supplement	✏
ⓘ	Other	3	5320	211	000	00	$0.00	$5,614.72	$5,614.72		✏
ⓘ	Other	3	5320	221	000	00	$0.00	$18,926.10	$18,926.10		✏
ⓘ	Other	3	5320	231	000	00	$0.00	$13,700.00	$13,700.00		✏
ⓘ	Other	3	5350	311	000	00	$180,000.00	$360,000.00	$540,000.00	Contracted Services	✏
ⓘ	Salary	3	5360	116	000	00	$45,500.00	$0.00	$45,500.00		✏
ⓘ	Salary	3	5360	126	000	00	$712,500.00	$0.00	$712,500.00		✏
ⓘ	Salary	3	5360	131	000	00	$67,500.00	$0.00	$67,500.00		✏
ⓘ	Salary	3	5360	151	000	00	$20,900.00	$0.00	$20,900.00		✏
ⓘ	Salary	3	5360	171	000	00	$18,750.00	$0.00	$18,750.00		✏
ⓘ	Other	3	5360	180	000	00	$0.00	$79,999.79	$79,999.79	Bonus	✏
ⓘ	Other	3	5360	211	000	00	$66,184.00	$6,119.98	$72,303.98		✏
ⓘ	Other	3	5820	411	000	00	$20,857.00	$161,714.00	$182,571.00	Hoonuit Annual Subscriptio	✏
ⓘ	Salary	3	5840	131	000	00	$0.00	$485,476.61	$485,476.61	Nurses - 8.25 positions	✏
ⓘ	Other	3	5840	181	000	00	$0.00	$40,051.82	$40,051.82	Supplement	✏
ⓘ	Other	3	5840	211	000	00	$0.00	$40,202.91	$40,202.91		✏
ⓘ	Other	3	5840	221	000	00	$0.00	$135,516.07	$135,516.07		✏
ⓘ	Other	3	5840	231	000	00	$0.00	$56,512.50	$56,512.50		✏
ⓘ	Other	3	5840	311	000	00	$0.00	$40,000.00	$40,000.00	Qualtrics	✏

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5840	411	000	00	$100,000.00	$0.00	$100,000.00		✏
ⓘ	Salary	3	6400	152	000	00	$0.00	$91,800.00	$91,800.00	New Techs (2)	✏
ⓘ	Other	3	6400	181	000	00	$0.00	$5,370.30	$5,370.30	Supplement	✏
ⓘ	Other	3	6400	211	000	00	$0.00	$7,433.54	$7,433.54		✏
ⓘ	Other	3	6400	221	000	00	$0.00	$25,056.94	$25,056.94		✏
ⓘ	Other	3	6400	231	000	00	$0.00	$13,700.00	$13,700.00		✏
ⓘ	Other	3	6400	411	000	00	$0.00	$60,000.00	$60,000.00	Classlink	✏
ⓘ	Other	3	6550	423	000	00	$32,550.00	$0.00	$32,550.00		✏
ⓘ	Other	3	6550	551	000	00	$0.00	$200,000.00	$200,000.00	Activity Buses	✏
ⓘ	Salary	3	6580	175	000	00	$0.00	$1,501,000.05	$1,501,000.05	Maintenance Staff - 33 positions	✏
ⓘ	Other	3	6580	181	000	00	$0.00	$102,818.43	$102,818.43	Supplement	✏
ⓘ	Other	3	6580	211	000	00	$0.00	$122,692.02	$122,692.02		✏
ⓘ	Other	3	6580	221	000	00	$0.00	$413,570.52	$413,570.52		✏
ⓘ	Other	3	6580	231	000	00	$0.00	$260,300.04	$260,300.04		✏
ⓘ	Equipment	3	6580	461	000	00	$0.00	$500,000.00	$500,000.00	Water bottle filling stations	✏
ⓘ	Other	3	8100	392	000	00	$101,271.10	$257,890.24	$359,161.34		✏
ⓘ	Other	3	8200	399	000	00	$10,719.71	$530,362.62	$541,082.33		✏
						Total:	**$21,509,955.11**	**$10,684,945.00**	**$32,194,900.11**		

319 - Cloverleaf Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	312	000	00	$9,000.00	$0.00	$9,000.00		✏
						Total:	**$9,000.00**	**$0.00**	**$9,000.00**		

345 - N B Mills Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	311	000	00	$49,915.00	$0.00	$49,915.00		✏
						Total:	**$49,915.00**	**$0.00**	**$49,915.00**		

347 - Northview School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Equipment	3	5500	541	000	00	$20,000.00	$0.00	$20,000.00		✏
						Total:	**$20,000.00**	**$0.00**	**$20,000.00**		

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Grant Details

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The Iredell Statesville Schools utilizes a PLC Approach when completing Needs Assessments for the District, Schools, Grade Levels, and Individual Classrooms. The first Monday of each month is dedicated to our District Admin. Team which is made up of our Executive Team, Directors, Principal of the Year, and District Stakeholders. During our Admin. Team PLC we discuss what is going well throughout the district and what needs to be improved which includes any department needs (all decisions based on data). During the following Mondays of the month, the district conducts an Executive Cabinet PLC with Executive Directors followed by a weekly Cabinet PLC. The Cabinet PLC consists of the Executive Directors, Directors, Rotating Principal Schedule, and District Stakeholders. In each of these PLCs, the district discusses what is going well and what needs to be improved. Specifically how the improvements will be made. At the individual school level, each school conducts a monthly School Improvement Team, Leadership Team, Goal Team, and weekly Grade Level PLCs. It is an expectation for each PLC to discuss what is going well at the school level and what improvements need to be made (all based on individual school data). Schools will utilize the same data points as the district, however schools level analysis is based on the students who attend their school. The data Iredell Statesville Schools is utilizing to determine needs from the disruption in educational services due to Covid 19 include

the following: Student Attendance, Number of Virtual Learners, iReady Math and Literacy Levels, NC Check in Results, Number of students not on grade level, School / District Climate Survey Results, Positive Covid Cases, Number of Students Quarantined Weekly, etc. With the data analysis described above, Iredell Statesville Schools intends to utilize ESSER II and ESSER III funds to address the following: Learning Loss = Multiple Data Points have shown a clear learning loss with our students. This learning loss will be addressed through:* Professional Development provided to teachers which will demonstrate best practices aligned to closing learning gaps. The focus of our PD will be based on Rigor, Relevance, and Relationships. * Class sizes need to be lowered in some of our schools and additional Teachers and TAs are needed to assist in closing student learning gaps. Parents are in need of resources to assist their children at home. *2 Community Liaisons will be hired to coordinate partnerships with those families. Student engagement is a definite need due to the Student Learning Loss. *A STEM / Rocket Camp will take place to re engage our Middle and High School Students. Improvements in Facilities = Facilities are in need of improvements throughout the district *Hiring of additional maintenance staff will assist in improving the quality of our buildings to make them safer for students and staff, *Water bottle filling stations will be utilized to improve the spreading of germs in all buildings. Air Quality = *Inspection Results have shown schools and buildings are in need of improved air systems. Preparedness and Response = Nurses are needed throughout the district to assist with Health Checks, Quarentines, Parent Communication etc. Additional nursing positions will assist with these processes. School Resources = Individual Schools are in need of resources to assist with student learning and student / staff safety. *This would include improvements to the Media Centers, Fine Arts, etc., *Supplies provided based on Individual School Based Needs Assessments Preparedness and Response = Survey data has shown we still have stakeholders unaware of COVID Impacts, Safety Updates, What can be done at home to help parents, and how schools are helping students to close gaps from learning loss. *Iredell Statesville will use ESSER II Resources to make improvements on communication and advertising. Long Term Closure Activities = *Online Courses are being created to assist students who will remain virtual and to prepare in case long term closes occur in the future. Iredell Statesville Schools also has staff without technology devices. These staff members were not able to assist with their daily duties while we were closed. *Devices will be purchased for those staff members in case of any further closures. Staff would include (ESL District Staff, AIG Dept., Testing, Operations, etc.) Educational Technology = Since the epidemic began we have seen a need to enhance our technology options. This will be addressed through: *Synchronous Learning Equipment so students are able to participate in a regular classroom setting while at home.*Outdoor Wireless Set Up- Students will be able to participate in class and complete assignments they were not able to complete at home. The pandemic has shown us our Elementary Students are in need of 1:1 for devices. *Further devices will be purchased to assist Elementary becoming 1:1 with Ipads. With the purchasing of new technology, *Additional Techs will be needed along with an *Updated Server and *Programming. Summer School Activities = Due to the Covid Learning Loss, Summer Learning will be a necessity for our district. *Supplies will be purchased to assist with the Summer Learning Program. *Teachers, Support Staff, and Administrators will be an essential component of the Summer Learning program as well

Other Activities = We are well aware Future Data Analysis Discussions will show needs we are not aware of at this time. Funds will be set aside to assist with upcoming needs.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Here is the data analysis which will demonstrate the ESSER II and III needs for Iredell Statesville Schools: Learning Loss: Our District Data has shown a significant learning loss in specific areas. *According to our latest attendance numbers are at 93.75% as a district. In the past 3 years, the district's attendance numbers average around 95%. *Currently the district has approx 15% of students (3,011.25) learning virtually. We realize moving forward there will be a need for synchronous learning classrooms, extended wireless opportunities, and online course creation. *According to the District iReady Mid Year Results, Approx. 60% of students are below grade level in Math and 50% below grade level in Reading. There was also drop of 10% proficiency in Math and 5% proficiency in Reading from the Mid Year Assessment the previous year. District Check-in Results are demonstrating the same trends for each grade level and subject area. Multiple resources and learning strategies will be required starting in 21-22 and beyond. *School and District Climate Survey Results have shown a need to improve communication, specifically aligned to the pandemic. Our stakeholders have asked for more avenues to see what the latest Covid Data is showing, District updates, and what can be done at home to help their child. *Positive Covid Cases and number of Students / Staff Quarantined are updated weekly on the Iredell Statesville Website (https://www.issnc.org/coronavirus). Overall the data is trending lower, however we want to be sure this trend continues, and do not want to let up on our safety measures. Further nursing staff will also assist in meeting the needs of our student and staff. The nurses will also be able to work with our local health agencies to provide guidance for Covid throughout the district

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.

$ 8,816,296.26 * 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;

The learning loss from the pandemic has shown Iredell Statesville Schools the need for quality curriculum programming and assessments. ESSER III Funds will be utilized to purchase extended curriculum for Math and ELA. The district will begin with CORE Programs in our most at risk schools and will measure fidelity of implementation along with student assessment data. If the data shows positive trends and is beneficial for students, we will expand the programs further in the district. Within the purchased programs, there will be included assessments utilized to measure student gains and to identify learning gaps. Gaps will be addressed by instructional staff in the classroom, during remediation blocks, and during extended Summer Learning Programs. The district will also recognize teachers in our Restart Schools who go above and beyond in meeting the needs of our students. Teachers will be able to earn bonuses for meeting and exceeding growth with students in these designated schools. Differentiation of instruction will be a key factor in order for these teachers to meet the bonus criteria.

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

Iredell Statesville Schools will utilize multiple evidence based Programs and Approaches to instruction to meet the needs of all students. To learn more about these programs and best practices, multiple Professional Development Opportunities will be made available. This will include Dr. Michael Bosse for best practices in Mathematics, Doug Eury to work with school administrators, Dr. Bill Daggett and his group to work with all staff on Rigor, Relevance, and Relationships and Jen Curtis to work with secondary teachers on how to fill in learning gaps. This Professional Development will not be a one time session. Multiple sessions over multiple years will take place to insure teachers and staff have what they need to be successful. This Summer and throughout the school year, Iredell Statesville Schools will be implementing a STEM Rockets Camp for our secondary students. This camp is a fully immersive hands on experience to re engage students who missed quality instruction due to the pandemic. The STEM Rockets Camp will be aligned to the Science Standards, Math, and ELA Practices.

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

Iredell Statesville Schools will be providing Family / Community Events at the school level to assist families in need. The district also has information on the website which provides information as to how family members can assist their student at home. Iredell Statesville School is also looking to hire two Community Liaisons to work with families on what they can do to support their student at home. This individual will focus on our most at risk schools.

* (D) Tracking student attendance and improving student engagement in distance education;

To assist with student attendance and improving student engagement through distance education, stipends will be paid for teachers to create online courses for our secondary students. Iredell Statesville currently has online courses for our students, however this pandemic has shown the need to vastly increase options. Students will have the opportunity to take online courses voluntarily or if further closures are necessary.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

To assist with the academic progress of our students, especially those who experienced learning loss, Iredell Statesville Schools will be adding additional teachers and teacher assistants. These additional staff will be assigned to our most at risk schools. It will be the responsibility of these teachers and teacher assistants to evaluate, and work with students in closing gaps created by the pandemic. Student data will be analyzed from pre-pandemic to current levels and beyond. Instruction will be differentiated based on need. Iredell Statesville will purchase Hoonuit through Powerschool to keep track of student progress and to make specific plans for student improvement. Student data will be evaluated and we will be able to identify instructional strategies that were beneficial for the students. Another strategy Iredell Statesville will implement to address academic progress is to conduct a 6 week Summer Learning Program for students in grades K-12. Students will be selected based on need, and will be provided academic remediation in the areas of Math, Reading, and Science for 3rd - 8th. Students will also have the opportunity for enrichment through the arts and through recreation. The district will evaluate students before entering the camp and after to measure growth and to see which learning gaps will need to be addressed the following year.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	*Water Bottle Filling Stations *Addition of Maintenance Positions	*2022-2023 Year, *2023-2024	*Number of Stations Added *Use of Stations *Number of Maintenance Added	$ 2,900,380.88

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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				$

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ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	*Tutoring Programs for the most at Risk Schools (Indwelling Church, Angel Wings, Speak Life and Live)	*21-22	*Number of students participating *Student Data	$ 208,915.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	*Purchase of Qualtrics Program to measure and identify close contacts *Addition of nursing positions	*2023 - 2024, *23-24	*Number of Close Contacts Identified and contacted *Number of Nursing Positions Added	$ 797,759.93
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ⦿ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ● Yes ○ No	*Purchasing of PPE Supplies	*21-22	*Supplies Purchased *Supplies Utilized	$ 100,000.00
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ● No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	*District Refresh of Technology devices for students and staff. District will be 1:1 for all grade levels *Updating classrooms with Smartboards, Apple TVs, *4,000 IPADS Cases Purchase for Elem. *Additional Tech. Positions *Class Link for single sign on	*Techs 23-24, Class Link 23-24, Tech upgrades 21-22, *Number if IPADS Purchased	*Number of Devices purchased through refresh *Use of Technology Devices *Student Assessment Data *Number of Technology Upgrades Completed *Use of Technology *Use of Elem. IPADS *Number of IPAD Cases Purchased *Work completed by Techs	$ 18,456,668.97
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$

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	*Transportation Costs	*Fuel for Bussing	*Amount of Fuel Needed to Summer Transportation	$ 32,550.12
	* ◉ Yes ○ No	*Stage Curtains will be purchased *Purchase of Activity Buses so students are able to space out for safety. *Indirect Costs *Unbudgeted Funds to be used as needs arise	*Curtains Purchased, *Activity Buses Purchased Indirect for 21-22	*Use of Indirect Costs *Students Transported on Activity Buses	$ 961,243.95

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.					
				Total ESSER III Allotment	$ 23,457,518.85

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Jonathan Ribbeck

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, November 1, 2021

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

There are no new applicants.

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Iredell-Statesville Schools (490) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

71057160

* Address:

P.O. Box 911 Statesville, NC 28687

* Superintendent:

Dr. Jeff James

Key Personnel:

* Jonathan Ribbeck

Grant Details

Mooresville Graded School District (491) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

MGSD in communication with its' executive team, Board of Education, and Parent Advisory Committee has determined first and foremost the need for quality, in-person instruction with a focus on disadvantaged learners. The pandemic has also shown the need for a high-quality educational environment with pure air quality that is free from pollutants. The technology needs of the district were tested during COVID and shown to be weak and stressed in many areas. The pandemic also made the lack of equality between demographics such as race and socio-economic status extremely obvious thus putting to the forefront the need to educate employees on diversity, equity, and inclusion. Finally, given the logistical challenges with instruction, finance, and day-to-day operations, it is important for MGSD to have strong, exceptional staffing to serve all student demographics. As a result of COVID-19, the district was unable to implement a dual language immersion program serving a diverse cross-section of our students. This negatively impacted our English Language Learner populations. In response to our inability to offer this program in 2020-21 due to a reduction of staffing, it is imperative we implement in 2021-2022.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

A review of student data from sources including but not limited to Station, iReady, NC Check-ins, and EOC scores and class grades, as well as attendance rates and social-emotional learning surveys, reveals the negative impact that the disruption of in-person learning since Spring 2020 has had on student proficiency. The significance of keeping students engaged and on-task in a safe and healthy environment conducive to learning cannot be understated. To that end, MGSD is committed to providing students high-quality instruction from certified teachers who are better able to focus on the individual needs of their students. To address student academic needs from the earliest grades and moving forward, MGSD will implement a dual language learning opportunity for all in-coming kindergarten and rising first grade students in Fall 2021. The program will expand by a grade level each year. Learning a second language builds the cognitive part of the brain. This increases abstract thinking, math, and logic skills, as well as problem-solving skills. These are all higher-level thinking skills that lead to better school achievement. Research shows that the bilingual brain is better able to perform high level thinking processes than the monolingual brain. Students, as well as staff, will also benefit from a district culture that is more diverse, inclusive, and culturally aware, and thus fosters greater understanding and genuine connections. The combination of these factors, as well as the provision of a clean and healthy environment, will create a learning community that not only encourages involvement but reduces absenteeism and ultimately cultivates learning. Although MGSD has long recognized the value of technology in education and made digital literacy a cornerstone of district culture, the pandemic revealed weak spots in our capabilities, particularly in data storage and connectivity. Grant funds will be used to shore up these areas, preventing data loss and improving/expanding connectivity capabilities which will enable us to provide even better digital services to students and families, particularly those members of our low-income and homeless population. In the end, even though MGSD was able to successfully transition to remote learning and will continue to offer an online option, it is clear that technology alone cannot take the place of the interpersonal relationship between students and teachers. A strong, diverse, and sufficient teaching staff is our most important resource.

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.

$ 2,377,485.83 * 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;

MGSD utilizes a variety of high-quality, evidenced-based assessment methods at the elementary and secondary levels to assess student academic progress and to give teachers insight into the specific individual needs of their students. At the elementary level, MGSD uses iStation, iReady, NC Check-ins, and quarterly benchmark assessments to evaluate student proficiency and identify specific areas of need. At the secondary level, MGSD uses NC Check-ins and Mastery Connect quarterly benchmark assessments. Based on this assessment data, teachers are able to tailor lesson plans and provide strong core as well as differentiated and individualized instruction. As a part of this grant to address learning loss, MGSD will purchase the Aimsweb assessment tool license to evaluate secondary education students and ensure progress from learning loss due to COVID.

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

MGSD employs high-quality educators trained in the use of a variety of evidence-based instructional programs intended to meet the varied needs of students. MGSD will employ 6 dual language teachers in kindergarten and first grade during the 2021-2022 school year. We will add second grade for 2022-2023 (9 teachers), and third grade in 2023-2024 (12 teachers). It is best for students to begin the DLI program in Kindergarten in order to be successful. The skills and content taught in immersion programs build from one year to the next, so it is important that students begin in Kindergarten. By learning Kindergarten Standards in the target language, students are ready to continue doing so in the grades that follow. In comparison to English learners who were not enrolled in dual language programs, these students were found to outperform their peers on state reading tests and be more likely to be classified as "English proficient" by grade 6. As part of core instruction at the elementary level, MGSD teachers and specialists use Letterland, Heggerty Phonemic Awareness, Footsteps to Brilliance, MobyMax, EPIC, Ed Galaxy, IXL, Tumblebooks, RazKids/Learning A-Z (with the English Language Learner component for ESL teachers), and Scholastic Comprehension Clubs. Supplement and/or intensive programs are used with students identified as at-risk, including Fountas and Pinnell Leveled Literacy, Read Naturally, HillRap, Corrective Reading, FUNdations, and focusMath, iStation Math, iReadyMath, and Bridges Math Intervention. Dual Language students will utilize all of these resources as well a curriculum specifically designed to meet the needs of Spanish language learners. At the secondary level, MGSD teachers and specialists use Delta Math IXL, USA Test Prep, Common Lit 360, No Red Ink, Language Live, Ed Galaxy, MobyMax, Quizlet, Apex Tutorials, News ELA, Gizmos Science, Corrective Reading, Aimsweb, and Scholastic Comprehension Clubs Recognizing that fostering student success goes beyond addressing academic concerns and that the needs of the whole child must be considered, MGSD provides students with essential

social-emotional learning supports. Students at the K-6 level have access to SEL assistance through Sanford Harmony and students 7-12 have access to Mawi tools, all of which are Collaborative for Academic, Social, and Emotional Learning (CASEL) aligned. Teachers and guidance counselors collaborate to ensure that students have the SEL supports they need to be empowered learners.

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

MGSD has an active, engaged Parent Advisory Committee that meets regularly and provides two-way communication between the district and parents. The district also emails all families a weekly message that is also made available on the website where it can be translated into a wide range of languages. Each school also sends out a weekly message from the principal. On a more individual level, teachers communicate weekly with parents using Smore newsletters (also translatable) and Class Dojo. Student progress is shared with parents via quarterly reports for K-6 and bi-monthly reports for 7-12, NC Check-ins, and iSIP reports (K-6). Access to the CANVAS parent portal enables parents to check on their child's status at any time. Now that the MGSD community has mastered virtual conferencing, the district is able to continue hosting host live quarterly teacher-parent conferences, open houses, and curriculum nights.

* (D) Tracking student attendance and improving student engagement in distance education;

Fully staffed schools with low student-to-teacher ratios will enable individualized instruction and foster a sense of connection between students and their classmates and teachers. This personalized approach and community building will encourage student engagement and participation and lead to improved, more consistent attendance rates. For students in a remote learning environment, the provision of reliable, state-of-the-art technology and the availability of hot spots if needed, reduces barriers to participation and facilitates attendance. Through the collaboration of high-quality staff, including teachers, guidance counselors, social workers, and other mental health support personnel services, MGSD is able to provide support for the whole child. Students participating in the Dual Language program benefit from the ability to continue to use their native language in dual language immersion classrooms and also maintain their sense of identity and heritage. This can be a boost to student self-esteem and confidence.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

MGSD is analyzing 2020-2021 student data from iStation, iReady, NC Check-ins, quarterly district benchmark assessments, EOC scores, and class performance data to identify those students most impacted by learning loss. These students will be targeted for participation in a summer camp program intended to help close the learning gap. At the end of the 6-week camp program, MGSD will use iStation and iReady data, as well as EOC scores and course credit recovery rates, to evaluate student progress. Moving forward, MGSD will continue to track student performance and use progress monitoring, differentiated instruction, targeted interventions, remediation, and acceleration to ensure

academic success. Particular attention will be paid to the academic progress of Dual Language learners compared to their non-DL peers.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No		Solicitation for bids will begin immediately with full implementation expected by the summer of 2022		$ 650,000.00

		MGSD will add Ultrapure ionization devices to all classrooms across the district. This will ensure particles and contaminants in the air will be trapped and caught by the air filters, thus providing better air quality throughout the buildings. Also, MGSD will bid out air purifiers for locker rooms and large spaces throughout the district to provide better air quality in those areas.		We expect there will be a need for air filters to be changed more frequently due to an increase in trapped contaminants. We also anticipate an increase in attendance by students and staff due to better health resulting from improved air quality. Air quality tests will be performed periodically to ensure ionization and purifiers are performing as intended.	

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ● Yes ○ No		Training will begin immediately through the life of the grant or fulfillment of budget allocation		$ 100,000.00

| | | Through intensive training and education, staff will be immersed in diversity, equity, and inclusion of students. This training will extend beyond the walls of the classroom to help promote and encompass an inclusion mindset to benefit all stakeholders across the district as well as families and the community. | | MGSD will provide an inclusive environment for students and staff that fosters understanding and awareness. Students will connect to culturally relevant content, examples, and metaphors from students' community and everyday lives. Students also will benefit from authentic opportunities to process content. Teachers will broaden their interpretation of culturally and linguistically diverse students. They will help cultivate a positive mindset and sense of self-efficacy. | |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

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| LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | * ◯ Yes
 ⦿ No | | | | $ |

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ◉ No				$ [_____]
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$ [_____]

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				$
	* ⦿ Yes ◯ No	Mooresville Graded School technology resources and hardware in our data center will be upgraded including outdated and failing equipment to ensure continuity of service and connectivity. We also will be able to ensure that in	Immediately upon receipt through grant expiration or until budgeted allocation is used.	Technology upgrades will result in continuity in services and increased uptimes.	$ 147,938.04

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.		the event of a major loss of power and/or connectivity the district will be able to restore major systems within a reasonable amount of time without any loss of data through a backup recovery solution coupled with a disaster recovery plan. In addition to upgrading the equipment, we will be purchasing software to manage our data center making certain that all systems are performing as expected. Upgrading our data center will help us to protect data and endpoint devices			

	devices, guaranteeing that our students and staff have a safe experience during teaching and learning. Reserve and IDC are also in this category.			
		Total ESSER III Allotment	$	897,938.04

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.

* ☑ **LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)**
An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Mooresville Graded School District (491) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Angela Davis

Substantially Approved Dates

Mooresville Graded School District (491) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, July 30, 2021

Mooresville Graded School District (491) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Mooresville Graded School District (491) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Mooresville Graded School District (491) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058841

* Address:

305 N. Main Street Mooresville, NC 28115

* Superintendent:

Dr. Stephen Mauney

Key Personnel:

* Angie Davis

Jackson County Public Schools (500) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/8/2021 3:09:15 PM	Julie Higdon	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	11/8/2021 3:09:01 PM	Julie Higdon	The amendment to PRC 181 for Jackson County Public Schools is returned NCDPI Program Administrator Not approved for the following reasons: In other for stipends for all staff: Provide data for specific subgroups surrounding resignation and need in specific hard to fill positions to justify expense as necessary and reasonable Plan should be to retain staff in future years - 2022 - 2024 moving forward.	C
☐	11/4/2021 2:33:49 PM	Laura Dills	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/4/2021 2:33:49 PM	Laura Dills	Status changed to 'Chief Administrator Approved'.	S
☐	11/4/2021 2:33:43 PM	Laura Dills	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/4/2021 2:33:43 PM	Laura Dills	Status changed to 'Fiscal Representative Approved'.	S
	11/4/2021 2:33:33 PM	Laura Dills	Status changed to 'Revision Completed'.	S
☐	11/4/2021 2:29:35 PM	Laura Dills	Budget has been updated to reflect allocation of remaining 1/3 of funds. The only description of allowable uses that has been changed is the "other" category because use of funds for a district-wide bonus was added.	C
	10/20/2021 3:07:23 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Jackson County Public Schools (500) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,570,813.00	$2,570,813.00
Carryover	$5,197,858.00	$5,197,858.00
Total	$7,768,671.00	$7,768,671.00

Budget

Jackson County Public Schools (500) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Received ▼

Mark Plan As Required: ☑

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
500	181	1	No	Yes	5.96 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$2,570,813.00	$2,570,813.00
Carryover Amount:	$5,197,858.00	$5,197,858.00
Allotment Plus Carryover:	$7,768,671.00	$7,768,671.00
Total Budgeted:		$7,768,671.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/03/2021 08:46 AM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/3/2021 8:46 AM	Received		Admin, NCCCIP			
9/10/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/10/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/3/2021 2:46 PM	Approved (Pending)		Perrotta, Paul			
8/11/2021 8:23 AM	Received		Admin, NCCCIP			
7/29/2021 8:39 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$200,000.00	$200,000.00	$400,000.00	extended allotment	✏
ⓘ	Salary	3	5110	141	000	00	$125,000.00	$100,000.00	$225,000.00	extended allotment	✏
ⓘ	Other	3	5110	180	000	00	$0.00	$434,600.00	$434,600.00	retention bonus-superintendent request	✏
ⓘ	Other	3	5110	192	000	00	$75,000.00	$0.00	$75,000.00		✏

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	Other	3	5110	211	000	00	$30,601.00	$56,200.00	$86,801.00		
	Other	3	5110	221	000	00	$67,018.00	$48,740.00	$115,758.00		
	Other	3	5110	231	000	00	$35,230.00	$35,230.00	$70,460.00		
	Other	3	5110	232	000	00	$9,200.00	$0.00	$9,200.00		
	Other	3	5110	312	000	00	$62,500.00	$60,000.00	$122,500.00	extended allotment	
	Other	3	5110	411	000	00	$750,000.00	$52,877.81	$802,877.81	extended allotment	
	Other	3	5110	418	000	00	$125,000.00	$0.00	$125,000.00		
	Other	3	5120	180	000	00	$0.00	$35,460.00	$35,460.00	retention bonus-superintendent request	
	Other	3	5120	211	000	00	$0.00	$2,713.00	$2,713.00		
	Other	3	5130	180	000	00	$0.00	$29,000.00	$29,000.00	retention bonus-superintendent request	
	Other	3	5130	180	000	00	$0.00	$6,000.00	$6,000.00	retention bonus-superintendent request	
	Other	3	5130	180	000	00	$0.00	$22,500.00	$22,500.00	retention bonus-superintendent request	
	Other	3	5130	211	000	00	$0.00	$1,721.00	$1,721.00		
	Other	3	5130	211	000	00	$0.00	$459.00	$459.00		
	Other	3	5130	211	000	00	$0.00	$2,219.00	$2,219.00		
	Other	3	5210	180	000	00	$0.00	$102,000.00	$102,000.00	retention	

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									bonus-superintendent request	
ⓘ	Other	3	5210	211	000	00	$0.00	$7,800.00	$7,800.00		✏
ⓘ	Other	3	5220	180	000	00	$0.00	$2,000.00	$2,000.00	retention bonus-superintendent request	✏
ⓘ	Other	3	5220	211	000	00	$0.00	$153.00	$153.00		✏
ⓘ	Other	3	5230	180	000	00	$0.00	$2,000.00	$2,000.00	retention bonus-superintendent request	✏
ⓘ	Other	3	5230	211	000	00	$0.00	$153.00	$153.00		✏
ⓘ	Other	3	5240	180	000	00	$0.00	$14,000.00	$14,000.00	retention bonus-superintendent request	✏
ⓘ	Other	3	5240	211	000	00	$0.00	$1,071.00	$1,071.00		✏
ⓘ	Other	3	5260	180	000	00	$0.00	$6,860.00	$6,860.00	retention bonus-superintendent request	✏
ⓘ	Other	3	5260	211	000	00	$0.00	$525.00	$525.00		✏
ⓘ	Other	3	5270	180	000	00	$0.00	$7,200.00	$7,200.00	retention bonus-superintendent request	✏
ⓘ	Other	3	5270	211	000	00	$0.00	$551.00	$551.00		✏
ⓘ	Other	3	5270	411	000	00	$25,000.00	$0.00	$25,000.00		✏
ⓘ	Other	3	5270	418	000	00	$65,000.00	$0.00	$65,000.00		✏
ⓘ											✏

	Other	3	5310	180	000	00	$0.00	$11,200.00	$11,200.00	retention bonus-superintendent request	
ⓘ	Other	3	5310	211	000	00	$0.00	$857.00	$857.00		✎
ⓘ	Other	3	5320	180	000	00	$0.00	$10,000.00	$10,000.00	retention bonus-superintendent request	✎
ⓘ	Other	3	5320	211	000	00	$0.00	$765.00	$765.00		✎
ⓘ	Other	3	5330	180	000	00	$0.00	$47,100.00	$47,100.00	retention bonus-superintendent request	✎
ⓘ	Other	3	5330	211	000	00	$0.00	$3,603.00	$3,603.00		✎
ⓘ	Other	3	5340	180	000	00	$0.00	$16,000.00	$16,000.00	retention bonus-superintendent request	✎
ⓘ	Other	3	5340	211	000	00	$0.00	$1,224.00	$1,224.00		✎
ⓘ	Other	3	5350	196	000	00	$35,000.00	$0.00	$35,000.00		✎
ⓘ	Other	3	5350	211	000	00	$2,677.50	$0.00	$2,677.50		✎
ⓘ	Other	3	5350	221	000	00	$8,530.00	$0.00	$8,530.00		✎
ⓘ	Other	3	5350	311	000	00	$20,000.00	$0.00	$20,000.00		✎
ⓘ	Other	3	5350	331	000	00	$50,000.00	$0.00	$50,000.00		✎
ⓘ	Other	3	5350	411	000	00	$30,193.00	$0.00	$30,193.00		✎
ⓘ	Salary	3	5360	113	000	00	$24,000.00	$0.00	$24,000.00		✎
ⓘ	Salary	3	5360	126	000	00	$259,000.00	$0.00	$259,000.00		✎
ⓘ	Salary	3	5360	128	000	00	$16,000.00	$0.00	$16,000.00		✎
ⓘ	Salary	3	5360	131	000	00	$28,000.00	$0.00	$28,000.00		✎

ℹ️	Salary	3	5360	132	000	00	$15,000.00	$0.00	$15,000.00		✏️
ℹ️	Salary	3	5360	142	000	00	$65,000.00	$0.00	$65,000.00		✏️
ℹ️	Salary	3	5360	171	000	00	$30,000.00	$0.00	$30,000.00		✏️
ℹ️	Salary	3	5360	174	000	00	$18,000.00	$0.00	$18,000.00		✏️
ℹ️	Other	3	5360	211	000	00	$34,809.00	$0.00	$34,809.00		✏️
ℹ️	Other	3	5400	180	000	00	$0.00	$28,000.00	$28,000.00	retention bonus-superintendent request	✏️
ℹ️	Other	3	5400	180	000	00	$0.00	$8,000.00	$8,000.00	retention bonus-superintendent request	✏️
ℹ️	Other	3	5400	211	000	00	$0.00	$612.00	$612.00		✏️
ℹ️	Other	3	5400	211	000	00	$0.00	$2,142.00	$2,142.00		✏️
ℹ️	Other	3	5410	180	000	00	$0.00	$18,000.00	$18,000.00	retention bonus-superintendent request	✏️
ℹ️	Other	3	5410	211	000	00	$0.00	$1,377.00	$1,377.00		✏️
ℹ️	Salary	3	5420	116	000	00	$139,443.00	$0.00	$139,443.00		✏️
ℹ️	Other	3	5420	180	000	00	$0.00	$14,000.00	$14,000.00	retention bonus-superintendent request	✏️
ℹ️	Other	3	5420	211	000	00	$10,668.00	$1,071.00	$11,739.00		✏️
ℹ️	Other	3	5420	221	000	00	$33,984.00	$0.00	$33,984.00		✏️
ℹ️	Other	3	5420	232	000	00	$3,208.00	$0.00	$3,208.00		✏️
ℹ️	Other	3	5500	180	000	00	$0.00	$3,500.00	$3,500.00	retention bonus-	✏️

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										superintendent request	
ℹ	Other	3	5500	180	000	00	$0.00	$2,000.00	$2,000.00	retention bonus-superintendent request	✏
ℹ	Other	3	5500	211	000	00	$0.00	$153.00	$153.00		✏
ℹ	Other	3	5500	211	000	00	$0.00	$268.00	$268.00		✏
ℹ	Other	3	5810	180	000	00	$0.00	$12,000.00	$12,000.00	retention bonus-superintendent request	✏
ℹ	Other	3	5810	211	000	00	$0.00	$918.00	$918.00		✏
ℹ	Salary	3	5820	151	000	00	$137,736.00	$130,000.00	$267,736.00	extended allotment	✏
ℹ	Other	3	5820	180	000	00	$0.00	$8,000.00	$8,000.00	retention bonus-superintendent request	✏
ℹ	Other	3	5820	211	000	00	$10,537.00	$10,557.00	$21,094.00		✏
ℹ	Other	3	5820	221	000	00	$33,567.00	$31,680.00	$65,247.00		✏
ℹ	Other	3	5820	231	000	00	$28,184.00	$0.00	$28,184.00		✏
ℹ	Other	3	5820	232	000	00	$3,167.93	$0.00	$3,167.93		✏
ℹ	Salary	3	5830	131	000	00	$200,000.00	$100,000.00	$300,000.00	extended allotment	✏
ℹ	Salary	3	5830	141	000	00	$105,500.00	$100,000.00	$205,500.00	extended allotment	✏
ℹ	Other	3	5830	180	000	00	$0.00	$47,100.00	$47,100.00	retention bonus-superintendent request	✏

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ⓘ	Other	3	5830	211	000	00	$23,370.75	$30,385.25	$53,756.00		✎
ⓘ	Other	3	5830	221	000	00	$48,740.00	$60,928.00	$109,668.00		✎
ⓘ	Other	3	5830	231	000	00	$28,184.00	$14,092.00	$42,276.00		✎
ⓘ	Other	3	5830	232	000	00	$4,600.00	$0.00	$4,600.00		✎
ⓘ	Other	3	5830	312	000	00	$10,000.00	$0.00	$10,000.00		✎
ⓘ	Other	3	5830	411	000	00	$4,369.00	$0.00	$4,369.00		✎
ⓘ	Salary	3	5840	131	000	00	$150,000.00	$0.00	$150,000.00		✎
ⓘ	Salary	3	5840	148	000	00	$68,946.00	$0.00	$68,946.00		✎
ⓘ	Other	3	5840	180	000	00	$0.00	$24,000.00	$24,000.00	retention bonus-superintendent request	✎
ⓘ	Other	3	5840	211	000	00	$16,750.00	$1,835.00	$18,585.00		✎
ⓘ	Other	3	5840	221	000	00	$36,555.00	$0.00	$36,555.00		✎
ⓘ	Other	3	5840	231	000	00	$21,138.00	$0.00	$21,138.00		✎
ⓘ	Other	3	5840	232	000	00	$3,450.00	$0.00	$3,450.00		✎
ⓘ	Other	3	5860	180	000	00	$0.00	$4,000.00	$4,000.00	retention bonus-superintendent request	✎
ⓘ	Other	3	5860	211	000	00	$0.00	$306.00	$306.00		✎
ⓘ	Other	3	5880	411	000	00	$40,000.00	$0.00	$40,000.00		✎
ⓘ	Other	3	5880	459	000	00	$16,000.00	$0.00	$16,000.00		✎
ⓘ	Other	3	6110	180	000	00	$0.00	$3,720.00	$3,720.00	retention bonus-superintendent request	✎
ⓘ	Other	3	6110	211	000	00	$0.00	$285.00	$285.00		✎
ⓘ	Other	3	6120	180	000	00	$0.00	$900.00	$900.00	retention	✎

										bonus-superintendent request	
ⓘ	Other	3	6120	211	000	00	$0.00	$69.00	$69.00		✏
ⓘ	Other	3	6120	221	000	00	$0.00	$219.33	$219.33		✏
ⓘ	Other	3	6120	231	000	00	$0.00	$704.60	$704.60		✏
ⓘ	Other	3	6200	180	000	00	$0.00	$3,600.00	$3,600.00	retention bonus-superintendent request	✏
ⓘ	Other	3	6200	211	000	00	$0.00	$275.00	$275.00		✏
ⓘ	Other	3	6300	180	000	00	$0.00	$1,600.00	$1,600.00	retention bonus-superintendent request	✏
ⓘ	Other	3	6300	211	000	00	$0.00	$122.00	$122.00		✏
ⓘ	Salary	3	6400	152	000	00	$31,000.00	$0.00	$31,000.00		✏
ⓘ	Other	3	6400	180	000	00	$0.00	$10,000.00	$10,000.00	retention bonus-superintendent request	✏
ⓘ	Other	3	6400	180	000	00	$0.00	$2,000.00	$2,000.00	retention bonus-superintendent request	✏
ⓘ	Other	3	6400	211	000	00	$0.00	$153.00	$153.00		✏
ⓘ	Other	3	6400	211	000	00	$2,372.00	$765.00	$3,137.00		✏
ⓘ	Other	3	6400	221	000	00	$7,555.00	$0.00	$7,555.00		✏
ⓘ	Other	3	6400	231	000	00	$7,046.00	$0.00	$7,046.00		✏
ⓘ	Other	3	6400	232	000	00	$713.00	$0.00	$713.00		✏
ⓘ											✏

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	Other	3	6400	311	000	00	$75,000.00	$0.00	$75,000.00	
ⓘ	Other	3	6400	418	000	00	$66,000.00	$0.00	$66,000.00	
ⓘ	Equipment	3	6400	462	000	00	$40,000.00	$0.00	$40,000.00	
ⓘ	Salary	3	6540	173	000	00	$320,000.00	$0.00	$320,000.00	
ⓘ	Other	3	6540	180	000	00	$0.00	$58,000.00	$58,000.00	retention bonus- superintendent request
ⓘ	Other	3	6540	211	000	00	$24,480.00	$4,437.00	$28,917.00	
ⓘ	Other	3	6540	221	000	00	$77,984.00	$0.00	$77,984.00	
ⓘ	Other	3	6540	231	000	00	$56,368.00	$0.00	$56,368.00	
ⓘ	Other	3	6540	232	000	00	$7,360.00	$0.00	$7,360.00	
ⓘ	Other	3	6550	180	000	00	$0.00	$52,000.00	$52,000.00	retention bonus- superintendent request
ⓘ	Other	3	6550	211	000	00	$0.00	$2,886.00	$2,886.00	
ⓘ	Other	3	6550	423	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Salary	3	6580	175	000	00	$73,678.00	$150,000.00	$223,678.00	extended allotment
ⓘ	Other	3	6580	180	000	00	$0.00	$13,000.00	$13,000.00	retention bonus- superintendent request
ⓘ	Other	3	6580	211	000	00	$5,637.00	$12,469.00	$18,106.00	
ⓘ	Other	3	6580	221	000	00	$17,956.00	$36,554.00	$54,510.00	
ⓘ	Other	3	6580	231	000	00	$13,036.00	$0.00	$13,036.00	
ⓘ	Other	3	6580	232	000	00	$1,694.00	$0.00	$1,694.00	
ⓘ	Other	3	6610	180	000	00	$0.00	$8,000.00	$8,000.00	retention

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ⓘ									bonus-superintendent request	
ⓘ	Other	3	6610	180	000	00	$0.00	$2,000.00	$2,000.00	retention bonus-superintendent request	✏
ⓘ	Other	3	6610	211	000	00	$0.00	$153.00	$153.00		✏
ⓘ	Other	3	6610	211	000	00	$0.00	$612.00	$612.00		✏
ⓘ	Other	3	6610	221	000	00	$0.00	$487.40	$487.40		✏
ⓘ	Other	3	6610	231	000	00	$0.00	$704.60	$704.60		✏
ⓘ	Other	3	6620	180	000	00	$0.00	$5,000.00	$5,000.00	retention bonus-superintendent request	✏
ⓘ	Other	3	6620	180	000	00	$0.00	$1,000.00	$1,000.00	retention bonus-superintendent request	✏
ⓘ	Other	3	6620	211	000	00	$0.00	$77.00	$77.00		✏
ⓘ	Other	3	6620	211	000	00	$0.00	$383.00	$383.00		✏
ⓘ	Other	3	6710	180	000	00	$0.00	$2,400.00	$2,400.00	retention bonus-superintendent request	✏
ⓘ	Other	3	6710	211	000	00	$0.00	$184.00	$184.00		✏
ⓘ	Other	3	6710	418	000	00	$108,000.00	$0.00	$108,000.00		✏
ⓘ	Other	3	6820	180	000	00	$0.00	$2,000.00	$2,000.00	retention bonus-superintendent request	✏
ⓘ										✏

	Other	3	6820	211	000	00	$0.00	$153.00	$153.00		
ⓘ	Other	3	6940	180	000	00	$0.00	$1,000.00	$1,000.00	retention bonus-superintendent request	✎
ⓘ	Other	3	6940	180	000	00	$0.00	$2,000.00	$2,000.00	retention bonus-superintendent request	✎
ⓘ	Other	3	6940	180	000	00	$0.00	$3,000.00	$3,000.00	retention bonus-superintendent request	✎
ⓘ	Other	3	6940	211	000	00	$0.00	$230.00	$230.00		✎
ⓘ	Other	3	6940	211	000	00	$0.00	$153.00	$153.00		✎
ⓘ	Other	3	6940	211	000	00	$0.00	$77.00	$77.00		✎
ⓘ	Other	3	6950	180	000	00	$0.00	$2,000.00	$2,000.00	retention bonus-superintendent request	✎
ⓘ	Other	3	6950	211	000	00	$0.00	$153.00	$153.00		✎
ⓘ	Other	3	7200	180	000	00	$0.00	$86,000.00	$86,000.00	retention bonus-superintendent request	✎
ⓘ	Other	3	7200	211	000	00	$0.00	$6,579.00	$6,579.00		✎
ⓘ	Other	3	8100	392	000	00	$285,347.13	$146,415.45	$431,762.58		✎
ⓘ	Other	3	8200	399	000	00	$31,413.44	($31,413.44)	$0.00		✎

Total: $4,646,495.75 $2,570,813.00 $7,217,308.75

302 - Blue Ridge Early College

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5330	411	000	00	$18,885.00	$0.00	$18,885.00		✎
						Total:	$18,885.00	$0.00	$18,885.00		

304 - Cullowhee Valley School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5330	411	000	00	$55,499.00	$0.00	$55,499.00		✎
						Total:	$55,499.00	$0.00	$55,499.00		

314 - Fairview Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5330	411	000	00	$64,193.00	$0.00	$64,193.00		✎
						Total:	$64,193.00	$0.00	$64,193.00		

316 - Blue Ridge School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5330	411	000	00	$27,887.00	$0.00	$27,887.00		✎
						Total:	$27,887.00	$0.00	$27,887.00		

323 - Jackson Co Early College

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5330	411	000	00	$17,227.00	$0.00	$17,227.00		✎
						Total:	$17,227.00	$0.00	$17,227.00		

324 - Jackson Community School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5330	411	000	00	$18,412.00	$0.00	$18,412.00		✎
						Total:	$18,412.00	$0.00	$18,412.00		

332 - Scotts Creek Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5270	121	000	00	$52,500.00	$0.00	$52,500.00		✎
ℹ	Other	3	5270	211	000	00	$4,017.00	$0.00	$4,017.00		✎
ℹ	Other	3	5270	221	000	00	$12,795.00	$0.00	$12,795.00		✎
ℹ	Other	3	5270	231	000	00	$10,569.00	$0.00	$10,569.00		✎
ℹ	Other	3	5270	232	000	00	$1,208.00	$0.00	$1,208.00		✎
ℹ	Other	3	5330	411	000	00	$44,994.00	$0.00	$44,994.00		✎
						Total:	$126,083.00	$0.00	$126,083.00		

337 - Smokey Mountain Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5270	121	000	00	$25,530.00	$0.00	$25,530.00		✎
ℹ	Other	3	5270	211	000	00	$1,956.00	$0.00	$1,956.00		✎
ℹ	Other	3	5270	221	000	00	$6,222.00	$0.00	$6,222.00		✎
ℹ	Other	3	5270	231	000	00	$4,863.00	$0.00	$4,863.00		✎
ℹ	Other	3	5270	232	000	00	$588.00	$0.00	$588.00		✎
ℹ	Other	3	5330	411	000	00	$50,140.00	$0.00	$50,140.00		✎
						Total:	$89,299.00	$0.00	$89,299.00		

340 - Smoky Mountain High School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$52,500.00	$0.00	$52,500.00		✏
ⓘ	Other	3	5270	211	000	00	$4,017.00	$0.00	$4,017.00		✏
ⓘ	Other	3	5270	221	000	00	$12,794.25	$0.00	$12,794.25		✏
ⓘ	Other	3	5270	231	000	00	$10,569.00	$0.00	$10,569.00		✏
ⓘ	Other	3	5270	232	000	00	$1,208.00	$0.00	$1,208.00		✏
ⓘ	Other	3	5330	411	000	00	$52,789.00	$0.00	$52,789.00		✏
						Total:	**$133,877.25**	**$0.00**	**$133,877.25**		

Grant Details

Jackson County Public Schools (500) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Jackson County Public Schools used multiple data points to determine the most important educational needs of students as a result of the disruption in educational services and the subsequent shift to remote learning due to COVID-19 and return to in-person learning. The JCPS Curriculum Department and Human Resources Department collected data to determine students' academic needs and COVID-19 transmission data. This data was analyzed by the Superintendent, Assistant Superintendent, Chief Academic Officer, Chief Finance Office, Executive Director of Human Resources and Personnel, and the Executive Director of Federal Program and aligned with possible ESSER II funding categories. This data was then shared with a stakeholder group including the district leaders listed above and the JCPS Director of Student Support Services, JCPS Principal of the Year, JCPS Teacher of the Year, Western Carolina University Dean of the College of Education and Allied Professions, Director of HIGHTS Therapeutic Program for students, and two parents representing both the K-8 and 9-12 grade spans. The data and plan for aligning funding to address the needs highlighted by the data were presented to the stakeholder group on April 29 in a hybrid meeting and a survey was shared with attendees to provide feedback about the proposed use of funds. Additionally, a recorded overview of the data and aligned funding were linked to the JCPS webpage with a link for feedback from

April 30 to May 6, 2021. The data below was used to assess student learning gaps and align funding for ESSER II and ESSER III support: Learning Loss: - K-8 Students: Student academic proficiency as measured by nationally-normed iReady data and NC Check-in data: 53% of students enrolled in grades kindergarten through eight scored less than 50% correct on math and/or reading NC Check-in 1 or NC Check-in 2 and/or received a benchmark score on an iReady math and/or reading assessment that indicated they were 2 or more years behind the expectation for their grade (1 year or more behind for kindergarten students). Out of all K-8 students who were currently identified as EL 78% of students were identified as below the grade level expectation in ELA, Math, or both as measured by the iReady math and ELA assessments. - 9-12 Students: Student academic proficiency as measured by high school course completion: (data is currently only available for fall semester course completion) Students were enrolled in 4621 individual courses, and of those only 4028 courses were considered completed and earned create toward graduation for students. 593 of the courses attempted were failed or incomplete. That is 13% of the attempted courses that were failed or incomplete. Subject specific data shows that many core academic areas exhibited less academic proficiency with the following data: 20% of math courses attempted were failed or incomplete, 19% of science courses attempted were failed or incomplete, 16% of social studies courses attempted were failed or incomplete, and 10% of English courses attempted were failed or incomplete. - COVID-19 safety measures and monitoring to prevent the spread of COVID-19 in JCPS schools: - Number and percent of students testing positive during the 2020-2021 school year (measured August 17, 2020-April 23, 2021): 127 student confirmed cases of COVID-19 (data includes students who attend face-to-face and who attend fully remote); which is 3.4% of students enrolled - Number and percent of staff testing positive during the 2020-2021 school year (measured August 17, 2020-April 23, 2021): 58 staff confirmed cased of COVID-19; which is 10% of staff. Student Social and Emotional Health and Learning: Since the beginning of the COVID-19 pandemic our student support services staff (social workers, school counselors, mental health specialist, student support specialist assistants) have seen a drastic increase in request for student counseling sessions, families requesting connections to community supports for food and financial assistance, student referrals to outside clinical counseling, and an increase in teachers and schools requesting support from our JCPS Behavioral Specialists for a variety of behavioral concerns. JCPS will continue to monitor student proficiency using iReady benchmark data, NC Check-in Data, EOG/EOC data when available, and student course completion data. We will also continue to monitor COVID-19 cases until such time that monitoring is no longer needed as determined by the CDC.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Learning Loss is a major concern of the Jackson County Public Schools stakeholder group. To address the learning loss identified in the student data above the district will : - Provide additional instructional assistants and teachers to provide in-classroom interventions and supports for academics and areas of need for students with a targeted staff to student ratio during interventions of 1 staff to 10 students or lower; - Provide high quality assessments using iReady testing software to analyze student growth between Beginning of Year, Middle of Year, and End of Year assessment in both math and reading for all K-8 student; - Provide parent and family engagement activities at each school to provide students a better understanding of the key learning standards for the grades their children are enrolled in and strategies for supporting them in math and reading at home; - Monitor and track student attendance by employing data managers beyond the allocation provided by NCDPI through state funds - Monitor student proficiency compared to pre-pandemic data by using the iReady platform to collect data about all K-8 student proficiency - Provide additional evidence-based materials - Provide access to online learning platforms to combat learning loss, including the Imagine Learning Language and Literacy Software for English Learners to support their language acquisition and reading and writing development as a supplement to support provide to ESL staff. - Provide assistance to principals for summer analysis of student learning loss and planning for curriculum purchases, professional development, master schedules, class rosters by employing assistant principals for additional months during the summer beyond their 10 month assignment. - Provide principals with funds to spend based on their individual learning loss needs (selecting from a menu of evidence-based allowable activities/budget codes provided by the district and monitored through consultation during meetings with the Central Office Leadership Team at least twice annually) - Provide support for the needs of special populations which have been compounded by COVID-19 school closures and hybrid learning, specifically providing additional teachers to support English Language Learners. - Provide funding for one additional technology technician to support the maintenance and repair needs of the increased number of devices purchased during the 2020-2021 school year and software needed to provided students access to learning management systems, appropriate filtering, and online lesson components used by teachers in instruction. - Provide additional Student Support Services staff and assistants to support overall Social Emotional Learning school and district wide and to provide for the individual needs of students. SEL supports the whole child which will lead to increased academic proficiency. - Provide a rigorous and engaging summer academic program for three consecutive summers (adapting to the needs of the students annually for scope and offerings) Another major concern of the group is to continue to keep current COVID-19 transmission mitigation activities in place. Based on the very low transmission rate for JCPS (having students in school face-to-face at least 2 days per week since October 2020) students and staff we feel that it is very important to keep the plans we put into place with ESSER I/CARES funds to continue to prevent transmission of the COVID-19 virus and thus keep students and staff in high quality face-to-face instruction. The following activities will be funded through ESSER II to prevent the transmission of COVID-19: - Provide additional school nurses and certified nursing assistants to ensure that each JCPS campus has a health care worker on campus to help monitor student symptoms and overall spread or exposure of COVID-19 - Provide additional custodial support to ensure that

cleaning measures to meet the CDC and NCDHHS guidelines can be carried out. - Provide cleaning supplies to ensure that all JCPS campuses meet the CDC and NCDHSS guidelines for cleanliness to combat COVID-19 spread. The final concern of the group was the social-emotional well being of students and how we can best support the rapidly increasing social emotional needs of students during and after the COVID-19 pandemic. Due to the recent increase in referrals for student support services and behavioral specialist services funds will be allocated to: - additional students support services roles (licensed school counselor or social worker) and student support services assistant who will work under a licensed student support services staff member to support student and classroom needs related to social and emotional health and learning -we will provide training to staff for Youth Mental Health First Aid or similar training about recognizing signs that students may need supports of student support service staff members and reviewing the procedures to get students connected to the appropriate staff member. To facilitate this training supplies and workshop expenses will be needed -A contract with HIGHTS for clinical support for students as needed beyond the expertise of the district

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.

$ 3,166,633.24 * 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;

JCPS will use funds to purchase the iReady comprehensive testing software to monitor student growth and to identify gaps in student learning. The JCPS District Leadership Team will analyze results to determine specific standards and skills that large groups of students exhibit lack of proficiency and will provide high-quality professional development for staff in those areas. Additionally principals, instructional coaches, and classroom teachers will analyze student data to determine students who need additional support beyond a strengthened core and provide them with additional interventions delivered by additional staff funded through ESSER II funding. The JCPS Director of Testing and Accountability will combine data from the iReady platform and numerous other data points into the Qualtrics system to

monitor student sub-group performance and to provide additional subgroup trends and data to the District and School Leadership Teams.

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

Additional teachers and instructional assistants will be hired to provide evidence-based interventions to students who exhibit low proficiency. Supplies and materials that are evidence based will be purchased to strengthen both core instruction and interventions in areas with the most significant need in reading and math for students' academic growth. Teachers will also be provided targeted high-quality professional development in math and reading instructional strategies to increase student proficiency while being attentive to the social-emotional learning needs of students. Principals will develop plans for use of funds allocated to each school from a small menu of evidence based items to ensure alignment of staff, materials, and professional development meets the unique needs of their school. Budgets and purchases with the funds allocated to schools must be approved by the JCPS Curriculum Team and Executive Director of Federal Programs. Additional ESL teachers will be hired to meet the needs of English Learners who have particularly struggled to make adequate progress during periods of remote learning and hybrid learning in Jackson County Schools. All of these activities will also carryover into a high-quality summer program that meets the needs of at risk learners. Additionally, school principals will receive assistance for summer analysis of student learning loss and planning for curriculum purchases, professional development, master schedules, class rosters to best address learning loss by employing assistant principals for additional months during the summer beyond their 10 month assignment.

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

Funds will be allocated to all JCPS schools using a formula with a base allotment plus an additional per pupil allotment to provide at least two parent and family engagement activities per year focused on student math and reading proficiency. These activities must provide parents with an overview of the standards and skills expected from a proficient child at each grade level and provide strategies and modeled examples of how families can support their child's learning at home. Activities will be provided in a variety of formats based on feedback from parent surveys and will be engaging and safe for families. For families with students in a distance learning environment hybrid or remote opportunities will be provided for each of the same family engagement activities previously described. Synchronist and asynchronist virtual family engagement opportunities will be provided with the opportunity for feedback.

* (D) Tracking student attendance and improving student engagement in distance education;

Funds will support school data managers in additional to the allocation provided by the state (coded to 3.5820.181.151.000), school social workers, and other student support services staff who will monitor student attendance and will provide parent contact after 3, 6, and 10 absences. School student support services staff will

collaborate with students and families to problem-solve barriers to school attendance for both face-to-face and remote learners.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The JCPS district curriculum team will analyze student data at least twice per year to compare to pre-pandemic data. The Director of Testing and Accountability has compiled information about student proficiency pre-pandemic and currently during the pandemic from iReady, NC Check-ins, EOG/EOC, ACT, cohort graduation rate, and other sources. As data is analyzed it will be shared with the JCPS District Leadership Team (including each school principal) to discuss district trends and areas of need. Additionally, data trends will be provided to each school to analyze their performance again pre-pandemic proficiency. Student data will be uploaded to Qualtrics to provide access to more easily identify students who need academics support so that school instructional teams can develop and execute a plan to meet whole group, small group, and individual student needs.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No		July 2021- June 2024	The percent of English Learner students identified as "at risk" using the same criteria used in the needs assessment data collection will be reduced.	$ 291,336.25

		Funds will be used to provide 2 additional English Learner staff to increase both language acquisition and academic proficiency of our English Learners who have extensive learning loss related to periods of remote learning due to COVID-19. Additional funds will be used to purchase the Imagine Learning Language and Literacy software each year for EL students and supplemental supplies for EL instruction will be purchased to combat learning loss for EL students related to COVID-19.			
					$ 1,100,327.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	Funds will be used to provide salaries for 3additional nurses and 2 CNAs to ensure a school health care worker is available to every campus to monitor COVID-19 outbreaks and quarantines. Funds will also be used for salaries for custodians to ensure CDC and NCDHHS cleaning protocols for COVID-10 mitigation are carried out. Additionally, the salary of the HVAC technician and a portion of his assistant will be paid to ensure extra attention is paid to ensure air-quality is monitored to maximize the effort to limit COVID-19 virus transmission.	July 2022-June 2024	The percent of staff and students who contract COVID-19 will remain low to ensure that students are able to safely receive high-quality face-to-face instruction	

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
	* ○ Yes ◉ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ⦿ Yes ◯ No		July 2022-June 2024	The percent of students identified as "at risk" using the same criteria used in the needs assessment data collection will be reduced	$ 230,604.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Funds will be used to provide the salary of one additional technician to assist with the maintenance of additional student devices received in 2020-2021, additional software and software management systems will also be purchased to provide opportunities to combat learning loss related to COVID-19/			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No		July 2022-June 2024	The percent of students identified as "at risk" using the same criteria used in the needs assessment data collection will be reduced	$ 730,169.00

| | | Funds will be used to provide for 4 salaries of social workers or counselors and up to 9 new Student Support Services assistants who will work under the direction of a social worker or counselor to provide mental health support, counseling, and overall meet the social-emotional learning needs of students related to remote learning and overall student anxiety related to COVID-19. Funds will also be used to provide social-emotional learning professional development and supplies and materials for the staff listed above. | | | |

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	Funds will be used to provide a wide-scale K-12 summer academic program with academic and social-emotional learning supports focused on combating learning loss related to COVID-19, including certified and non certified staff, transportation, no cost meals, supplies, materials, and assistant principal extended employment to assist with analysis of student learning loss and plan for curriculum purchases, professional development, master schedules, class rosters, etc.	May 2024- August 2024	The percent of students identified as "at risk" using the same criteria used in the needs assessment data collection will be reduced	$ 600,002.00
		Indirect Cost; Funds will be used			$ 1,649,599.51

| 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 | to provide a district-wide staff retention bonus. JCPS leadership has determined that a retention bonus is necessary to ensure continuity of operations across all programs and schools. Since April 2021 JCPS has experienced 89 employee resignations or retirements leading to job postings. This is over 15% of all JCPS positions that have turned over in six months. Even more concerning is that of the 89 job postings, 30 postings have not been filled or have been filled and have become vacant again during this 6 month time frame | May 2021-September 2024 | The percent of students identified as "at risk" using the same criteria used in the needs assessment data collection will be reduced. Percent of job vacancies will remain the same or decrease after December 2021. | |

		month time frame. This is 33% of the open job postings which are not filled and are causing hardships across all departments that impact student success. Bus drivers, custodians, child nutrition employees, and EC teachers and teacher assistants are the hardest positions to fill with ongoing lengthy job vacancies, while K-12 teachers and social/emotional support staff have had the most turnover of positions. In an effort to combat additional employee resignations and retirements JCPS leadership would like to offer a one time $2000 stipend to all			

		employees who are employed as of November 15, 2021. The flat $2,000 will not be prorated as many hard to staff positions are part-time positions, yet are still essential to the continuation of operations.			

	Total ESSER III Allotment	$	4,602,037.76

Part E: Assurances

*Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.

* ✔ **LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)**
An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Jackson County Public Schools (500) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Jackson County Public Schools (500) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Laura Dills

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, November 4, 2021

Jackson County Public Schools (500) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Jackson County Public Schools (500) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Jackson County Public Schools (500) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058668

* Address:

398 Hospital Road Sylva, NC 28779

* Superintendent:

Dr. Dana Ayers

Key Personnel:

> * Laura Dills

Johnston County Public Schools (510) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/22/2021 3:05:45 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Johnston County Public Schools (510) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) **PRC181** **CFDA: 84.425U**	**Total**
Allotment	$65,473,282.00	$65,473,282.00
Carryover	$0.00	$0.00
Total	$65,473,282.00	$65,473,282.00

Budget

Johnston County Public Schools (510) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
510	181	0	No	No	0.82 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$65,473,282.00	$65,423,655.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$65,473,282.00	$65,423,655.00
Total Budgeted:		$65,423,655.00
Total Remaining:	$49,627.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/15/2021 04:48 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/15/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/15/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/12/2021 9:30 AM	Approved (Pending)		Lewis, Erin			
10/11/2021 10:15 AM	Received		Admin, NCCCIP			
10/5/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☑		3-5110-135-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District as NOT APPROVED for the following reasons: 1. Facilities / general contract items are listed in your budget (522 and 523). Please include specifics of how you will use these funds in the grant details. 2. All salaried positions should also be listed in the grant details - TA's, custodian, office staff, extended learning staff, etc. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.

11/10/2021 2:01:56 PM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
		☑		3-5110-164-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District as NOT APPROVED for the following reasons: The substitute stipends can be under "addressing learning loss" (with the justification that they are helping ensure smaller class sizes, social distancing, and continued learning without disruption when a teacher is absent, or it can be under "improving preparation and response" (with the justification that the district is preparing for potential COVID-19 absences). Whichever you choose to put it under, just make sure the amount budged is included as part of the total amount in the far right column. Budget: For each of the salary / position budget items, please go through and change the position justification from "Building ESSER III Budget" to a justification for that specific position. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
10/5/2021 3:44 PM	Denied (Pending)		Lewis, Erin			
10/5/2021 1:39 PM	Under Review		Lewis, Erin			
10/1/2021 11:06 AM	Received		Lewis, Erin			
9/30/2021 5:07 PM	Denied (Pending)		Lewis, Erin			
9/28/2021 1:59 PM	Under Review		Lewis, Erin			
9/17/2021 8:39 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	00	$1,260,000.00	$0.00	$1,260,000.00		
ⓘ	Other	3	5110	164	000	00	$945,000.00	$0.00	$945,000.00		
ⓘ	Other	3	5110	192	000	00	$500,000.00	$0.00	$500,000.00		
ⓘ	Other	3	5110	211	000	00	$206,932.50	$0.00	$206,932.50		
ⓘ	Other	3	5110	221	000	00	$622,150.00	$0.00	$622,150.00		
ⓘ	Other	3	5110	231	000	00	$179,400.00	$0.00	$179,400.00		
ⓘ	Other	3	5110	411	000	00	$4,300,000.00	$0.00	$4,300,000.00		
ⓘ	Equipment	3	5110	462	000	00	$9,212,000.00	$0.00	$9,212,000.00		
ⓘ	Salary	3	5350	142	000	00	$7,000,000.00	$0.00	$7,000,000.00		
ⓘ	Other	3	5350	198	000	00	$1,750,000.00	$0.00	$1,750,000.00		
ⓘ	Other	3	5350	211	000	00	$669,375.00	$0.00	$669,375.00		
ⓘ	Other	3	5350	221	000	00	$2,012,500.00	$0.00	$2,012,500.00		
ⓘ	Other	3	5350	331	000	00	$2,950,000.00	$0.00	$2,950,000.00		
ⓘ	Other	3	5350	411	000	00	$250,000.00	$0.00	$250,000.00		
ⓘ	Other	3	5350	418	000	00	$600,000.00	$0.00	$600,000.00		
ⓘ	Salary	3	5360	116	000	00	$780,000.00	$0.00	$780,000.00		
ⓘ	Salary	3	5360	126	000	00	$10,800,000.00	$0.00	$10,800,000.00		
ⓘ	Salary	3	5360	131	000	00	$603,000.00	$0.00	$603,000.00		
ⓘ	Salary	3	5360	135	000	00	$147,000.00	$0.00	$147,000.00		
ⓘ	Salary	3	5360	142	000	00	$780,000.00	$0.00	$780,000.00		
ⓘ	Salary	3	5360	146	000	00	$297,000.00	$0.00	$297,000.00		

ⓘ	Salary	3	5360	151	000	00	$195,000.00	$0.00	$195,000.00
ⓘ	Salary	3	5360	171	000	00	$795,000.00	$0.00	$795,000.00
ⓘ	Salary	3	5360	173	000	00	$201,600.00	$0.00	$201,600.00
ⓘ	Other	3	5360	211	000	00	$1,116,792.90	$0.00	$1,116,792.90
ⓘ	Other	3	5840	311	000	00	$250,000.00	$0.00	$250,000.00
ⓘ	Other	3	5840	411	000	00	$600,000.00	$0.00	$600,000.00
ⓘ	Equipment	3	5850	462	000	00	$4,465,000.00	$0.00	$4,465,000.00
ⓘ	Salary	3	5880	141	000	00	$90,000.00	$0.00	$90,000.00
ⓘ	Other	3	5880	211	000	00	$6,885.00	$0.00	$6,885.00
ⓘ	Other	3	5880	221	000	00	$20,700.00	$0.00	$20,700.00
ⓘ	Other	3	5880	231	000	00	$19,200.00	$0.00	$19,200.00
ⓘ	Other	3	6530	321	000	00	$400,000.00	$0.00	$400,000.00
ⓘ	Other	3	6530	323	000	00	$100,000.00	$0.00	$100,000.00
ⓘ	Other	3	6540	311	000	00	$1,000,000.00	$0.00	$1,000,000.00
ⓘ	Other	3	6570	522	000	00	$500,000.00	$0.00	$500,000.00
ⓘ	Other	3	6570	523	000	00	$750,000.00	$0.00	$750,000.00
ⓘ	Other	3	6580	422	000	00	$450,000.00	$0.00	$450,000.00
ⓘ	Salary	3	6610	113	000	00	$85,020.00	$0.00	$85,020.00
ⓘ	Other	3	6610	211	000	00	$6,504.03	$0.00	$6,504.03
ⓘ	Other	3	6610	221	000	00	$19,554.60	$0.00	$19,554.60
ⓘ	Other	3	6610	231	000	00	$6,400.00	$0.00	$6,400.00
ⓘ	Salary	3	6840	113	000	00	$241,200.00	$0.00	$241,200.00
ⓘ	Salary	3	6840	151	000	00	$90,000.00	$0.00	$90,000.00
ⓘ	Other	3	6840	211	000	00	$25,336.80	$0.00	$25,336.80
ⓘ	Other	3	6840	221	000	00	$76,176.00	$0.00	$76,176.00

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6840	231	000	00	$38,400.00	$0.00	$38,400.00		
ⓘ	Other	3	8100	392	000	00	$505,754.38	$0.00	$505,754.38		
ⓘ	Other	3	8200	399	000	00	$740,537.44	$0.00	$740,537.44		
						Total:	**$58,659,418.65**	**$0.00**	**$58,659,418.65**		

365 - JCPS Virtual Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$200,000.00	$0.00	$200,000.00		
ⓘ	Other	3	5110	143	000	00	$25,000.00	$0.00	$25,000.00		
ⓘ	Other	3	5110	162	000	00	$15,000.00	$0.00	$15,000.00		
ⓘ	Other	3	5110	181	000	00	$125,000.00	$0.00	$125,000.00		
ⓘ	Other	3	5110	211	000	00	$27,922.50	$0.00	$27,922.50		
ⓘ	Other	3	5110	221	000	00	$83,950.00	$0.00	$83,950.00		
ⓘ	Other	3	5110	231	000	00	$51,200.00	$0.00	$51,200.00		
ⓘ	Other	3	5110	343	000	00	$25,000.00	$0.00	$25,000.00		
ⓘ	Other	3	5110	418	000	00	$5,500,000.00	$0.00	$5,500,000.00		
ⓘ	Equipment	3	5110	462	000	00	$450,000.00	$0.00	$450,000.00		
ⓘ	Salary	3	5400	151	000	00	$40,200.00	$0.00	$40,200.00		
ⓘ	Other	3	5400	211	000	00	$3,075.30	$0.00	$3,075.30		
ⓘ	Other	3	5400	221	000	00	$9,246.00	$0.00	$9,246.00		
ⓘ	Other	3	5400	231	000	00	$6,400.00	$0.00	$6,400.00		
ⓘ	Salary	3	5410	114	000	00	$95,000.04	$0.00	$95,000.04		
ⓘ	Other	3	5410	211	000	00	$7,267.50	$0.00	$7,267.50		
ⓘ	Other	3	5410	221	000	00	$21,850.01	$0.00	$21,850.01		
ⓘ	Other	3	5410	231	000	00	$6,400.00	$0.00	$6,400.00		

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ⓘ	Other	3	5830	192	000	00	$50,000.00	$0.00	$50,000.00
ⓘ	Other	3	5830	211	000	00	$3,825.00	$0.00	$3,825.00
ⓘ	Other	3	5830	221	000	00	$11,500.00	$0.00	$11,500.00
ⓘ	Other	3	5830	231	000	00	$6,400.00	$0.00	$6,400.00
						Total:	**$6,764,236.35**	**$0.00**	**$6,764,236.35**

Grant Details

Johnston County Public Schools (510) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Johnston County Public Schools (JCPS) supports a district-wide culture where all instructional staff analyze student data, reflect on their practice, collaborate with their peers, and incorporate evidence-based teaching strategies to ensure high levels of learning and increased student achievement for all students. By the end of the 2023-24 school year 100% of Johnston County Public Schools will earn a school letter grade of A, B, or C. JCPS Strategic Planning Framework was established to ensure a systematic review of practices, processes, and systems to assist leadership in determining needs, examining their causes and setting priorities for future action. Our goal narrows our focus to what is important while providing opportunities to frequently measure progress. Johnston County Public Schools continues to place emphasis on the opportunity for input from all stakeholders in planning for the future. Through this process, various data points (perception surveys, assessment data, focus group data, and district accreditation feedback) are continuously used to guide the discussions across various stakeholder groups. Following the recommendations from the Johnston County Public Health Department, the Centers for Disease Control (CDC) and the StrongSchoolsNC Public Health Toolkit, the Johnston County Public Schools developed the Back-to-School Protocols in Johnston County Public Schools plan to start the 2021-2022 school year. The purpose of this plan was to

support our community with guidance, considerations, recommendations and best practices in how to reopen our schools while ensuring a safe and successful 2020-2021 school year. Our Back to School Opening Plan is posted on our website along with the COVID Dashboard. All stakeholders have the opportunity to provide feedback making public comments during our board meetings, by using our tip line (https://www.johnston.k12.nc.us/tipline) as well as contacting us by phone. Overall Performance Composite - All Subjects- 2019 - College and Career Readiness (CCR) - 38.3 Grade Level Proficiency(GLP) - 52.9 2021 - College and Career Readiness (CCR) - 25.3 Grade Level Proficiency(GLP) - 42.7 2019 2021 Reading - CCR 38.9 GLP - 50.7 CCR - 23.9 GLP 41.2 Math - CCR 32.6 GLP - 52.1 CCR - 18.8 GLP 37.9 Science - CCR 62.6 GLP - 72.2 CCR - 53.2 GLP 65.9 Additional Indicators 2019 2020 2021 EL Progress (K-12) 39.4 30.6 21.6 The ACT 53.8 - 49.2 ACT WorkKeys 70.9 - 63.2 ACT/WorkKeys Combined 66.6 - 58.6 Cohort Graduation Rate North Carolina JCPS 2018 86.3 91.8 2019 86.5 93.5 2020 87.6 91.7 2021 91.0 According to The National Institute on Healthcare Management Children's Mental Health in the COVID-19 Pandemic has been significantly impacted. The pandemic has created a perfect storm of stressors for children and youth. Experts warn that these additional stressors present due to COVID-19 may negatively impact students' mental health: uncertainty, social isolation, school closures, familial changes, economic instability, and losing a family member to COVID-19. According to the National Institute for Early Education Research (NIEER) at the Rutgers Graduate School of Education, children ages 3 to 5 have also lost important learning opportunities over the last year. JCPS had over 550 applicants for Preschool. Parents are being required to go back to work and are not able to find quality early education for their children. Without building new classrooms, we would have a waiting list of close to 350 students. Contact Tracing Efforts- Currently, we have 24 buildings in our district that are not outfitted with S2 software. In an effort to allow our district to improve our contact tracing efforts, it would benefit us greatly to outfit all schools in our district with S2 software. Adequate Devices and Broadband Connections- During the 2020-2021 JPCS checked out over 24,000 chromebooks and over 5,500 hotspots. JCPS has over 10,000 obsolete Chromebooks that are no longer supported with Google Auto Update Policy. The 10,000 older model chromebooks do not have adequate resources to support remote learning and synchronous learning that utilizes video conferencing. JCPS has over 15,350 Chromebooks that are over 4 years old. JCPS expects to check out Chromebooks to nearly all the 38,000 students enrolled at JCPS. Further, our students need reliable access to broadband or wifi internet to complete academic assignments on the way to school or on the way home from school each day. Some of the rides last up to 1.5 hours. JCPS currently has 2000 hot spots and 11 outdoor units. Last year's data from hotspot usage reports showed 2000 students utilized the hotspots for educational use.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Proficiency was impacted by learning loss as a result of interruptions in learning over the course of the 19-20 and 20-21 school years. Overall proficiency dropped by approximately 10 percentage points, with Math proficiency being most negatively impacted. College and Career Readiness indicators were also impacted by the interruptions of learning. Additional analysis of ACT data indicates Math is a continued area of focus. EL progress measures the acquisition of Language Skills for English Learners, as this is a growing population in our district this is noted as an area for improvement as a negative trend is present. Johnston County Public Schools 4 year graduation rate continues to be above the state average. JCPS recognizes the broad impact of the COVID-19 pandemic, therefore, our initiatives aim to address not only academic recovery but also the social and emotional well-being of our students, adequate resources as well as a healthy and safe environment. In our planning for recovering, we continue to recognize the value of data in providing information on individual student needs, analyzing learning loss and individual plans for remediation for our students as well as how to provide better access to remote learning and/or safe and healthy environment to our students by: -Addressing Learning Loss through evidence-based interventions that respond to student's academic, social and emotional needs; -Collecting information we need to guide instructional decisions (MTSS Plans, MAP benchmarks, list of students at risk of academic failure, End of Grade/End of Course Assessment, list of students who need to recover credits to meet graduation requirements, Panorama Survey and Panorama Student Success Data) and resource allocations; -Gathering information beyond test scores. This includes implementation of effective Core instruction, utilizing high leverage instructional practice across all schools; ensuring students have access to high-quality curricula, technology devices, and reliable internet; whether they regularly attended and/or engaged in online learning; and whether they are experiencing trauma, or food or housing insecurity; -Providing the opportunity to participate in Virtual Academy, Summer Learning, Extended Learning, supplementary and/or intensive targeted interventions; -Expanding opportunities for families with PreK students to have adequate access to instruction that will develop skills in the areas that are necessary to become successful in school; -Providing high quality consistent curriculum and learning resources, as the basis of its core instructional program; -Improving our contact tracing with S2 software to determine the path of individuals that may come into contact with one another in the hallways throughout the day. Thus, improving our ability to contact trace and accurately communicate this information with our stakeholders; -Providing a safe and healthy environment by monitoring air quality and working on school facility repairs to reduce risk of virus transmission and support student health; -Providing stakeholders with a clear explanation of JCPS reopening plan, assessment and instruction as well as opportunities to provide feedback.

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.

$ 25,000,000.00 * 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;

Universal screening data is used in our classrooms to support teaching and learning. NWEA's MAP Growth assessments are administered 3 times a year in Reading and Math. Teachers are able to identify areas of need and success, in addition to having immediate access to the learning standards and what students are ready to learn now. The MAP system documents student growth and projections for achievement on NC End of Grade tests. A consistent process for Interim Assessment will be implemented during the 2021-2022 school year. Johnston County Public Schools will utilize CASE assessments, aligned to local pacing and end of year State assessments. Results for these assessments will allow personnel to evaluate the mastery of grade level objectives and projections for achievement on state EOG/EOC assessments.

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

- Curriculum Specialists (ESSER III) Provide additional curriculum specialists/coaches to support teachers in implementing evidence-based strategies for at-risk students. - Math Curriculum K-12 Core Curriculum-Envision, Math Curriculum Interventions-Do the Math, Dreambox, Math 180 Evidence-based curriculum was bought for K-12 students to teach core content. Do the Math and Dreambox was purchased for K-8 students to address learning loss, as it is an intervention. Math 180 was purchased for 9-12 students to address learning loss, and all students who are not on grade level in the 9th grade are required to enroll in one semester of math intervention using Math 180. - Reading/Language Arts Core Curriculum-My Perspectives, Into Reading, Haggerty, Fundations, Reading/Language Arts Intervention-Lexia, Elevate My Perspectives and Into Reading was purchased as the Core Curriculum. All elementary schools utilize the following for phonics and phonemic awareness instruction: Haggerty and Fundations. Intervention resources include ELEVATE, Fountas and Pinnell, Imagine Learning (ELL) and SPIRE (EC) - Tutors (ESSER III) K-8 schools will offer tutorial sessions for students to address learning loss. Certified and classified teachers will be employed to target specific learning academic and SEL goals for students based on data collected from benchmark assessments. Opportunities will consist of the following: Before and after school tutorial and Saturday Academies. - Evening Academy (ESSER III) All eight comprehensive high schools will offer extended day learning opportunities for students to address learning loss and recover credits. Certified teachers will be available to provide

instruction to students and Edmentum will be utilized to assist students with recovering credits. A counselor or Social Worker will also be available to meet the social and emotional needs of students. - Interventions Time during the school day (ESSER III) All K-12 schools provide instruction during the school day to address learning loss. Each school will utilize evidence-based curriculum resources that were referenced above. - Science & Social Studies Curriculum Materials (ESSER III) The most critical evidence based strategy that a school system can employ is to provide high quality consistent curriculum and learning resources, as the basis of its core instructional program. In the recent history of this school system, those kinds of resources have not been provided in the areas of science and social studies. The evidence is clear that there has been a precipitous decline in performance in those areas as a result. That decline continued and even escalated as a result of the Covid -19 impacts on instructional programs. This project would allow our school system to continue with our recent efforts to provide high quality core instructional curriculum and resources in Science and Social Studies, just as we have with Math and Reading over the last three years. - ACT Prep (ESSER III) The ACT is made up of four sections: English, reading, math, and science. With the disruption of educational services due to COVID, there are student learning gaps in these areas that require a systematic, evidenced based approach to address and ensure that students have numerous post-secondary opportunities available through their ACT performance. The rubric that is designed to select an ACT Prep program, will include the criteria of an evidence based approach to meet student needs. JCPS Summer Learning 2021 Plan Proposal was presented to the board on 4/13/2021. -A summer program is imperative to recover learning loss due to the impact of Covid-19 on our community. In order to meet the needs of our diverse population and help students be prepared for the next academic year, instructional support will be provided to targeted students during the summer of 2021, 2022, 2023 and 2024. (ESSER II & III) Multiple data sources will be used to identify eligible students. Data Points include: Students with MTSS Tier 2 and Tier 3 Plans in place, Students below MAP grade level benchmarks, Students at risk of academic failure, Students who are not proficient on the End of Grade/End of Course Assessment, Students who need to recover credits to meet graduation requirements, Teacher recommendation.

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

Parent Liaison/ Interpreter to ensure all communication is well established with our Spanish speaking families. The Liaison provides support to our families not only by translating the information but also providing webinars with specific training to ensure safety and connection with resources as needed. The Liaison will support our community with guidance, considerations and recommendations ensuring safe and successful learning environment to ALL students as well as the opportunity to provide feedback. A major focus in the search for resources is the availability of these resources to be delivered in a digital/remote/virtual environment. Having this as an option would ensure that students and families can have unfettered access to the provided resources even in the event of their inability to physically attend school due to any number of circumstances. Virtual Academy - some families may not be comfortable with in-

person instruction and some have had success with Virtual Academy. JCPS is providing a Virtual Academy to accommodate families that may not be comfortable with in-person instruction

* (D) Tracking student attendance and improving student engagement in distance education;

School social worker position/hours as well as additional student advocate hours were added with GEER funds to help increase attendance and engagement. In addition, school nurse and school counselors positions/hours were incorporated to the GEER funds to specifically address health and crisis needs of students due to COVID19 hardships. JCPS developed the Quarantine Learning Provision Plan to provide students that are quarantined the opportunity to receive quality instruction: - Student (s) placed in quarantine - the teacher will live stream the class and will update their Learning Management System with daily assignments and activities; - Full classroom placed in quarantine - the teacher will set up a Google Meet meeting room for virtual instruction; - Teacher placed in quarantine - Students attend class with a substitute teacher or class monitor. The regular classroom teacher will teach the class virtually. Quarantined students access the Google Meet using their device at home; - Full school placed in quarantine - the school will switch to virtual instruction.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

JCPS will monitor student progress across the learning continuum utilizing summative and formative assessment measures. JCPS has implemented a district wide assessment program that will provide the district with the resource for this very process. In fact we will be in a position to know how students are doing across groups and over time and compare that performance to various pre-pandemic measures. Universal screening data is used in our classrooms to support teaching and learning. NWEA's MAP Growth assessments are administered 3 times a year in Reading and Math. Teachers are able to identify areas of need and success, in addition to having immediate access to the learning standards and what students are ready to learn now. The MAP system documents student growth and projections for achievement on NC End of Grade tests. A consistent process for Interim Assessment will be implemented during the 2021-2022 school year. Johnston County Public Schools will utilize CASE assessments, aligned to local pacing and end of year State assessments. Results for these assessments will allow personnel to evaluate the mastery of grade level objectives and projections for achievement on state EOG/EOC assessments. Monitor the attendance of supplementary services MAP Benchmark Data - monitor progress quarterly Monitor end of school year State Assessments Data (EOGs, EOCs, ACCESS, etc) Panorama - Survey and Student Success (SEL, Progress Monitoring)

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ○ No		October 2021-July 2022		$ 500,000.00

		- Children ages 3 to 5 have also lost important learning opportunities over the last year. To expand the program based on the JCPS need to accommodate students for Pre-K while preventing the spread of the disease, JCPS will purchase 5 mobile units to accommodate our PreK students (budget code - 3 6570-181-522)		Students will be provided with beginning, middle, and end of year assessments through Teaching Strategies that will allow for the teachers and other personnel to identify and monitor progress and adjust teaching to meet students' individual needs. - Increase the number of students with access to early education / intervention allowing students and parents to be better equipped for their K-5 education.	
	* ⦿ Yes ○ No		September 2021 - September 2024		$ 2,200,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		JCPS continues to evaluate the air quality and prepare our buildings with improved filtration systems and air quality in reduction and prevention of spreading the virus. HVAC Upgrades contract - 3-6570-181-523 ($750,000) HVAC Maintenance - repair parts, materials and labor - 3-6580-181-422 - ($450,000) Additional custodial contracted Services needed to maintain school facilities sanitized due to the shortage of staff and the additional duties for sanitizing and keeping buildings cleaned to prevent the spread of the disease ($1,000,000)		By improving and monitoring air quality JCPS will have better air quality system and healthier environment to our students. Cleaned and sanitized buildings with better air quality to prevent the spread of the disease.	
		Following the recommendations			$ 471,112.80

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	recommendations from the Johnston County Public Health Department, the Centers for Disease Control (CDC) and the StrongSchoolsNC Public Health Toolkit, the Johnston County Public Schools developed the Back-to-School Protocols in Johnston County Public Schools plan to start the 2021-2022 school year. - Administrator to manage safety and COVID response as well as one classified employee to help with contact tracing and delivering of supplies (PPE, etc). Both will be serving as liaison between JCPS and Health Department.	July 2021-December 2021	The purpose of this plan was to support our community with guidance, considerations, recommendations and best practices in how to reopen our schools while ensuring a safe and successful 2020-2021 school year. Our Back to School Opening Plan is posted on our website along with the COVID dashboard. All stakeholders have the opportunity to provide feedback. The dashboard is updated daily and the plan will be modified as needed. - Better response and collaboration among agencies.	

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	- Provide additional curriculum specialists/coaches to support teachers in implementing evidence-based strategies for at-risk students.	September 2021 - June 2024	JCPS will monitor student progress across the learning continuum utilizing summative and formative assessment measures. Monitor the attendance of student and staff and continue to provide additional resources as needed MAP Benchmark Data - monitor progress quarterly Monitor end of school year State Assessments Data (EOGs, EOCs, ACCESS, etc) Panorama - Survey and Student Success (SEL, Progress Monitoring)	$ 5,311,187.50
		Improving our contact tracing with S2 software and			$ 4,465,000.00

| IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts. | * ◉ Yes ○ No | cloud cameras to determine the path of individuals that may come into contact with one another in the hallways throughout the day. Securing substitutes to cover the high number of teacher absences and vacancies during this pandemic has been an enormous challenge. JCPS Board approved a plan to encourage our current substitutes to become more active by accepting a higher number of sub opportunities each month. Also, our hope is that the plan will attract a greater number of quality individuals in our communities to apply to become substitute teachers. Lastly, the plan will | September 2021 - September 2024 | Improve our ability to contact trace and accurately communicate this information with our stakeholder Prevent the spread of COVID-19 Provide support to schools and students while staff is in quarantine.(see in learning loss - session B) | |

		the plan will provide additional compensation to our current teacher assistants who are being asked to serve as substitutes for teaching absences and vacancies on a regular basis. This plan does not apply to teacher assistants who may be asked by their principal to serve in the absence of another teacher assistant. For example, if the principal asks a first grade teacher assistant to serve as a TA in an EC class for a day, the stipend will not be offered since the individual is still performing TA duties.			

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$ 0.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	-PPE,filters, hand held thermometers, hand sanitation, face masks, etc. to maintain a safe and healthy environment and prevent the spreading of COVID.	September 2021 - September 2024	- Monitor the number of COVID positive and quarantines. The JCPS dashboard is updated daily and the plan will be modified as needed.	$ 600,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ◯ No	Provide high quality consistent curriculum and learning resources, as the basis of its core instructional program; ensuring ALL students have access to high-quality curricula, technology devices, and reliable internet; Expenditures reflected on Education Technology	September 2021 - September 2024	Inventory of devices. - Collect information from schools based on students' needs. - Schools are to request devices to ensure every child has a device in good working conditions.	$ 0.00
	* ⦿ Yes ◯ No		September 2021 - September 2024	- Inventory of devices. - Collect information from schools based on students' needs. - Schools are to request devices to ensure every child has a device in good working conditions.	$ 9,212,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		- Purchasing educational Technology (including hardware, software, and connectivity) Provide high quality consistent curriculum and learning resources, as the basis of its core instructional program; ensuring ALL students have access to high-quality curricula, technology devices, and reliable internet.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	A large barrier of care during the pandemic for youth is that fewer mental health screenings are occurring due to school closures and delayed pediatric care. Another challenge presented during the pandemic is the possible lack of	September 2021 - September 2024		$ 250,000.00

		the possible lack of access to internet or technology that limited telehealth access to healthcare providers and mental health services. The JCPS goal for the School-Based Mental Health Program is to remove barriers that might be present for students to access mental health services. Adequately funding students in our community who are under insured or not insured would remove one of the most detrimental barriers to accessing services.		Success of mental health treatment will be monitored through ongoing sessions with partnered clinicians. Each student that is referred to the program and has parent/guardian consent receives a clinical assessment that results in a therapeutic plan. This therapeutic plan, managed by the partnering agency, guides each student's need for sessions. When therapeutic goals are met there is a clinical process in place to decrease the intensity and frequency of services. Youth who are mentally well	

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	A summer program is imperative to recover learning loss due to the impact of Covid-19 on our community. In order to meet the needs of our diverse population and help students be prepared for the next academic year, instructional support will be provided to targeted students during the summer of 2022, 2023 and 2024. Teachers, TAs, bus drivers, office staff, custodians are also included in JCPS budget.	Summer of 2023 and 2024	Multiple data sources will be used to identify eligible students. Measuring Progress: Grades K-8 EOG Assessments - EOG Math (Grades 3-8), EOG Science (Grades 5 and 8), Math I (Middle School), Read to Achieve Reading Assessment (Grade 3), NWEA MAP Assessment High School After the student has acquired the skills necessary to "recover" the course. EOC Assessments will be made available for any student that did not successfully complete the assessment during the Fall or Spring Window	$ 17,161,354.70

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	ESSER/ Cares Act Administrator to serve as the ESSER / Cares Act liaison between Finance and all schools and departments as well as to ensure that all funds are spent in the most effective way to achieve the maximum amount of student academic growth. Parent Liaison/ Interpreter to ensure all communication is well established with our Spanish speaking families	September 2021 - September 2024	- External and Internal audits and reports. Maintain compliance and effective use of all ESSER funds - The Liaison will support our community with guidance, considerations and recommendations ensuring safe and successful learning environment to ALL students as well as the opportunity to provide feedback.	$ 253,000.00
				Total ESSER III Allotment	$ 40,423,655.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Johnston County Public Schools (510) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Ana Milazzotto

Johnston County Public Schools (510) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, September 21, 2021

Johnston County Public Schools (510) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Johnston County Public Schools (510) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Johnston County Public Schools (510) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

1000058676

* Address:

P.O. Box 1336 Smithfield, NC 27577

* Superintendent:

Dr. Eric Bracy

Key Personnel:

* Ana Lucia Milazzotto

* Stephen Britt

* Tabitha Lee

11/10/2021 2:01:56 PM

Lee County Schools (530) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:07:34 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Lee County Schools (530) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$6,256,533.00	$6,256,533.00
Carryover	$12,433,513.86	$12,433,513.86
Total	$18,690,046.86	$18,690,046.86

Budget

Lee County Schools (530) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
530	181	0	No	No	2.13 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$6,256,533.00	$6,240,524.00
Carryover Amount:	$12,433,513.86	$12,433,513.86
Allotment Plus Carryover:	$18,690,046.86	$18,674,037.86
Total Budgeted:		$18,674,037.86
Total Remaining:	$16,009.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/20/2021 04:48 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/18/2021 10:29 AM	Approved (Pending)		Eddy, Melissa			
7/28/2021 9:34 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$472,500.00	$0.00	$472,500.00		
ⓘ	Other	3	5110	211	000	00	$36,146.25	$0.00	$36,146.25		
ⓘ	Other	3	5110	221	000	00	$102,438.00	$0.00	$102,438.00		
ⓘ	Other	3	5110	231	000	00	$85,401.00	$0.00	$85,401.00		
ⓘ	Other	3	5110	411	000	00	$601,608.92	$0.00	$601,608.92		
ⓘ	Equipment	3	5110	461	000	00	$783,137.60	$0.00	$783,137.60		
ⓘ	Salary	3	5330	142	000	00	$230,895.00	$0.00	$230,895.00		
ⓘ	Other	3	5330	211	000	00	$17,663.47	$0.00	$17,663.47		
ⓘ	Other	3	5330	221	000	00	$50,058.04	$0.00	$50,058.04		
ⓘ	Other	3	5330	231	000	00	$66,423.00	$0.00	$66,423.00		

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ⓘ	Other	3	5330	411	000	00	$79,187.84	$0.00	$79,187.84
ⓘ	Other	3	5330	418	000	00	$2,967,790.34	$0.00	$2,967,790.34
ⓘ	Salary	3	5350	196	000	00	$167,815.00	$0.00	$167,815.00
ⓘ	Salary	3	5350	198	000	00	$645,864.00	$0.00	$645,864.00
ⓘ	Other	3	5350	211	000	00	$62,246.44	$0.00	$62,246.44
ⓘ	Other	3	5350	221	000	00	$176,405.61	$0.00	$176,405.61
ⓘ	Salary	3	5360	126	000	00	$1,323,864.00	$0.00	$1,323,864.00
ⓘ	Salary	3	5360	180	000	00	$1,744,212.00	$0.00	$1,744,212.00
ⓘ	Other	3	5360	211	000	00	$234,707.81	$0.00	$234,707.81
ⓘ	Salary	3	5830	131	000	00	$255,016.40	$0.00	$255,016.40
ⓘ	Salary	3	5830	197	000	00	$11,187.00	$0.00	$11,187.00
ⓘ	Other	3	5830	211	000	00	$20,364.56	$0.00	$20,364.56
ⓘ	Other	3	5830	221	000	00	$57,712.90	$0.00	$57,712.90
ⓘ	Other	3	5830	231	000	00	$31,630.00	$0.00	$31,630.00
ⓘ	Other	3	5830	311	000	00	$335,630.45	$0.00	$335,630.45
ⓘ	Other	3	5830	312	000	00	$22,375.36	$0.00	$22,375.36
ⓘ	Other	3	5830	411	000	00	$63,167.79	$0.00	$63,167.79
ⓘ	Other	3	5830	418	000	00	$143,202.33	$0.00	$143,202.33
ⓘ	Equipment	3	5830	462	000	00	$11,180.00	$0.00	$11,180.00
ⓘ	Salary	3	5840	131	000	00	$145,439.80	$0.00	$145,439.80
ⓘ	Other	3	5840	211	000	00	$11,126.15	$0.00	$11,126.15
ⓘ	Other	3	5840	221	000	00	$31,531.35	$0.00	$31,531.35
ⓘ	Other	3	5840	312	000	00	$44,750.73	$0.00	$44,750.73
ⓘ	Other	3	5840	319	000	00	$33,563.05	$0.00	$33,563.05
ⓘ	Other	3	5840	411	000	00	$589,640.23	$0.00	$589,640.23
ⓘ									

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	Type		Code				Amount		Total		
	Equipment	3	5840	461	000	00	$189,212.40	$0.00	$189,212.40		
ℹ	Salary	3	5860	135	000	00	$555,000.00	$0.00	$555,000.00		
ℹ	Other	3	5860	211	000	00	$42,457.50	$0.00	$42,457.50		
ℹ	Other	3	5860	221	000	00	$120,324.00	$0.00	$120,324.00		
ℹ	Other	3	5860	231	000	00	$47,445.00	$0.00	$47,445.00		
ℹ	Other	3	5860	311	000	00	$400,000.00	$0.00	$400,000.00		
ℹ	Other	3	5860	343	000	00	$223,753.64	$0.00	$223,753.64		
ℹ	Other	3	5860	411	000	00	$99,864.56	$0.00	$99,864.56		
ℹ	Other	3	5860	418	000	00	$1,217,110.10	$0.00	$1,217,110.10		
ℹ	Equipment	3	5860	462	000	00	$941,748.50	$0.00	$941,748.50		
ℹ	Salary	3	6110	181	000	00	$123,600.00	$0.00	$123,600.00		
ℹ	Other	3	6110	211	000	00	$9,455.40	$0.00	$9,455.40		
ℹ	Equipment	3	6110	461	000	00	$223,753.60	$0.00	$223,753.60		
ℹ	Salary	3	6540	180	000	00	$84,000.00	$0.00	$84,000.00		
ℹ	Other	3	6540	211	000	00	$6,426.00	$0.00	$6,426.00		
ℹ	Other	3	6540	411	000	00	$447,507.27	$0.00	$447,507.27		
ℹ	Equipment	3	6540	461	000	00	$223,753.60	$0.00	$223,753.60		
ℹ	Salary	3	6550	171	000	00	$44,748.00	$0.00	$44,748.00		
ℹ	Salary	3	6550	180	000	00	$148,800.00	$0.00	$148,800.00		
ℹ	Salary	3	6550	183	000	00	$16,800.00	$0.00	$16,800.00		
ℹ	Other	3	6550	211	000	00	$16,091.63	$0.00	$16,091.63		
ℹ	Other	3	6580	311	000	00	$315,926.78	$0.00	$315,926.78		
ℹ	Other	3	6580	422	000	00	$559,384.09	$0.00	$559,384.09		
ℹ	Equipment	3	6580	461	000	00	$335,630.40	$0.00	$335,630.40		
ℹ	Equipment	3	6580	541	000	00	$111,876.81	$0.00	$111,876.81		
ℹ											

	Salary	3	7200	171	000	00	$7,458.00	$0.00	$7,458.00
ⓘ	Salary	3	7200	174	000	00	$29,832.00	$0.00	$29,832.00
ⓘ	Salary	3	7200	180	000	00	$26,400.00	$0.00	$26,400.00
ⓘ	Salary	3	7200	183	000	00	$74,400.00	$0.00	$74,400.00
ⓘ	Other	3	7200	211	000	00	$10,563.88	$0.00	$10,563.88
ⓘ	Other	3	8100	392	000	00	$364,832.28	$0.00	$364,832.28
						Total:	**$18,674,037.86**	**$0.00**	**$18,674,037.86**

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Grant Details

Lee County Schools (530) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

To determine our most important educational needs due to the disruption in learning caused by COVID-19, the district attained feedback from various stakeholders that included the following: - Parents - Teachers - School administrators - Crisis Team o Superintendent o Curriculum & Instruction ? Exceptional Children ? English Learners ? Academically Gifted ? Career and Technical Education ? Testing and Accountability o Human Resources o Finance o Student Services o Lead Nurse o Technology o Public Information o Child & Nutrition o Transportation o Facilities and Maintenance Parents provided qualitative data to schools and the district through open ended survey questions throughout the last few months regarding student learning and their concerns. Some common themes that emerged included the following: - The need for social interaction - The concern of learning loss due to COVID-19 - Importance of face-to-face instruction - The desire to remain in virtual learning Teachers and school administrators provided quantitative data to help the district determine the number of students at risk of academic failure for the 2020-2021 school year. The information provided by teachers and school administrators outlined the following: Number of students at risk of academic failure and are not successfully progressing toward grade level promotion: - Kindergarten: 88 - 1st grade: 82 - 2nd grade: 176 - 3rd grade: 248 - 4th grade: 199 - 5th grade: 268 - 6th grade: 275 - 7th grade: 386 - 8th grade: 325 - 9th grade: 234 - 10th grade: 238 - 11th grade: 173 - 12th grade: 103 More specifically, teachers and school administrators shared that continued progress in the areas of reading, math and science were critical for the future development and success of students. NC Check-In data supported this claim at the elementary level, producing the following results represented in terms of percentage of questions correct. 3rd Grade

Math 4th Grade Math 5th Grade Math BTB 36.7 51.4 51.0 BW 36.8 44.5 41.2 DR 36.4 44.3 47.3 GW 48.8 52.6 42.3 JGE 47.5 49.8 53.1 JRI 43.8 50.3 45.6 TW 51.6 51.0 50.3 WBW 24.9 42.4 34.4 3rd Grade Reading 4th Grade Reading 5th Grade Reading BTB 47.8 58.8 70.8 BW 47.6 50.3 62.7 DR 40.6 52.9 60.1 GW 56.7 56.2 58.9 JGE 52.7 53.2 64.3 JRI 46.9 56.4 68.1 TW 52.2 62.3 69.8 WBW 41.5 44.9 57.3 5th Grade Science BTB 56.9 BW 44.7 DR 50.0 GW 45.2 JGE 46.9 JRI 51.2 TW 59.9 WBW 38.7 Ongoing discussions with members of our district Crisis Team resulted in the following needs that include but are not limited to: - The need for targeted interventions for students who are deemed at-risk and/or show signs of learning loss - The need for additional support for EC, EL and AIG students to address learning gaps, learning loss and enrichment - The need for additional nurses, school counselors and social workers to support students, teachers and parents - The need for updated facilities to support a safe environment for students and staff - The need for more high-quality educators to help reduce class size to allow for proper social distancing Our district plans to assess and address student learning gaps by: - Identifying K-12 students at-risk of promotion or grade level standards based on teacher input, data and performance - Offering an intense summer learning program that offers 150 hours and/or 30 days of targeted interventions, remediation and enrichment due to learning loss from COVID - Utilizing program assessments provided by the State Board of Education to assess student progress - Offering after-school remediation and/or enrichment during the 2021-2022 and 2022-2023 school years to continue supporting student learning loss and assess student progress due to learning loss from COVID - Supporting teachers with updated curriculum materials, along with high quality professional development in the areas of reading and math in order to equip teachers with the tools needed to address learning loss due to COVID as well as the reduction of professional development due to COVID - Recruiting, retaining and developing all staff members to ensure students have access to high quality instructors to allow for increased physical distancing because of COVID - Continuously improve, update and repair school facilities to reduce the risk of virus transmission in order to support students and staff health needs due to COVID

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data included in the needs assessment above clearly indicate that students have suffered learning loss due to COVID related school closures and/or remote instruction. The number of at-risk students within the district increased in elementary, middle and high schools. Most significantly, data from grades 5-8 indicate a more than 20% increase in the number of at-risk students from the previous school year, attributed to COVID. Clear, targeted interventions need to be implemented within the district through a robust summer program as well as before and after school remediation and enrichment during the 2021-2022 school year in order to mitigate the effects of COVID. NC Check-In data in reading and math in grades 3-5 as well as science in grade 5 also indicate a decline in student performance during the 2020-2021 school year due to COVID as compared to previous years. Remediation and/or enrichment in the areas of reading, math and science need to be a focus for all students, especially grades 3-12. In order for schools to best mitigate the impacts of COVID-19 and

improve upon the performance data previously mentioned, schools must work to recruit, train and develop teachers, as well as provide updated curriculum materials that supports teachers while working with students who have suffered from learning loss due to COVID. Data in grades K-12 indicate that a larger number of students are at risk and additional supports must be put into place to support remediation and/or enrichment. In order for any of this to happen, districts must be able to provide a safe learning environment for students and staff by improving, updating and repairing school facilities to reduce the risk of COVID transmission within the learning environment.

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.

$ 2,486,703.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, underline 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;

The district will use a variety of assessments to assess student's academy progress. Those assessment include but are not limited to: :i-Ready -North Carolina End of Grade tests -North Carolina End of Course tests -North Caroline Check-Ins -Pre-ACT testing -ACT testing -WorkKeys testing -Locally made benchmarks Data from each of these assessments will be analyzed by teachers, principals and district office personnel to identify both strengths and weaknesses. This data will be used to provide remediation and/or enrichment opportunities for students, ensuring that comprehension is on grade-level and aligned to NC teaching standards. Teachers will be provided additional professional development to ensure that our local assessments are aligned and the results allow us to provide accurate feedback. In order to do this effectively, we will do the following: 1. Deconstruct the standards - breaking down standards into various learning targets and aligning those learning targets to varying levels of achievement 2. Align assessment items and levels of thinking - the assessment must align with the learning targets derived from the standards 3. Develop valid and reliable assessments - ensuring that assessments are measuring what it is supposed to be measuring and understanding that just because an assessment is reliable does not mean it is valid 4. Take items to the next level by differentiating - adjust as needed for varying learning styles, including increasing rigor as needed for advanced students and providing scaffolding for those who need more assistance Finally, the district will continue to promote dialogue that is rich in data. Data cannot be an afterthought and must be a part of the planning process in order to accurately assess the academic progress of all students.

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

The district will work to implement evidence-based activities and practices in order to best meet the comprehensive needs of students through utilizing the following steps: -Determine student, environmental and teacher characteristics -Search and find the best evidence based activities that fit our needs -Identify the essential components of the evidence based activity -Implement with effective instruction -Monitor with fidelity -Progress monitor student outcomes -Adapt, as needed -Make instructional decisions based on progress monitoring Using evidence-based activities will allow the district to better gauge student understanding and ability of all students. Using evidence-based activities also increased the likelihood of being responsive to student's learning needs and overall, less time will be wasted on trying to find a practice that works because data and research are used to reinforce decisions.

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

The district will continue to communicate with parents on a routine basis to ensure everyone is effectively supporting students. During the pandemic, the district added various communication tools to improve communication including an add-on feature within PowerSchool that allows for progress reports and report cards to be sent directly to parent email addresses. Additionally, the district purchased a subscription to Peachjar which is a digital flyer management system that delivers important school and community resources directly to parent and student email addresses. The district will also continue to update its webpage dedicated to remote learning which includes tips on how parents can help their children manage distance learning. The link to our current site is https://www.lee.k12.nc.us/domain/3832 and https://sites.google.com/lee.k12.nc.us/summer-enrichment/home

* (D) Tracking student attendance and improving student engagement in distance education;

PowerSchool will be used to track student attendance throughout the district. Any concerns will be communicated with parents/guardians through teachers, counselors, principals and social workers. As needed, the district will provide support to students and parents to ensure regular attendance in school is a priority. Attendance and engagement will be a district-wide approach with collaboration from various departments including Student Services, EL, EC, AIG, district at-risk coordinator and mental health specialists. The district will also collaborate with our partners within the community such as religious organizations, civic groups and local charities to ensure we are reaching all students and families to ensure engagement.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Student data will be tracked at the school and district level to identify students who need remediation and/or enrichment. Data will be tracked for the next several years and compared to pre-pandemic data to gauge the level of learning loss and/or gain that may have occurred during school closures and/or remote instruction. EVAAS projection data will be analyzed carefully to ensure students are making progress as previous data suggests and targeted interventions will be put

in place for those students not performing as projected. The district and schools will work together to support teachers, students and parents on how to best support students and families who may have experience any learning loss.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	-Maximize space at each location to ensure proper social distancing can take place -Replace and/or repair cafeteria tables to allow for additional seating/spacing due to social distancing requirements	July 2021- September 2024	-student attendance - student promotion - credits earned (high schools) -failure reports -assessment data	$ 880,756.36

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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	-Hire additional nurses to improve future responses to COVID -Additional CPR certification equipment due to COVID requirements	July 2021- September 2024	-nurse-to-student ratio -number of students and staff certified in CPR	$ 251,644.68

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	-Additional curriculum materials to address students with special needs - Additional personnel, as needed to meet the needs of class-size requirements due to COVID	July 2021-September 2024	-pass/fail rates - increased capacity while adhering to social distancing requirements	$ 2,264,802.08
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	-Additional personnel, as needed	July 2021-September 2024	teacher-to-student ratio	$ 251,644.68
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ◯ No	-Training for nurses and other personnel	July 2021-September 2024	-training/PD records	$ 251,644.68

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SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	-PPE supplies - Hand sanitizer - Other equipment, as needed to reduce the spread of COVID	July 2021-September 2024	-number of outbreaks/quarantines	$ 1,258,223.38
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ◉ Yes ○ No	-Hotspots for students/staff -Staff for virtual learning - Learning Management System for virtual learning	July 2021-September 2024	-number of students with at-home internet connection -number of students attending school virtually	$ 1,509,868.05

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ○ No	-Repair and replace laptops, as needed - Upgrade classroom technology to meet the needs of remote learning	July 2021- September 2024	-number of laptops available for student use -number of laptops available for staff use -number of classroom sets of laptops available for use	$ 1,258,223.38
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	-Additional mental health personnel - Curriculum supports/resources	July 2021- September 2024	-number of mental health referrals	$ 629,111.69

| 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 | - Provide a robust summer school program, targeted towards at-risk students but open to all students to focus on learning loss, attendance and enrichment. | July 2021-September 2024 | -student attendance - student promotion - credits earned (high schools) -failure reports -assessment data | $ 629,111.69 |
| | * ◉ Yes ○ No | -Incentive pay for personnel involved with summer school -Additional programs/curriculum needs that occur based on the need for remote instruction due to COVID | July 2021-September 2024 | -number of staff participating in summer school - student attendance - student promotion - credits earned (high schools) -failure reports -assessment data | $ 761,780.19 |

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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.					
			Total ESSER III Allotment	$	9,946,810.86

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Lee County Schools (530) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Chris Dossenbach Kelly Jones

Substantially Approved Dates

Lee County Schools (530) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 29, 2021

Lee County Schools (530) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Lee County Schools (530) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Lee County Schools (530) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058734

* Address:

P.O. Box 1010 Sanford, NC 27331

* Superintendent:

Dr. Andrew N. Bryan II

Key Personnel:

* Chris Dossenbach

Lincoln County Schools (550) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:07:44 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Lincoln County Schools (550) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$5,159,567.00	$5,159,567.00
Carryover	$10,369,428.68	$10,369,428.68
Total	$15,528,995.68	$15,528,995.68

Budget

Lincoln County Schools (550) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
550	181	0	No	Yes	2.99 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$5,159,567.00	$0.00
Carryover Amount:	$10,369,428.68	$10,369,428.68
Allotment Plus Carryover:	$15,528,995.68	$10,369,428.68
Total Budgeted:		$10,369,428.68
Total Remaining:	$5,159,567.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/27/2021 04:46 PM	Admin, NCCCIP

⊟ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/27/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/27/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
8/24/2021 1:54 PM	Approved (Pending)		Dryman, Timothy			
8/16/2021 4:08 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▾

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$171,293.85	$0.00	$171,293.85		
ⓘ	Other	3	5110	211	000	00	$13,104.00	$0.00	$13,104.00		
ⓘ	Other	3	5110	221	000	00	$37,136.52	$0.00	$37,136.52		
ⓘ	Other	3	5110	231	000	00	$28,467.00	$0.00	$28,467.00		
ⓘ	Other	3	5110	312	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5110	411	000	00	$500,000.00	$0.00	$500,000.00		
ⓘ	Other	3	5110	418	000	00	$1,232,976.00	$0.00	$1,232,976.00		
ⓘ	Equipment	3	5110	462	000	00	$175,000.00	$0.00	$175,000.00		
ⓘ	Salary	3	5260	121	000	00	$93,457.00	$0.00	$93,457.00		
ⓘ	Other	3	5260	211	000	00	$7,149.46	$0.00	$7,149.46		

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ℹ	Other	3	5260	221	000	00	$20,261.48	$0.00	$20,261.48
ℹ	Other	3	5260	231	000	00	$12,652.00	$0.00	$12,652.00
ℹ	Salary	3	5270	121	000	00	$106,739.00	$0.00	$106,739.00
ℹ	Other	3	5270	211	000	00	$8,165.53	$0.00	$8,165.53
ℹ	Other	3	5270	221	000	00	$23,141.02	$0.00	$23,141.02
ℹ	Other	3	5270	231	000	00	$12,652.00	$0.00	$12,652.00
ℹ	Salary	3	5330	121	000	00	$30,928.60	$0.00	$30,928.60
ℹ	Salary	3	5330	131	000	00	$98,467.40	$0.00	$98,467.40
ℹ	Salary	3	5330	133	000	00	$144,192.60	$0.00	$144,192.60
ℹ	Salary	3	5330	142	000	00	$787,975.20	$0.00	$787,975.20
ℹ	Other	3	5330	211	000	00	$81,484.59	$0.00	$81,484.59
ℹ	Other	3	5330	221	000	00	$220,736.76	$0.00	$220,736.76
ℹ	Other	3	5330	231	000	00	$101,215.00	$0.00	$101,215.00
ℹ	Other	3	5350	411	000	00	$116,684.00	$0.00	$116,684.00
ℹ	Other	3	5350	418	000	00	$56,350.00	$0.00	$56,350.00
ℹ	Salary	3	5360	116	000	00	$199,206.00	$0.00	$199,206.00
ℹ	Salary	3	5360	126	000	00	$1,178,232.00	$0.00	$1,178,232.00
ℹ	Salary	3	5360	131	000	00	$93,135.00	$0.00	$93,135.00
ℹ	Salary	3	5360	133	000	00	$27,720.00	$0.00	$27,720.00
ℹ	Salary	3	5360	142	000	00	$200,448.00	$0.00	$200,448.00
ℹ	Salary	3	5360	151	000	00	$132,012.00	$0.00	$132,012.00
ℹ	Salary	3	5360	173	000	00	$62,460.00	$0.00	$62,460.00
ℹ	Salary	3	5360	174	000	00	$48,168.00	$0.00	$48,168.00
ℹ	Other	3	5360	180	000	00	$313,200.00	$0.00	$313,200.00
ℹ	Other	3	5360	211	000	00	$172,385.00	$0.00	$172,385.00
ℹ									

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	Salary	3	5830	131	000	00	$80,161.95	$0.00	$80,161.95	
ℹ	Other	3	5830	211	000	00	$6,132.39	$0.00	$6,132.39	
ℹ	Other	3	5830	221	000	00	$17,379.11	$0.00	$17,379.11	
ℹ	Other	3	5830	231	000	00	$6,326.00	$0.00	$6,326.00	
ℹ	Other	3	6550	165	000	00	$34,827.00	$0.00	$34,827.00	
ℹ	Salary	3	6550	171	000	00	$121,680.00	$0.00	$121,680.00	
ℹ	Other	3	6550	180	000	00	$93,600.00	$0.00	$93,600.00	
ℹ	Other	3	6550	211	000	00	$19,141.00	$0.00	$19,141.00	
ℹ	Other	3	6550	331	000	00	$2,500.00	$0.00	$2,500.00	
ℹ	Other	3	6550	411	000	00	$6,796.00	$0.00	$6,796.00	
ℹ	Other	3	6550	422	000	00	$18,956.00	$0.00	$18,956.00	
ℹ	Other	3	6550	423	000	00	$75,000.00	$0.00	$75,000.00	
ℹ	Other	3	6550	424	000	00	$2,500.00	$0.00	$2,500.00	
ℹ	Other	3	6570	522	000	00	$300,000.00	$0.00	$300,000.00	
ℹ	Other	3	6570	523	000	00	$2,700,000.00	$0.00	$2,700,000.00	
ℹ	Other	3	8100	392	000	00	$211,702.00	$0.00	$211,702.00	
ℹ	Other	3	8200	399	000	00	$65,532.22	$0.00	$65,532.22	
						Total:	**$10,369,428.68**	**$0.00**	**$10,369,428.68**	

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Grant Details

Lincoln County Schools (550) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Plans for ESSER III funds included but were not limited to several small group face to face meetings and larger group email communications among district staff and other school leaders. Meetings included members form Instructional Services, Leadership team, , Maintenance staff and ITS Staff. Meeting dates were March 29,March 31, April 21, April 27, July 1 and July 8, 2021. Emails were sent to all stakeholders on April 5 and 8, 2021. The team gathered data from locally created COVID working conditions surveys and COVID response surveys from parents. This data along with changing COVID requirements, increased need for sanitation and air quality, one to one initiative and learning loss became the emphasis while determining the pan to use ESSER III Funds. Lincoln County Schools will address student learning gaps by providing Math, ELA and Science support at the secondary level, professional development at all levels that includes training in learning loss, increased use of technology in the classroom and access to remote learning platforms, personalized learning plans, teacher assistants at the elementary level to address MTSS and SEL, guidance counselors at the high school level, remote learning support, as well as clean buildings and air quality to help keep students safe and ready to learn. Funds will be used to provide supplemental instructional supplies and resources directly to students to support academic learning loss. Instructional supplies will include necessary items for content remediation and enrichment activities to support the core curriculum provided to students. This includes hands-on

activities, individual or small group instructional resources, and personalized resources that support specific areas of learning loss identified for students. Additional Psychologists and Psychologist Interns are needed to assist school administrators, counselors, and teachers in addressing specific areas of learning loss and mental health concerns. Specific diagnostic tools and data are analyzed to identify areas of concern. Such analysis requires professional support staff trained in this area. Such support personnel will better prepare our schools to provide meaningful support to students and families as the address the specific needs of their child both at home and in the classroom. Instructional resources and curriculum tools will be supported by the purchase of additional computer software programs and digital subscriptions to supplemental content. Software programs that provide opportunities for personalized learning and diagnostic assessment of learning are necessary to provide appropriate interventions that address learning loss. Software that is used to specifically assist in the identification of content standards or skills that need further intervention is especially beneficial. Digital subscriptions that provide increased access to instructional content and learning tools will provide opportunities for students to more readily access instruction using a digital format. Subscriptions will provide teacher with additional tools for the delivery of content in the development of lessons. A robust learning management system is necessary for students to access instruction that best meets their needs. Additional individual student licenses to Canvas will ensure that every student has access to the content using a district-wide learning management system. Additional programs, like summer school and tutoring, are necessary to address academic learning loss. Many student rely on bus transportation to access these services. Access to summer programming will be essential in addressing learning loss. School bus transportation will maximize the opportunities available for student to attend summer school other after school programs.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

In the parent survey, parents asked for more parent support for Canvas, Google Classroom and other online resources and who to contact with connectivity issues. Parents believe that schools and classrooms are clean and routinely sanitized and wish for them to be continue to be safe for their students including more efficient and filtered air systems and air circulation. They also requested parent involvement virtually. Learning gaps will be addressed by adding an additional AIG teacher to address higher level students, adding an additional EL teacher to address ESL learning gaps, as well as two additional Assistant Principal/Instructional Facilitators to address learning loss needs at our smaller schools. High School teacher support will be utilized to provide additional content specific information, instructional strategies and materials, and data analysis techniques to enhance student performance and personalized instruction. These individuals will be leaders within their department to provide support measures to their content colleagues. Content and coaching professional development will be provided to ensure fidelity and effectiveness in these teacher

leader roles. Professional Development - Will be provided to all staff in order to effectively use the technology and software/digital subscriptions, etc. for the benefit to students. Instructional Supplies - Supplemental instructional supplies and resources will directly support student academic learning loss. Instructional supplies will include items for content remediation and enrichment activities to support the core curriculum provided to students. Psychologist Interns/School Psychologists - Additional Psychologists and Psychologist Interns are needed to assist school administrators, counselors, and teachers in addressing specific areas of learning loss and mental health concerns. Specific diagnostic tools and data are analyzed to identify areas of concern. Such analysis requires professional support staff trained in this area. Such support personnel will better prepare our schools to provide meaningful support to students and families as the address the specific needs of their child both at home and in the classroom. Maintenance staff identified several areas in the district that were sewer related to address the elimination of the possibility of Covid Spread. This department also identified several schools in need of windows that open for increased air flow as well as HVAC systems that were more efficient in filtering air. One additional ongoing expense to provide to schools are supplies to clean and sanitize more often. When looking at Lincoln County and internet access, it became evident that many students do not have internet access. Hotspots will be purchased to address this issue. Additionally, each school will have wireless access in parking lots to make connectivity available for online school work. Remote learning support should be offered for after hour program and student access support. LCS has been on the leading edge of providing technology devices and infrastructure for students and staff. However, with Covid, we recognized the need to increase devices, software, online learning platforms as well as additional hardware for online classrooms. The SEL component has been magnified because of Covid. LCS has a need for two additional HS counselors, SEL TA's and a Lead counselor to offer additional support for mental health and social-emotional learning.

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.

$ 3,106,000.00 * 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;

The NCDPI will provide LCS with a competency based assessment program that may be used for students in grades K-8 at the discretion of the district. Training and support for the program may not be readily available prior to implementation. LCS will utilize i-Ready as the competency based assessment program in grades K-8. Diagnostic data will be gathered at the beginning and end of the program. Students in grades 9-12 may be assessed using a locally identified assessment process and/or current policy for credit recovery. Grade suppression in grades 9-12 may be used if allowable within current policy and the principal deems the student has appropriately completed the entirety of the course standards within the summer programs window of operations. The state assessment, end-of-course assessment, will be used to assess proficiency and award credit when available. Otherwise, locally created assessments will be used to award credit. (SEE DESCRIPTIONS in Addressing Unique Needs, Educational Technology, Mental Health Services, and Summer Learning in chart below)

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

School administrators with input from the teacher of record for each student will identify and prioritize at risk students. An at risk student is defined as a student who is at risk of academic failure and who is not successfully progressing toward grade promotion and graduation. Identification of an at-risk student shall have already occurred during the regular school year based upon grades, observations, diagnostic and formative assessments, and/or state assessments. Identification of an at risk student is not contingent upon results of an end-of-grade or end-of-course test. Other students not identified as at risk may also participate in the summer program within space available. The purpose of the program is to respond to the impacts of COVID-19 by providing in-person instruction and additional academic enrichment to address learning loss experienced by students during the 2020-2021 school year. Students identified as EC, ESL, 504, or AIG are not required to be invited to summer programs if the student is not identified as at risk. However, LCS may provide priority to these students if space is available. Additional services for these students may be provided outside the identified summer program hours. Transportation will be provided for these students if identified on the IEP or if available for students that do not have an IEP. Instructional hours provided to special populations will depend upon the identified need for extended school year or compensatory services and/or the availability of staff. Additional services and expectations for Students with Disabilities will follow guidance provided by the Exceptional Children's Division at NCDPI. (SEE DESCRIPTIONS in Addressing Unique Needs, Educational Technology, Mental Health Services, and Summer Learning in chart below)

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

Funding will be used to pay for Technology Support and/or Homework Support after school hours using a help desk format. Parents, students, child care providers, etc. will be able to contact a help desk to receive after school hours assistance when completing school assigned tasks in a virtual environment, absent from in-person learning, or working on homework. Instructional supplies used to support curriculum materials will also be purchased for parents and

students to use as a reference for students when learning takes place in a virtual classroom (brochures, reference books, etc.).(SEE DESCRIPTIONS in Addressing Unique Needs, Educational Technology, Mental Health Services, and Summer Learning in chart below)

* (D) Tracking student attendance and improving student engagement in distance education;

Attendance is tracked and will be monitored by administration and school social workers. It will also be tracked for students that attend by remote instruction. (SEE DESCRIPTIONS in Addressing Unique Needs, Educational Technology, Mental Health Services, and Summer Learning in chart below)

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Academic progress will be evaluated and compared to pre/post pandemic progress using a Competency Based Assessment (i-Ready) in grades K-8 and local common assessments for each course in grades 9-12. Additional nationalized benchmark data (Pre ACT and ACT) scores can also be used at the high school level to monitor continued academic progress. Other alternate data sources (attendance data, SEL data, student survey data, etc.) will be used to monitor the overall progress and well-being of children in all grades. (SEE DESCRIPTIONS in Addressing Unique Needs, Educational Technology, Mental Health Services, and Summer Learning in chart below)

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	Dehumidification - Continue to address issues in schools that cause a environmental health hazard to students	SY 22-23, SY 23-24	School environment will be safe for students and staff.	$ 250,000.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	Replacement of older HVAC systems to improve air quality. Replacement of inoperable windows in various school sites for improved air quality	SY 22-23, and 23-24	Improved air quality in various school sites.	$ 2,700,000.00

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No		SY 23-24		$ 190,000.00

| | | Psychologist Interns/School Psychologists - Additional Psychologists and Psychologist Interns are needed to assist school administrators, counselors, and teachers in addressing specific areas of learning loss and mental health concerns. Specific diagnostic tools and data are analyzed to identify areas of concern. Such analysis requires professional support staff trained in this area. Such support personnel will better prepare our schools to provide meaningful support to students and families as the address the specific needs of their child both at home and in the classroom. | | Schools will successfully improve academic achievement, promote positive behavior and mental health, support diverse learners, create safe, positive school climates, strengthen family-school partnerships, and improve school-wide assessment and accountability. | |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

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LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ○ No	Planning and coordination to ensure educational services can continue. Professional Development to aid in continuation of services	SY 22-23, and 23-24	Teachers will be in place to aid instruction for guidance and individuals with disabilities Professional development provided to teachers.	$ 504,356.00
	* ○ Yes ○ No	Software/Digital Subscriptions - Digital subscriptions that provide increased access to instructional content and learning tools will provide opportunities for students to more readily access instruction using a digital format. Subscriptions will provide teacher with additional tools for the delivery of content in the development of lessons.	SY 22-23, and 23-24	Instructional support systems must also meet these requirements to aid in instruction and promote data driven decisions in the classroom and our schools	$ 576,958.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Canvas-A robust learning management system is necessary for students to access instruction that best meets their needs. Additional individual student licenses to Canvas will ensure that every student has access to the content using a district-wide learning management system. Smart TV's - The teacher presentation system, is one of the most vital technology resources that we provide to our teachers. This system is used in daily instruction to share and relate content to students, both in-person and remotely. As part of our pandemic response these are necessary additions Operational Software - Additional costs related to One-to-One initiative			

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	HS Guidance Counselors - These two positions add 1/2 counselor at each of our 4 high schools to work with students in Mental Health and SEL MTSS/SEL Teacher Assistants - Elementary - These individuals are working with our highest need SEL students and those in Tier III in MTSS. Lead counselor position for three years to manage mental health and social emotional activities	SY 22-23, and 23-24	Schools will successfully improve academic achievement, promote positive behavior and mental health, support diverse learners and create safe, positive school climates, HS students have greater access to school counseling services. Elementary students show improvement in the MTSS process and gain support through SEL services	$ 1,385,000.00
		Additional programs, like summer school and tutoring, are necessary to address academic	SY 22-23, and 23-24		$ 2,411,994.46

| 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 | learning loss. Many students rely on bus transportation to access these services. Access to summer programming will be essential in addressing learning loss. School bus transportation will maximize the opportunities available for student to attend summer school other after school programs. LCS' summer program will provide in-person instruction to students in grades K-12 five days per week. Specifically the plan addresses learning loss for students in grades K-3, 4-5, 6-8, and 9-12. The plan follows all guidelines specified within the StrongSchoolNC Public Health Toolkit as issued on March 24, 2021. The plan specifically outlines the number of hours of instruction provided for each grade span and/or subject area. Instructional hours do not include time identified for | | Academic progress will be evaluated and compared to pre/post pandemic progress using a Competency Based Assessment (i-Ready) in grades K-8 and local common assessments for each course in grades 9-12. Additional nationalized benchmark data (Pre ACT and ACT) scores can also be used at the high school level to monitor continued academic progress. | |

		include time identified for meal service, transitions/transportation, and physical activity			
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	Unbudgeted Reserves ($65,532.22) Indirect Costs ($211,202.00)	SY 22-23, and 23-24	Reserves Indirect Costs Learning loss not captured in other areas	$ 277,234.22
				Total ESSER III Allotment	$ 8,295,542.68

Part E: Assurances

Check **all**assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
* ✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ✔	Funds shall not be transferred into or out of this allotment category.
* ✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Lincoln County Schools (550) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Lincoln County Schools (550) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Timothy Beam

Substantially Approved Dates

Lincoln County Schools (550) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	**Substantially Approved Date**
FPMS-ARPA ESSER III PRC 181	Friday, August 20, 2021

Lincoln County Schools (550) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Lincoln County Schools (550) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Lincoln County Schools (550) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

193016540

* Address:

P.O. Box 400 Lincolnton, NC 28093

* Superintendent:

Dr. Aaron Allen

Key Personnel:

* Timothy Beam

Madison County Schools (570) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:07:57 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Madison County Schools (570) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,854,797.00	$1,854,797.00
Carryover	$3,734,173.50	$3,734,173.50
Total	$5,588,970.50	$5,588,970.50

Budget

Madison County Schools (570) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
570	181	0	No	Yes	2.10 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,854,797.00	$0.00
Carryover Amount:	$3,734,173.50	$3,734,173.50
Allotment Plus Carryover:	$5,588,970.50	$3,734,173.50
Total Budgeted:		$3,734,173.50
Total Remaining:	$1,854,797.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/27/2021 04:46 PM	Admin, NCCCIP

☐ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/27/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/27/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
8/25/2021 1:25 PM	Approved (Pending)		Perrotta, Paul			
7/29/2021 10:05 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$468,000.00	$0.00	$468,000.00		
ⓘ	Salary	3	5110	142	000	00	$147,576.00	$0.00	$147,576.00		
ⓘ	Other	3	5110	143	000	00	$42,144.30	$0.00	$42,144.30		
ⓘ	Other	3	5110	181	000	00	$282,500.00	$0.00	$282,500.00		
ⓘ	Other	3	5110	211	000	00	$71,926.85	$0.00	$71,926.85		
ⓘ	Other	3	5110	221	000	00	$151,275.67	$0.00	$151,275.67		
ⓘ	Other	3	5110	231	000	00	$158,746.00	$0.00	$158,746.00		
ⓘ	Other	3	5110	411	000	00	$82,606.20	$0.00	$82,606.20		
ⓘ	Other	3	5110	418	000	00	$155,132.04	$0.00	$155,132.04		
ⓘ	Equipment	3	5110	541	000	00	$150,000.00	$0.00	$150,000.00		

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ℹ	Salary	3	5210	121	000	00	$144,000.00	$0.00	$144,000.00	
ℹ	Other	3	5210	211	000	00	$11,016.00	$0.00	$11,016.00	
ℹ	Other	3	5210	221	000	00	$33,120.00	$0.00	$33,120.00	
ℹ	Other	3	5210	231	000	00	$20,010.00	$0.00	$20,010.00	
ℹ	Salary	3	5240	132	000	00	$165,000.00	$0.00	$165,000.00	
ℹ	Other	3	5240	211	000	00	$12,622.50	$0.00	$12,622.50	
ℹ	Other	3	5240	221	000	00	$37,950.00	$0.00	$37,950.00	
ℹ	Other	3	5240	231	000	00	$20,010.00	$0.00	$20,010.00	
ℹ	Salary	3	5340	121	000	00	$86,430.00	$0.00	$86,430.00	
ℹ	Salary	3	5340	142	000	00	$64,500.00	$0.00	$64,500.00	
ℹ	Other	3	5340	211	000	00	$11,546.15	$0.00	$11,546.15	
ℹ	Other	3	5340	221	000	00	$34,713.90	$0.00	$34,713.90	
ℹ	Other	3	5340	231	000	00	$40,020.00	$0.00	$40,020.00	
ℹ	Salary	3	5360	127	000	00	$202,500.00	$0.00	$202,500.00	
ℹ	Other	3	5360	211	000	00	$15,491.25	$0.00	$15,491.25	
ℹ	Other	3	5840	311	000	00	$60,000.00	$0.00	$60,000.00	
ℹ	Equipment	3	5850	461	000	00	$110,000.00	$0.00	$110,000.00	
ℹ	Other	3	6570	523	000	00	$250,000.00	$0.00	$250,000.00	
ℹ	Other	3	6570	532	000	00	$500,000.00	$0.00	$500,000.00	
ℹ	Salary	3	6580	175	000	00	$103,200.00	$0.00	$103,200.00	
ℹ	Other	3	6580	211	000	00	$7,894.80	$0.00	$7,894.80	
ℹ	Other	3	6580	221	000	00	$23,736.00	$0.00	$23,736.00	
ℹ	Other	3	6580	231	000	00	$13,340.00	$0.00	$13,340.00	
ℹ	Other	3	8100	392	000	00	$57,165.84	$0.00	$57,165.84	
						Total:	**$3,734,173.50**	**$0.00**	**$3,734,173.50**	

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Grant Details

Madison County Schools (570) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Madison County School's needs assessment and plan was generated by multiple stakeholders that include: Board of Education, Superintendent, administrators, principals, teachers, parents, and other stakeholders such as Madison County Health Department Director, in an effort to determine our most important education needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19. From the onset of the pandemic, weekly meetings with multiple stakeholders were conducted (and still are) to keep the decisions being made directly related to real time data from our district. Madison County Schools established a K-5 and 6-12 team of administrators to guide the discussion, planning, preparation, and implementation regarding student learning. The educational needs gleaned from each team produced the following for our district. The K-5 Administrative Team used the following to collect data to reveal student learning gaps resulting from the disruption in the educational services for Brush Creek Elementary, Hot Springs Elementary, and Mars Hill Elementary: 1. K-2 Literacy Assessments 2. Skills based report card 3. Math Investigations Unit Assessments 4. Istation 5. Fundations Unit Assessments 6. LLI 7. SchoolNet 8. NC Check Ins 9. Case21 10. Aimsweb 11. BOG (Beginning of Grade Reading Test) 12. Pathway to Progress The 6-12 Administrative Team used the following to collect data to reveal student learning gaps resulting

from the disruption in the educational services for Madison Middle School, Madison High School, and Madison Early College High School: Madison Middle School (Grades 6-8) has used the following: 1. NC Check-Ins in Reading, Math, and Science 2. Open-Up Math (Curriculum) Unit Assessments 3. SchoolNet Assessments in Reading, Math, and Science 4. Teacher Created Formative and Unit Assessments in Reading, Math, and Science 5. GreatLeaps Reading and Math probes 6. EasyCBM (Curriculum Based Measures assessment tool) Progress Monitoring Assessments 7. LLI (Leveled Literacy Intervention) Progress Monitoring Assessments for Reading Levels Madison High School and Madison Early College High School (Grades 9-12) used the following: 1. Benchmarks in English II, Biology, Math 1, and Math 3 (Teacher Made and/or Mastery Connect) 2. EOC Test Scores (when available) 3. At-Risk Data Collection Tool (MTSS) 4. Mentor/Mentee Program 5. Delta Math Assessments 6. SchoolNet Benchmarks 7. Attendance 8. Formative and Summative Assessments 9. Counselor and/or parent report of concerns School based data teams have been established which include: Principals, Assistant Principals, Teachers, Teacher Assistants, and other stakeholders to access student performance data. Students data is discussed within teams to determine gaps and then placement. Intervention times have been incorporated into the academic day in which students received services based on gaps in performance level. For example: K-5 School Teams have established weekly groupings of students that receive face to face intervention instruction while at school in a smaller setting. These groups receive reading or math intervention based on the gap in performance level of the student. 6-8 School Teams have established weekly meetings that are content specific. Administrators, Teachers, and specialized staff dig into student performance data to place students in categories where they can receive additional support in the specific content area. 9-12 School Teams have established weekly meetings that are content specific. Administrators, Teachers, Counselors, Social Workers, and specialized staff discuss student performance data in which they establish referrals for student help in areas due to the gap seen directly related to the disruption in educational services due to COVID-19. MCS Administrative team expressed concern for our most vulnerable population of students whose consistent schedules were abruptly modified due to COVID-19. Additional EC staffing will help with academic needs and additional equipment will be purchased for the playground areas so that these students will have areas of inclusive play. These areas will have wheelchair access as well as problem solving opportunities and a place to build fine motor and gross motor skills. MCS Administrative team expressed the need for pre-k in the most rural area of our district that has not had access to pre-k since the closure due to COVID-19. Hot Springs Early Childhood Education Center has been established and a teacher and TA will be paid from ESSER funds to work with our 4 and 5 years olds in that area. MCS Administrative team has also seen a significant need for school based nurses to be stationed at each school building due to the response, prevention, and spread of COVID-19. MCS participated in the NC pilot antigen testing program this year. MCS Administrative team deemed it necessary to upgrade camera systems in our middle and high schools to enhance monitoring of students and protocols for COVID-19. This is the most cost effective way to have 1 person monitoring screens as students transition through hallways. Students can be seen in all areas of the school and not allowed to congregate which will help in preventing the spread of COVID-19 within our schools. MCS

Administrative team worked to find the most cost effective way to increase HVAC capacity in moving fresh air through our systems into our classrooms in response to COVID-19. Capital Needs Assessment showed that changes in the roofing system at MHS and MMS were needed to support the thermal conductivity (heat loss or heat gain) of the roof system. We do not want to make major HVAC changes to systems that are housed on a 50 year old roof.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

MCS gleaned data from our district needs assessment which brought us to the following conclusion on how to use the allowable ESSER III funds in response to COVID-19 and the learning loss felt by our students. MCS will add 5 curriculum interventionists to work hand in hand with students, teachers, and administrators to address learning loss due to COVID-19 in our elementary schools. Brush Creek Elementary School will have 2 interventionists, Hot Springs Elementary will have 1 interventionist, Mars Hill Elementary will have 2 interventionists. (based on student enrollment and need) MCS will add 2 curriculum interventionists to work hand in hand with students, teachers, and administrators to address learning loss due to COVID-19 at Madison Middle School. MCS will add an interventionist to work directly with students, teachers, and administrators to address learning loss due to COVID-19 at Madison High School and Madison Early College High School. MCS will strengthen a local program "EMYS" (Empowering Madison Youth to Succeed) by adding an additional tutoring position to the program. This position will add instructional hours in which tutors can work with students during the academic day to help with learning loss due to COVID-19. MCS will hire an additional Speech Language Pathologist to work with students that have increased deficits due to loss during COVID-19 shut down of schools. MCS will hire and additional EC teacher to address learning loss of students during COVID-19 remote learning requirements. MCS will hire an additional Nurse so that all campuses within our district will now have a full-time school nurse to address COVID-19 protocols and procedures as well as handle all other school nursing obligations. School nurses have been valuable this past year. MCS was part of the state's pilot antigen testing program. Our school nurses provided COVID tests, contact traced, as well as organized and work in vaccination clinics. They are critical in the ongoing response to COVID-19. MCS will purchase Kindergarten and Second grade "GEODES" to strengthen accessibility for leveled books available to students within classroom library sets. MCS purchased with ROTARY 10 first grade sets this school year. The addition of Kindergarten and Second grade will complete a consistent leveled reader program in grades k-3 to help with learning loss due to COVID-19 and last school year MCS will continue to provide digital programs to our students so that they can access material, teacher recorded lessons, and tutorials. These programs will also serve students that still choose to work virtual next school year. In response to COVID-19, MCS will hire an HVAC (heating, ventilation, air conditioning) specialist. This specialist

will address our HVAC system needs and oversee the improvements across our district. MCS will also purchase and install equipment in our buildings to enhance clean air flow in direct response to the prevention of spread of COVID-19. MCS conducted a capital needs assessment for 2020-2021 school year. In response to our capital needs assessment as well as response and prevention of COVID-19, our system will be replacing existing roofs at Madison High School and Madison Middle School. Both systems need replacement to enhance and increase quality air flow directly related to the response to COVID-19. MCS is striving to have all of our schools with the most up to date equipment to stop the spread of COVID-19 in regard to ventilation systems. Our school systems does not want to make major HVAC changes to systems that are housed on a 50 year old roof. Data will be gleaned by the monitoring of our HVAC system with the hiring of an additional HVAC systems specialist. To retain our certified and non-certified staff after working through a pandemic, MCS will provide supplements. Certified staff will receive a yearly supplement of $1,000 and non-certified will receive a yearly supplement of $500. MCS will monitor the growth of our most vulnerable population (EC) this school year. Due to the abrupt change to remote learning, this population of students had to endure tremendous scheduling issues that they are not accustomed to. With the additional playground equipment at schools, we will measure behavioral, emotional, and social increases or decreases in student behavior. We will also monitor problem solving skills from inclusive play by equipping playgrounds with wheelchair access to our students. Our goal is to help all students transition back into social well-being after being switched to remoted learning due to COVID-19 and the feeling of isolation that it brought to them. MCS will glean data from the upgrade of existing camera systems on the reduction of spread of COVID-19 by monitoring student transitions in all areas of our school. This is the most cost effective way to keep students from congregating in hallways or remote areas of our buildings. MCS will monitor the progress made by our 4 and 5 year olds in the Hot Springs Early Childhood Education Center. Our young students will receive instruction as well as social interaction daily. This will enhance readiness for the entry into our elementary schools. These students did not receive educational services this past year due to the closure of our facility in response to COVID-19.

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.

$ 1,119,456.00 * 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;

Kindergarten through Second Grade To accurately assess students' academic progress, in Kindergarten through Second Grade, Madison County Schools will administer the following assessments: Istation, AIMSWEB, PAST Assessment, a Phonological Awareness Screening assessment measuring phonological awareness Wilson Reading FUNdations Unit Assessments, Math Investigations Unit Assessments, NC Summative EOY Math Assessment, The above mentioned high quality assessments will be used to assist educators in meeting students' academic needs through differentiated instruction in the following ways: Report results to students, teachers, administrators, and parents through school based and district based data management systems Identify students in need of Tier 1, Tier 2, and Tier 3 intervention supports Teachers use assessment information to plan lessons for whole-class lessons within the classroom environment Teachers use assessment information to plan lessons for small, skill specific groups in literacy and math within the classroom environment Teachers use assessment information to plan lessons for individual students based on specific skill needs within the classroom environment School and teacher teams use assessment information to plan grade level / schoolwide intervention groups utilizing Reading and Math Interventionists, Special Education teachers, ESL teachers, and Title 1 support specialists Third Grade, Fourth Grade, and Fifth Grade To accurately assess students' academic progress, in Third through Fifth Grades, Madison County Schools will administer the following assessments: BOG3, Beginning of Grade 3 NC state assessment Reading Portfolio Passages, Grade Level Reading Passages and Comprehension Questions aligned to our NC state standards measuring: student understanding of grade level text and reading comprehension Istation, Wilson Reading FUNdations Unit Assessments, McLass/Dibels Math Investigations Unit Assessments, NC Check-Ins, state benchmark assessments given three times during the school year to measure student understanding of grade level concepts in reading, mathematics, and science NC EOG The above mentioned high quality assessments will be used to assist educators in meeting students' academic needs through differentiated instruction in the following ways: Report results to students, teachers, administrators, and parents through school based and district based data management systems Identify students in need of Tier 1, Tier 2, and Tier 3 intervention supports Teachers use assessment information to plan lessons for whole-class lessons within the classroom environment Teachers use assessment information to plan lessons for small, skill specific groups in literacy and math within the classroom environment Teachers use assessment information to plan lessons for individual students based on specific skill needs within the classroom environment School and teacher teams use assessment information to plan grade level / schoolwide intervention groups utilizing Reading and Math Interventionists, Special Education teachers, ESL teachers, and Title 1 support specialists Sixth, Seventh, and Eighth Grades To accurately assess students' academic progress,

in Sixth through Eighth Grades, Madison County Schools will administer the following assessments: EasyCBM, Curriculum Based Measures assessment tool used for progress monitoring literacy and mathematics skills LLI (Leveled Literacy Intervention), assessment tool used for progress monitoring reading levels Great Leaps Math Probes, assessment tool used for progress monitoring mathematics fact fluency OpenUp Mathematics Unit Assessments, assessments aligned to our math pacing guides given at the end of each unit of study measuring math concepts and applications SchoolNet Assessments, NC Check-Ins NC EOG The above mentioned high quality assessments will be used to assist educators in meeting students' academic needs through differentiated instruction in the following ways: Report results to students, teachers, administrators, and parents through school based and district based data management systems Identify students in need of Tier 1, Tier 2, and Tier 3 intervention supports Teachers use assessment information to plan lessons for whole-class lessons within the classroom environment Teachers use assessment information to plan lessons for small, skill specific groups in literacy, math, and science within the classroom environment Teachers use assessment information to plan lessons for individual students based on specific skill needs within the classroom environment School and teacher teams use assessment information to plan grade level / schoolwide intervention groups utilizing Reading and Math Interventionists, Special Education teachers, ESL teachers, and Title 1 support specialists School administration and teacher teams use assessment information to plan course tracks for students - advanced, honors, regular, inclusion, and intensive support Ninth - Twelfth Grades To accurately assess students' academic progress, in Ninth through Twelfth Grades, Madison County Schools will administer the following assessments: NC Check-Ins, state benchmark assessments given three times during the school year to measure student understanding of grade level concepts in reading, mathematics, and science NC EOG The above mentioned high quality assessments will be used to assist educators in meeting students' academic needs through differentiated instruction in the following ways: Report results to students, teachers, administrators, and parents through school based and district based data management systems Identify students in need of Tier 1, Tier 2, and Tier 3 intervention supports Teachers use assessment information to plan lessons for whole-class, small group, and individual lessons within the classroom environment School administration and teacher teams use assessment information to plan course tracks for students

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

When implementing evidence-based activities (EBA) there are two major factors that our PSU kept in consideration throughout this pandemic. Those factors include time allowed and progress monitoring. Time was a critical component, as our schedules had to be flexible and student-centered as we navigated Plan A, B, & C. As a district we remained in Plan B for the majority of the school year meaning our students were on a every other day rotation making it very challenging for our students to have exposure to EBA and adapt to the changes necessary to make progress. The disengagement of students due to virtual/remote learning and the unmotivated students who suffered loss of learning due to external factors mentioned above continue to be our top focus as we attempt to recover from

curriculum gaps and learning loss. Implementing EBA with fidelity will be crucial to our PSU's steps to recovering from this pandemic. The following EBA are implemented within our schools and have become part of our school culture. · Clear Lesson Goals · Modeling · Questioning to Check for Understanding · Peer to Peer Feedback · Summarize New Learning · Graphical Representation of Content · Feedback · Mastery Learning · Students Working Together · Challenge Based Learning/Project Based Learning · Teach Strategies, not just Content · Nurture Meta-Cognition (Think before and Reflect after)

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

Madison County Schools plans to provide support to families on how they can effectively support their students in school by: Providing weekly newsletters with updates about what their child is learning and ways to support their learning. Parent-Teacher conferences in person and through Zoom. Monthly parent nights will allow families to gain support on ways to help their children at home. Madison County Schools plans to provide support to families on how they can support their children learning at home. The goal is to ensure that all students have access to all resources in order for every child to succeed in school. To support distance learning, Madison County School will... Provide a Home School Learning Program designed to follow State Standards. Calvert Education will be purchased for K-5 students whose families choose to learn from home. Edmentum Education will be purchased for 6-12 students whose families chose to learn from home. A Calvert/Edmentum Teacher will be hired to Support Families and students through daily lessons and grading. Tutors will support students when needed. Weekly parent meetings through Zoom will be available to answer questions. Low-Income Students-To Support low-income families, MCS will provide: Hot Spots Laptops Resources and materials needed to complete projects. Children with disabilities- For students with disabilities, MCS will: Follow all IEP's Modify and provide additional resources to students that follow IEP. Provide tutors and accommodations based on IEP needs. ELL-For ELL students, MCS will provide: ELL teachers will be available to support families working remotely. Information in families native language. Meetings with translators available.

* (D) Tracking student attendance and improving student engagement in distance education;

Learning loss can be most significant during and due to periods of remote learning. It is important to prevent, identify, and repair learning loss when possible. To prevent learning loss, expectation, communication and accountability create the braided rope that secure attendance and engagement for all individual students. Expectation starts at recognizing and addressing student needs. Survey to determine connectivity and accommodations needed to ensure student success. Students with disabilities and English Learners should be connected with EC teachers, EL teachers, and other related service providers in addition to the regular education teachers. Buses or mobile community classrooms can be offered for students experiencing hoomelessness, or minorities with fewer community resources. Children in foster care must be afforded the opportunity to connect regardless of home and situation. Updated documentation is important to establish the connection and provision of carrying case, or backpack would be helpful.

Recognition that any or each of these individual students should not be overwhelmed by the sheer amount of equipment, materials and/or quantity of expectations. Simple materials, concise rules and attainable goals are best. After offering resources and support personnel, the PSU must provide and convey clearly defined guidelines regarding distance learning attendance and engagement. These guidelines include: learning management platforms (google classroom, zoom, dojo, email, seesaw etc), time (a defined start and end), reporting an absence, mixed media of differentiated learning labs (for hands on paper / manipulative experience), and class expectations for engagement. After expectations are set forth, communication may begin. Parents, students and staff must connect through constant clear communication. Communication logs and differentiated assignments ensure student success. For conversations, phone calls are best. For meetings involving more parties, zoom platforms are wonderful. For daily and quick communication regarding simple questions and info, a messaging platform may be used. For larger groups of students with important information, administrators should use an all call approach paired with social media. For gathering large amounts of data in survey form, it is best to communicate by sharing a google form. Once the importance and avenue of communication are established, the final weave is accountability. Accountability during remote learning includes daily calls if neither attendance nor communication has occurred within a brief window of commencing remote learning for the day. This ensures a system of checks and balances. After ensuring student attendance for check in, for students and families who are not responding to the first measure of accountability, the next layer would be a call, text, letter or email from the teacher to make contact regarding the absence. Guidance counselors, social workers, nurses, and/or administrators will provide the next layer of support, asking questions about potential family needs and how the school can provide assistance. If attendance issues become a serious concern, it is important to hold a meeting with an attendance improvement agreement document to convey the severity of the concern. Agencies may be asked to assist if connection can not be established or if matters present unsafe or unstable. If, in the event, learning loss occurs it is important to identify the specific students at risk and the skills of deficit. A screening tool including Math standards, Reading standards, and SEL could be developed to provide data in conjunction with formative and summative assessment data. Finally, once learning loss has been determined, it is time to intentionally mitigate or repair this loss using a scaffolded approach of after-school and/or summer support. Providing parent resources for additional support

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

MCS have established a K-8 Intervention Director that will monitor K-8 learning loss. Data will be gleaned from multiple sources K-8 to determine the learning loss from pre-pandemic to post. Students will then be monitored weekly at each school by strategically placed curriculum interventionists that will directly report back to school administrators as well as district administrators to continue to drive instruction to meet students exactly where they are academically, socially, and emotionally. MCS have strategically placed interventionists at our high schools to monitor student

learning loss pre-pandemic to post as well. Students will be monitored using the follow weekly: Transcript audit -- analyze earned credits data by individual and cohort based on pre and post pandemic performance and grades. Collect data from teachers to compare % work completion rate pre and post pandemic Continue to compile and evaluate grading period trends (9-week's grade average) pre and post pandemic. Aggregate each of the above by core discipline Analyze attendance data by individual and cohort, pre and post pandemic.>Analyze Discipline data by individual and cohort, pre and post pandemic. 9-12 Interventionists will also report to school level administrators as well as district administrators to continue to modify instruction when needed to meet students where they are academically, socially, and emotionally due to loss felt from the closure of face to face learning and the past year of remote learning from the pandemic. MCS Administrative team as well as our Superintendent are all up to date on this process and eager to continue to help the students of Madison County regain any loss felt due to COVID-19.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
		MCS conducted a capital needs assessment of all			$ 750,000.00

| FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | * ◉ Yes ○ No | schools involving multiple stakeholders to prioritize areas of need within the district. With the decision to replace HVAC systems and to hire an HVAC specialist to maintain them, an area of concern developed for the roof at MMS and MHS. We did not want to make major HVAC upgrades to systems housed on a 50 year old roof. MCS also determined that updates to camera systems would aid in the monitoring of student cohorts and movement during transitions to continue to enforce social distancing recommendations in response to COVID-19. Mental Wellness is an | Bids will be taken and the project started during 2021-2022 school year | MCS will update HVAC systems thus prompting the changes to the roof systems to support the thermal conductivity and provide maximum quality air flow. MCS will monitor social, emotional, and behavioral referrals with social workers and guidance counselors to see effect of inclusive play for all students including our most vulnerable learners. MCS will use real time data to monitor student transitions with upgraded camera systems to prevent the spread of COVID-19 within our schools. | |

		Wellness is an issue within our student population due to the trauma felt during the closure of schools related to COVID-19 and remote learning. To increase safe spaces and places for interaction, MCS will purchase additional pieces of equipment to add to playgrounds at our elementary schools to encourage inclusion of play with wheelchair access for all students to engage in development multiple skills.			

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	MCS will hire an HVAC specialist to monitor and make repairs to continue to try to prevent the spread of COVID-19. MCS will purchase and install new equipment to improve air quality within our buildings to aid in the prevention of spread of COVID-19.	2021-2022, 2022-2023, 2023-2024	The impact measures will be seen by the decrease of spread of COVID-19. MCS HVAC systems will be up and running and repairs made efficiently and effectively.	$ 148,170.80
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	MCS will meet the unique needs of certain populations of our students that were heavily impacted due to school transition to remote learning. MCS will hire an additional Speech Language Pathologist and an Exceptional Children's Teacher to address loss for these students.	2021-2022, 2022-2023, 2023-2024	Individual student performance measures will be used to gather data to determine impact of services.	$ 443,728.50
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◯ Yes ⦿ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ⦿ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	In response to the closing of face to face school and the transition to remote learning due to COVID-19, MCS will purchase software to ensure student learning success. Programs such as Calvert, Edmentum, and SeeSaw will be used with our students that choose this option as well as those that need additional guidance.	2021-2022, 2022-2023, 2023-2024	Impact Measures will be taken directly from individual student performance at each grade level. Teachers will also use this data to drive individualized instruction.	$ 404,375.89
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◯ Yes ⦿ No				$
	* ⦿ Yes ◯ No	MCS will plan and implement activities related to summer learning by providing classroom instruction during	2021-2022, 2022-2023, 2023-2024		$ 277,991.25

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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.		instruction during the summer months to meet the needs of our students that have deficits in learning due to learning loss from COVID-19 and the transition to remote learning. MCS will purchase GEODES (multiple leveled supplemental reading program) for grades Kindergarten and Second to help student learning loss. Teachers in summer program can address students where the academic need is and students will have multiple copies of readers to enhance skills.		Impact measures will be taken from individual student performance on assignments and assessments administered during summer learning.	
	* ⦿ Yes ◯ No	MCS will address student learning loss by hiring additional curriculum interventionists	2021-2022, 2022-2023, 2023-2024		$ 590,451.06

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.		interventionists, teachers, and TA's to work directly with students throughout the school day. The curriculum interventionists will also work with teachers to provide PD and work with district personnel to address learning loss. MCS will invest in a tutoring program that works with Middle School and High School students during the day to provide instruction for those students that have fallen behind due to going to remote instruction. (Empowering Madison Youth to Succeed) MCS will hire an additional school nurse to work at HSES full time to provide services directly		Curriculum Interventionists, Teachers, and TA's impact measures will be gleaned from individual student performance. EMYS impact measures will be taken from student performance data. School nurse will collect data regarding COVID-19, contact tracing, as well as all other nursing duties. Early Childhood Teacher and TA will collect data to measure student growth for 3-5 year old. Data will be gleaned from pre/post retention of staff during pandemic in relation to addition of supplements.	

		related to the reduction, prevention, and response to COVID-19. MCS will provide supplements to certified and non certified staff to retain qualified staff after the transition to remote learning due to COVID-19. MCS will hire an early childhood education teacher and TA to provide support to our 3,4, and 5 year old children before entering Kinder.			

	Total ESSER III Allotment	$	2,614,717.50

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.

*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Madison County Schools (570) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Will Hoffman	
	Lisa Gahagan	
	Michael Wallin	

Madison County Schools (570) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, July 30, 2021

Madison County Schools (570) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Madison County Schools (570) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Madison County Schools (570) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058783

* Address:

5738 US 25-70 Hwy Marshall, NC 28753

* Superintendent:

Dr. Will Hoffman

Key Personnel:

* Lisa Gahagan
* Michael Wallin

Martin County Schools (580) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:07:59 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Martin County Schools (580) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$9,136,806.00	$9,136,806.00
Carryover	$0.00	$0.00
Total	$9,136,806.00	$9,136,806.00

Budget

Martin County Schools (580) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: | Approved ▼ |

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
580	181	1	No	No	3.44 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$9,136,806.00	$9,136,806.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$9,136,806.00	$9,136,806.00
Total Budgeted:		$9,136,806.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 11:31 AM	Evans, Allie

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 11:31 AM	Approved (Pending)		Evans, Allie			
10/21/2021 9:32 AM	Received		Admin, NCCCIP			
10/8/2021 4:48 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/7/2021 8:03 PM	Approved (Pending)		Letchworth, Tina			
10/1/2021 8:34 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	131	000	00	$135,000.00	$0.00	$135,000.00		✏
ⓘ	Salary	3	5110	143	000	00	$55,230.35	$0.00	$55,230.35		✏
ⓘ	Salary	3	5110	181	000	00	$140,200.00	$0.00	$140,200.00		✏
ⓘ	Salary	3	5110	183	000	00	$348,000.00	$0.00	$348,000.00		✏
ⓘ	Other	3	5110	211	000	00	$51,899.92	$0.00	$51,899.92		✏
ⓘ	Other	3	5110	221	000	00	$59,663.36	$0.00	$59,663.36		✏

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ⓘ	Other	3	5110	231	000	00	$18,978.00	$0.00	$18,978.00		✎
ⓘ	Other	3	5110	311	000	00	$140,000.00	$0.00	$140,000.00		✎
ⓘ	Other	3	5110	312	000	00	$2,412,500.00	$0.00	$2,412,500.00		✎
ⓘ	Other	3	5110	418	000	00	$305,000.00	$0.00	$305,000.00		✎
ⓘ	Equipment	3	5110	461	000	00	$21,265.61	$0.00	$21,265.61		✎
ⓘ	Salary	3	5120	181	000	00	$16,000.00	$0.00	$16,000.00		✎
ⓘ	Other	3	5120	211	000	00	$1,224.00	$0.00	$1,224.00		✎
ⓘ	Other	3	5120	221	000	00	$3,468.80	$0.00	$3,468.80		✎
ⓘ	Salary	3	5130	181	000	00	$26,000.00	$0.00	$26,000.00		✎
ⓘ	Other	3	5130	211	000	00	$1,989.00	$0.00	$1,989.00		✎
ⓘ	Other	3	5130	221	000	00	$5,636.80	$0.00	$5,636.80		✎
ⓘ	Salary	3	5210	181	000	00	$40,500.00	$0.00	$40,500.00		✎
ⓘ	Salary	3	5210	183	000	00	$150,000.00	$0.00	$150,000.00		✎
ⓘ	Other	3	5210	211	000	00	$14,573.25	$0.00	$14,573.25		✎
ⓘ	Other	3	5210	221	000	00	$8,780.40	$0.00	$8,780.40		✎
ⓘ	Salary	3	5230	181	000	00	$22,000.00	$0.00	$22,000.00		✎
ⓘ	Other	3	5230	211	000	00	$1,683.00	$0.00	$1,683.00		✎
ⓘ	Other	3	5230	221	000	00	$4,769.60	$0.00	$4,769.60		✎
ⓘ	Salary	3	5240	181	000	00	$4,000.00	$0.00	$4,000.00		✎
ⓘ	Other	3	5240	211	000	00	$306.00	$0.00	$306.00		✎
ⓘ	Other	3	5240	221	000	00	$867.20	$0.00	$867.20		✎
ⓘ	Salary	3	5260	181	000	00	$2,000.00	$0.00	$2,000.00		✎
ⓘ	Other	3	5260	211	000	00	$153.00	$0.00	$153.00		✎
ⓘ	Other	3	5260	221	000	00	$433.60	$0.00	$433.60		✎
ⓘ	Salary	3	5270	181	000	00	$1,000.00	$0.00	$1,000.00		✎

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ℹ	Other	3	5270	211	000	00	$76.50	$0.00	$76.50	✏
ℹ	Other	3	5270	221	000	00	$216.80	$0.00	$216.80	✏
ℹ	Salary	3	5310	131	000	00	$403,920.00	$0.00	$403,920.00	✏
ℹ	Salary	3	5310	181	000	00	$8,700.00	$0.00	$8,700.00	✏
ℹ	Other	3	5310	211	000	00	$31,565.43	$0.00	$31,565.43	✏
ℹ	Other	3	5310	221	000	00	$89,456.02	$0.00	$89,456.02	✏
ℹ	Other	3	5310	231	000	00	$37,956.00	$0.00	$37,956.00	✏
ℹ	Salary	3	5320	181	000	00	$5,000.00	$0.00	$5,000.00	✏
ℹ	Other	3	5320	211	000	00	$382.50	$0.00	$382.50	✏
ℹ	Other	3	5320	221	000	00	$1,084.00	$0.00	$1,084.00	✏
ℹ	Salary	3	5330	181	000	00	$15,400.00	$0.00	$15,400.00	✏
ℹ	Other	3	5330	211	000	00	$1,178.10	$0.00	$1,178.10	✏
ℹ	Other	3	5330	221	000	00	$3,338.72	$0.00	$3,338.72	✏
ℹ	Salary	3	5340	181	000	00	$22,000.00	$0.00	$22,000.00	✏
ℹ	Other	3	5340	211	000	00	$1,683.00	$0.00	$1,683.00	✏
ℹ	Other	3	5340	221	000	00	$4,769.60	$0.00	$4,769.60	✏
ℹ	Salary	3	5350	121	000	00	$150,003.00	$0.00	$150,003.00	✏
ℹ	Salary	3	5350	171	000	00	$20,000.00	$0.00	$20,000.00	✏
ℹ	Other	3	5350	211	000	00	$13,005.23	$0.00	$13,005.23	✏
ℹ	Other	3	5350	221	000	00	$36,856.65	$0.00	$36,856.65	✏
ℹ	Other	3	5350	411	000	00	$30,000.00	$0.00	$30,000.00	✏
ℹ	Salary	3	5360	113	000	00	$6,250.00	$0.00	$6,250.00	✏
ℹ	Salary	3	5360	116	000	00	$32,400.00	$0.00	$32,400.00	✏
ℹ	Salary	3	5360	127	000	00	$237,500.00	$0.00	$237,500.00	✏
ℹ	Salary	3	5360	131	000	00	$45,000.00	$0.00	$45,000.00	✏

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ⓘ	Salary	3	5360	142	000	00	$45,000.00	$0.00	$45,000.00	✏
ⓘ	Salary	3	5360	171	000	00	$27,000.00	$0.00	$27,000.00	✏
ⓘ	Salary	3	5360	173	000	00	$19,500.00	$0.00	$19,500.00	✏
ⓘ	Salary	3	5360	174	000	00	$36,000.00	$0.00	$36,000.00	✏
ⓘ	Salary	3	5360	176	000	00	$21,000.00	$0.00	$21,000.00	✏
ⓘ	Other	3	5360	211	000	00	$35,928.23	$0.00	$35,928.23	✏
ⓘ	Salary	3	5400	181	000	00	$8,000.00	$0.00	$8,000.00	✏
ⓘ	Other	3	5400	211	000	00	$612.00	$0.00	$612.00	✏
ⓘ	Other	3	5400	221	000	00	$1,734.40	$0.00	$1,734.40	✏
ⓘ	Salary	3	5410	181	000	00	$8,000.00	$0.00	$8,000.00	✏
ⓘ	Other	3	5410	211	000	00	$612.00	$0.00	$612.00	✏
ⓘ	Other	3	5410	221	000	00	$1,734.40	$0.00	$1,734.40	✏
ⓘ	Salary	3	5420	181	000	00	$7,000.00	$0.00	$7,000.00	✏
ⓘ	Other	3	5420	211	000	00	$535.50	$0.00	$535.50	✏
ⓘ	Other	3	5420	221	000	00	$1,517.60	$0.00	$1,517.60	✏
ⓘ	Salary	3	5810	181	000	00	$7,000.00	$0.00	$7,000.00	✏
ⓘ	Other	3	5810	211	000	00	$535.50	$0.00	$535.50	✏
ⓘ	Other	3	5810	221	000	00	$1,517.60	$0.00	$1,517.60	✏
ⓘ	Salary	3	5820	181	000	00	$7,000.00	$0.00	$7,000.00	✏
ⓘ	Other	3	5820	211	000	00	$535.50	$0.00	$535.50	✏
ⓘ	Other	3	5820	221	000	00	$1,517.60	$0.00	$1,517.60	✏
ⓘ	Salary	3	5830	131	000	00	$90,000.00	$0.00	$90,000.00	✏
ⓘ	Salary	3	5830	181	000	00	$11,400.00	$0.00	$11,400.00	✏
ⓘ	Other	3	5830	211	000	00	$7,757.10	$0.00	$7,757.10	✏
ⓘ	Other	3	5830	221	000	00	$21,983.52	$0.00	$21,983.52	✏

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ⓘ	Other	3	5830	231	000	00	$12,652.00	$0.00	$12,652.00	✏
ⓘ	Salary	3	5840	133	000	00	$120,000.00	$0.00	$120,000.00	✏
ⓘ	Salary	3	5840	146	000	00	$100,000.00	$0.00	$100,000.00	✏
ⓘ	Salary	3	5840	181	000	00	$10,800.00	$0.00	$10,800.00	✏
ⓘ	Other	3	5840	211	000	00	$17,656.20	$0.00	$17,656.20	✏
ⓘ	Other	3	5840	221	000	00	$50,037.44	$0.00	$50,037.44	✏
ⓘ	Other	3	5840	231	000	00	$25,304.00	$0.00	$25,304.00	✏
ⓘ	Other	3	5840	411	000	00	$50,000.00	$0.00	$50,000.00	✏
ⓘ	Other	3	5850	411	000	00	$75,000.00	$0.00	$75,000.00	✏
ⓘ	Salary	3	5860	181	000	00	$3,000.00	$0.00	$3,000.00	✏
ⓘ	Other	3	5860	211	000	00	$229.50	$0.00	$229.50	✏
ⓘ	Other	3	5860	221	000	00	$650.40	$0.00	$650.40	✏
ⓘ	Salary	3	6110	181	000	00	$3,000.00	$0.00	$3,000.00	✏
ⓘ	Other	3	6110	211	000	00	$229.50	$0.00	$229.50	✏
ⓘ	Other	3	6110	221	000	00	$650.40	$0.00	$650.40	✏
ⓘ	Other	3	6120	418	000	00	$60,866.95	$0.00	$60,866.95	✏
ⓘ	Equipment	3	6120	461	000	00	$26,868.38	$0.00	$26,868.38	✏
ⓘ	Salary	3	6200	181	000	00	$1,000.00	$0.00	$1,000.00	✏
ⓘ	Other	3	6200	211	000	00	$76.50	$0.00	$76.50	✏
ⓘ	Other	3	6200	221	000	00	$216.80	$0.00	$216.80	✏
ⓘ	Salary	3	6300	181	000	00	$1,000.00	$0.00	$1,000.00	✏
ⓘ	Other	3	6300	211	000	00	$76.50	$0.00	$76.50	✏
ⓘ	Other	3	6300	221	000	00	$216.80	$0.00	$216.80	✏
ⓘ	Salary	3	6400	181	000	00	$1,000.00	$0.00	$1,000.00	✏
ⓘ	Other	3	6400	211	000	00	$76.50	$0.00	$76.50	✏

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ℹ	Other	3	6400	221	000	00	$216.80	$0.00	$216.80	✏
ℹ	Other	3	6400	551	000	00	$25,000.00	$0.00	$25,000.00	✏
ℹ	Other	3	6510	311	000	00	$10,000.00	$0.00	$10,000.00	✏
ℹ	Salary	3	6540	173	000	00	$646,509.60	$0.00	$646,509.60	✏
ℹ	Salary	3	6540	181	000	00	$25,000.00	$0.00	$25,000.00	✏
ℹ	Other	3	6540	211	000	00	$51,370.49	$0.00	$51,370.49	✏
ℹ	Other	3	6540	221	000	00	$145,583.28	$0.00	$145,583.28	✏
ℹ	Other	3	6540	231	000	00	$113,868.00	$0.00	$113,868.00	✏
ℹ	Other	3	6540	411	000	00	$50,001.13	$0.00	$50,001.13	✏
ℹ	Salary	3	6550	181	000	00	$34,500.00	$0.00	$34,500.00	✏
ℹ	Other	3	6550	211	000	00	$2,639.25	$0.00	$2,639.25	✏
ℹ	Other	3	6550	221	000	00	$7,479.60	$0.00	$7,479.60	✏
ℹ	Other	3	6550	423	000	00	$25,000.00	$0.00	$25,000.00	✏
ℹ	Other	3	6570	523	000	00	$217,753.56	$0.00	$217,753.56	✏
ℹ	Other	3	6570	532	000	00	$34,175.71	$0.00	$34,175.71	✏
ℹ	Salary	3	6580	181	000	00	$6,500.00	$0.00	$6,500.00	✏
ℹ	Other	3	6580	211	000	00	$497.25	$0.00	$497.25	✏
ℹ	Other	3	6580	221	000	00	$1,409.20	$0.00	$1,409.20	✏
ℹ	Equipment	3	6580	461	000	00	$60,209.44	$0.00	$60,209.44	✏
ℹ	Equipment	3	6580	541	000	00	$635,287.55	$0.00	$635,287.55	✏
ℹ	Salary	3	6610	181	000	00	$6,850.00	$0.00	$6,850.00	✏
ℹ	Other	3	6610	211	000	00	$524.03	$0.00	$524.03	✏
ℹ	Other	3	6610	221	000	00	$1,485.08	$0.00	$1,485.08	✏
ℹ	Salary	3	6620	181	000	00	$1,000.00	$0.00	$1,000.00	✏
ℹ	Other	3	6620	211	000	00	$76.50	$0.00	$76.50	✏

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ⓘ	Other	3	6620	221	000	00	$216.80	$0.00	$216.80	✏️
ⓘ	Salary	3	6940	181	000	00	$2,000.00	$0.00	$2,000.00	✏️
ⓘ	Other	3	6940	211	000	00	$153.00	$0.00	$153.00	✏️
ⓘ	Other	3	6940	221	000	00	$433.60	$0.00	$433.60	✏️
ⓘ	Salary	3	7200	181	000	00	$20,150.00	$0.00	$20,150.00	✏️
ⓘ	Other	3	7200	211	000	00	$1,541.48	$0.00	$1,541.48	✏️
ⓘ	Other	3	7200	221	000	00	$4,368.52	$0.00	$4,368.52	✏️
ⓘ	Other	3	7200	551	000	00	$25,000.00	$0.00	$25,000.00	✏️
ⓘ	Other	3	8100	392	000	00	$247,289.64	$0.00	$247,289.64	✏️
ⓘ	Other	3	8200	399	000	00	$608,874.23	$8,950.00	$617,824.23	✏️
						Total:	**$9,127,856.00**	**$8,950.00**	**$9,136,806.00**	

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Grant Details

Martin County Schools (580) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Student and staff attendance (including COVID required quarantines), iReady BOY - MOY - EOY data, report card data, promotion/retention data, course failures, Checkin data, EOG/EOC data, classroom observations (virtual and in-person), facility walkthroughs, and maintenance repair requests, review of technology requests and repairs, district and school PLC data, NCEES data, EC LEA Self Assessment, EVAAS data, and teacher turnover were all used to determine the needs of the district. Martin County Schools has developed a Needs Assessment and Plan for ESSER III funds by meeting regularly with district administrators, school administrators, Board of Education, County Commissioners, District Parent Advisory Committee, School Advisory Committee, Instructional Coaches, Beginning Teachers and Mentors, School Teachers of the Year, and our Teacher Leaders' Forum. Using this data we have decided to focus on the following learning loss recovery strategies: We will continue with a summer learning recovery program during June and July of 2022. We are continuing to recruit 3 additional teachers to implement co-teaching for our students with disabilities allowing many students the additional support needed in the LRE. Digital personalized instruction will continue through remedial and self-paced platforms, including Letterland online, iReady, Apex, IXL,

CommonLit, as well as others. We continue to plan for opportunities for our high school students to obtain coursework online or in the evening if they continue to work.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

lAttendance - Nov. 30 13% absentee rate, Feb. 8 12.6% absentee rate, Mar. 22 10% absentee rate. Martin County Schools has struggled to certify accurate attendance data due to COVID related issues. However, our Student Services department has worked hard to reach every students enrolled on our district. Grades K-8 iReady Data - Comparing iReady data from last year's MOY to this year's MOY showed the following: Reading and Math: A slight increase in students 2 or more years behind as well as a slight increase of students on grade level. Comparing iReady data from this year's BOY to this year's MOY showed the following: Reading: Data on students 2 or more years behind was stagnant with a slight increase of students on grade level. Math: A slight decrease in students two or more years behind as well as an increase of students on grade level. One concern we have is that our virtual students were able to take their diagnostics at home. We have no way to declare that the students completed the diagnostic solely on their own. EOC or EOG District Proficiency Percent ELA 3 44 Math 3 44 Math 4 32 Math 5 30 Math 6 13 Math 7 12 Math 8 6 Science 5 40 Science 8 62 RtA 8 Biology 18 Math I - Middle School 61 Math I - High School 9 Eng II 37 Math III 11 Course Failures - Looking at first semester data for high school students we noticed a tremendous increase in course failures. In the Fall of 2019, there were a total of 185 course failures in grades 9-12 combined in both high schools. In the fall of 2020, there were a total of 644 failures in grades 9-12 combined in both high schools. This year's freshmen failed 332 first semester courses, sophomores failed 159, juniors 79, and seniors 74. Classroom Observations - Classroom observations have uncovered a concern regarding the disparity between face-to-face learning and remote learning. In October 2020, Martin County Schools opened the school buildings to students. Many students remained in a virtual setting by parent choice. This was especially true in our more remote western part of the county. In January, we again offered students to return to the classroom. A few more returned, but not many. By the beginning of April we saw our largest number of students return to the classroom. However, at the middle and high school levels, we have such a teacher shortage that teachers had to teach simultaneously in person and virtually. Retention of Teachers - We have struggled to replace fully certified Math, Science, and EC teachers. When we are able to replace them it is usually with lateral entry or first-year teachers from a university education program. Teachers who are leaving have said that they would stay if we provided an additional supplement for certain subject areas. Community - There is a disconnect between parents and students and schools. Especially for our at-risk and younger students. There is a need for staff members who are able to concentrate Facility Walkthroughs and Repair Requests -

In reviewing the facilities we have observed that we have a low level of airflow and a lack of ability for maximum filtration. Also, there have been several repair requests on HVAC systems that are not up to standard in regards to controlling the humidity levels which provide an opportunity for mold and mildew growth. Several spaces in our schools do not have HVAC. This means there is a lack of appropriate ventilation and air purification which can lead to the spread of viruses, including COVID-19. OUr outside facilities for high school students provide no opportunity for social distancing while learning. Our elementary schools do not have enough playground equipment to social distance or be able to clean between classes. Technology Repair Requests - Having provided Chromebooks for all of our students who requested a school device, we have continuously been replacing and repairing devices when they are repairable. Instructional Technology has reported that the computer labs do not allow for as much social distancing as needed. We have a low level of bandwidth, especially in our schools which are in outlying areas. Therefore, we are in need of additional desktop computers. PLC data - School and District PLCs have revealed many shortcomings in teacher planning. We have many staff members who are unaware of the standards, appropriate strategies, differentiation techniques, and data analysis. NCEES data - Professional Development is part of at least 70% of teacher and administrator PDPs. Reviewing observation data uncovered a discrepancy between teacher performance ratings and student performance data. EVAAS data - We have a large number of lateral entry teachers who are clustered in several schools on the west end of our district. The students in most of these classrooms struggle to make adequate yearly growth. As well the teachers are struggling to pass the licensure - We have eight, nearly ten percent, middle school and high school vacancies which have not been filled due to lack of candidates. At times we have attempted to hire and candidates have decided to decline due to COVID concerns. We have several teachers and staff who have remained on FMLA for a majority of the year due to mental and physical issues which were or could have been exacerbated by COVID-19. EC LEA Self Assessment - there is a need to increase the amount of time for all SWD students to be served in the regular education classroom.

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.

$ 3,695,574.18 * 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;

Digital personalized instruction will continue through remedial and self-paced platforms for all of our students using iReady, IXL, CommonLit, mClass, and SchoolNet. Reviewing our EOY data we only had two areas where our students were greater than 50% proficiency - 8th grade science and middle school Math I. We will address our CORE instruction by providing teachers and staff with continual professional development in lesson planning, differentiated instruction, AIG certification, as well as MTSS and SEL. -Branching Minds MTSS Software - expertise in learning sciences, data management and analysis, software design, coaching, and collaboration. -Implement AVID at the two district high schools. -Prof Development - Differentiated Instruction -Made Practical, AIG certification, Letterland, etc. -Extended Day/Evening Classes -NC Education Corps tutors for 3rd grade -Paxton/Patterson College and Career Ready Labs -Additional Science Teacher -Family/Student Engagement Support Staff -Hiring subs and/or paying stipends for collaboration during PD

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

Providing the most up-to-date instruction through our CTE department and the use of College and Career Ready Labs is a priority for our middle and high schools. Recruiting and retaining high-quality teachers based on training, NCEES, and EVAAS data is a must to develop a continuum of rigor and learning. Implementing an AVID program in our two highs schools, providing extended day and evening classes for our high school students. Hiring additional teachers to provide a variety of sciences courses offered at the high school level. Hiring tutors through the NC Corps to work with our at-risk 3rd grade students utilizing the Science of Reading. Utilizing Branching Minds software to support the MTSS/SEL programs and process.

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

Hiring staff coordinators for Student and School services and Family and School services. These two coordinators will assist students and families in the reconnection process for all school activities. They will also provide support to students and families in the event that we return to remote learning.

* (D) Tracking student attendance and improving student engagement in distance education;

In the absence of defined attendance measures, Martin County Schools tries to measure and understand student and family engagement in several different ways. The district tracks and measures types of active participation that could help the schools understand engagement levels (e.g., time spent on a learning platform, frequency, or quantity of online learning activities completed). Schools are tracking participation in live virtual instruction or through the

submission of assignments. Some of the schools also administer engagement surveys to students, families, and teachers to inform improvements to their school and district distance learning plan and support.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

We will continue to compare present and future academic progress data by comparing grades and assessments with data from past years. We will check the information at the end of each marking period and semester. We will use this data to tailor instruction for personalized learning. Last spring we used the high school data to provide credit recovery. We will continue that throughout the school year and next summer.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Replace Carpet and Tile floors Provide antimicrobial rugs for elementary classrooms Update culinary classroom to allow for social distancing Provide tracks at high schools for outside H/PE classes Provide accessible playground equipment for all elementary schools	November 1, 2021 - June 30, 2023	For these items, we will utilize POs, paid invoices, and a log of placement of each item with date installed and school site.	$ 717,597.25
	* ⦿ Yes ◯ No	Replacement of heating and air conditioning systems and for improvement of air quality, air filtration, and ventilation. Our systems are an average of 20 years old. They do not allow for the most up-to-date filters. Also,	November 15, 2021 - June 30, 2022	For these items, we will utilize POs, paid invoices, and a log of placement of each item with date installed and school site.	$ 274,650.28

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		they are limited in their effectiveness in the circulation of air. Gov't Accountability Office estimates that 36,000 schools nationwide need to update or replace heating, ventilation, and air conditioning (HVAC) systems. The report further documents how the need for investments in school facilities are unequally distributed, with the greatest need for improvements in schools serving high shares of students in poverty, which in turn, are often located in communities of color. We also plan to place dehumidifiers in the schools for these same			

		these same reasons.			
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				$ ▢
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◯ Yes ⦿ No				$ ▢

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IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	Installing keyless entry at both high schools as other campuses as needed. Purchasing software to communicate with the families and communities as needed. Purchasing health supplies (gloves, masks, shields, thermometers, etc.) One vehicle for IT Dept to transport devices and materials for repairs. One vehicle for Child Nutrition to assist with the transportation of meals.	November 1, 2021 - September 1, 2022	For these items, we will utilize POs, paid invoices, and a log of placement of each item with date installed and school site.	$ 185,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	Purchasing cleaning supplies (disinfectant sprays and wipes, etc.) Purchasing washers and dryers for schools that do not have access to these machines.	Novemeber 1, 2021 - June 1, 2022	For these items, we will utilize POs, paid invoices, and a log of placement of each item with date installed and school site.	$ 53,312.72
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ○ No	Purchasing 2 years of iReady for K-8 students. This will maintain a program that we have been using during remote and face-to-face learning. iReady reading and math are used to provide personalized learning, remediation, and intervention.	November 1, 2021 - September 30, 2023	For these items, we will utilize POs, paid invoices, and a log of placement of each item with date installed and school site.	$ 305,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	Hire an additional nurse, counselor, and school psychologist for 2-3 years.	November 1, 2021 - September 30, 2024	For this we will use staff contracts and staff timesheets.	$ 328,190.76

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	Provide a 4-6 week summer recovery learning program during the summers of 2022, 2023, and possibly 2024 if there is enough money to support this program.	April 1, 2022 - August 15, 2024	For these items, we will utilize POs, paid invoices, and a log of placement of each item with date installed and school site.	$ 505,578.23
	* ⦿ Yes ◯ No		November 15, 2021 - September 30, 2023	For these items, we will utilize POs, paid invoices, supplement budget, staff contracts, and staff timesheets.	$ 3,071,902.58

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.		Provide 2 years of custodial staff to focus on the daily cleaning protocols. Provide a supplement to all staff. Provide a supplement for all MS/HS CORE Curriculum teachers as well as Exceptional Children's teachers at all grade levels. Unbudgeted of $247,289.64 and Indirect Cost of $617,824.23			
				Total ESSER III Allotment	$ 5,441,231.82

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Martin County Schools (580) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Jan Wagner

Substantially Approved Dates

Martin County Schools (580) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, October 6, 2021

Martin County Schools (580) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Martin County Schools (580) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at <u>NCDPI School Allotment Section</u>. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Martin County Schools (580) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

86324068

* Address:

300 N. Watts Street Williamston, NC 27892

* Superintendent:

Dr. David Fonseca

Key Personnel:

* Jan Wagner

* Karen Rogerson

McDowell County Schools (590) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/28/2021 3:14:09 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

McDowell County Schools (590) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$13,008,728.00	$13,008,728.00
Carryover	$0.00	$0.00
Total	$13,008,728.00	$13,008,728.00

Budget

McDowell County Schools (590) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
590	181	0	No	Yes	2.41 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$13,008,728.00	$12,996,983.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$13,008,728.00	$12,996,983.00
Total Budgeted:		$12,996,983.00
Total Remaining:	$11,745.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/22/2021 04:49 PM	Admin, NCCCIP

⊟ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/22/2021 4:49 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/22/2021 4:49 PM	Approved (Pending)		Admin, NCCCIP			
10/20/2021 11:38 AM	Approved (Pending)		Anderson, Nick			
10/14/2021 8:46 AM	Received		Admin, NCCCIP			
9/7/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☑		3-6570-522-000-000-00	0	Budget is being denied. Items documented in the CCIP application are not allowable.
9/7/2021 8:03 AM	Denied (Pending)		Popp, James			
8/20/2021 1:55 AM	Under Review		Popp, James			
7/30/2021 9:02 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$966,000.00	$0.00	$966,000.00		
ⓘ	Salary	3	5110	142	000	00	$399,900.00	$0.00	$399,900.00		

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ⓘ	Other	3	5110	163	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	5110	167	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	5110	180	000	00	$1,338,000.00	$0.00	$1,338,000.00
ⓘ	Other	3	5110	192	000	00	$6,000.00	$0.00	$6,000.00
ⓘ	Other	3	5110	211	000	00	$208,825.16	$0.00	$208,825.16
ⓘ	Other	3	5110	221	000	00	$346,855.32	$0.00	$346,855.32
ⓘ	Other	3	5110	231	000	00	$235,596.48	$0.00	$235,596.48
ⓘ	Other	3	5110	312	000	00	$114,750.00	$0.00	$114,750.00
ⓘ	Other	3	5110	361	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	5110	411	000	00	$200,000.00	$0.00	$200,000.00
ⓘ	Other	3	5110	418	000	00	$792,000.00	$0.00	$792,000.00
ⓘ	Equipment	3	5110	462	000	00	$900,000.00	$0.00	$900,000.00
ⓘ	Other	3	5110	462	590	00	$600,000.00	$0.00	$600,000.00
ⓘ	Salary	3	5210	133	000	00	$188,250.00	$0.00	$188,250.00
ⓘ	Other	3	5210	211	000	00	$14,401.13	$0.00	$14,401.13
ⓘ	Other	3	5210	221	000	00	$45,876.53	$0.00	$45,876.53
ⓘ	Other	3	5210	231	000	00	$15,815.00	$0.00	$15,815.00
ⓘ	Other	3	5210	311	000	00	$323,400.00	$0.00	$323,400.00
ⓘ	Other	3	5210	312	000	00	$1,800.00	$0.00	$1,800.00
ⓘ	Other	3	5210	411	000	00	$2,700.00	$0.00	$2,700.00
ⓘ	Equipment	3	5210	461	000	00	$5,000.00	$0.00	$5,000.00
ⓘ	Salary	3	5320	131	000	00	$276,000.00	$0.00	$276,000.00
ⓘ	Salary	3	5320	146	000	00	$133,320.00	$0.00	$133,320.00
ⓘ	Salary	3	5320	148	000	00	$150,030.00	$0.00	$150,030.00
ⓘ	Other	3	5320	211	000	00	$42,790.28	$0.00	$42,790.28
ⓘ									

	Other	3	5320	221	000	00	$136,313.59	$0.00	$136,313.59	
ⓘ	Other	3	5320	231	000	00	$75,911.04	$0.00	$75,911.04	
ⓘ	Other	3	5350	411	000	00	$35,000.00	$0.00	$35,000.00	
ⓘ	Equipment	3	5500	461	000	00	$85,000.00	$0.00	$85,000.00	
ⓘ	Equipment	3	5500	541	000	00	$75,000.00	$0.00	$75,000.00	
ⓘ	Salary	3	5830	131	000	00	$90,000.00	$0.00	$90,000.00	
ⓘ	Other	3	5830	211	000	00	$6,885.00	$0.00	$6,885.00	
ⓘ	Other	3	5830	221	000	00	$21,933.00	$0.00	$21,933.00	
ⓘ	Other	3	5830	231	000	00	$12,651.84	$0.00	$12,651.84	
ⓘ	Salary	3	5840	146	000	00	$53,398.74	$0.00	$53,398.74	
ⓘ	Other	3	5840	211	000	00	$4,085.01	$0.00	$4,085.01	
ⓘ	Other	3	5840	312	000	00	$2,700.00	$0.00	$2,700.00	
ⓘ	Other	3	5840	411	000	00	$2,300.00	$0.00	$2,300.00	
ⓘ	Equipment	3	5840	461	000	00	$20,000.00	$0.00	$20,000.00	
ⓘ	Other	3	5860	418	000	00	$63,000.00	$0.00	$63,000.00	
ⓘ	Salary	3	5880	144	000	00	$138,000.00	$0.00	$138,000.00	
ⓘ	Other	3	5880	211	000	00	$10,557.00	$0.00	$10,557.00	
ⓘ	Other	3	5880	221	000	00	$33,630.60	$0.00	$33,630.60	
ⓘ	Other	3	5880	231	000	00	$18,977.76	$0.00	$18,977.76	
ⓘ	Other	3	6110	180	000	00	$1,338,000.00	$0.00	$1,338,000.00	
ⓘ	Other	3	6110	211	000	00	$102,357.00	$0.00	$102,357.00	
ⓘ	Equipment	3	6400	542	000	00	$88,344.00	$0.00	$88,344.00	
ⓘ	Other	3	6550	551	000	00	$101,000.00	$0.00	$101,000.00	
ⓘ	Other	3	6570	522	000	00	$1,800,523.21	$0.00	$1,800,523.21	
ⓘ	Other	3	6570	523	000	00	$664,166.80	$0.00	$664,166.80	
ⓘ										

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	6570	532	000	00	$16,200.00	$0.00	$16,200.00		
ⓘ	Other	3	6580	411	000	00	$10,000.00	$0.00	$10,000.00		
ⓘ	Salary	3	6610	151	000	00	$101,275.20	$0.00	$101,275.20		
ⓘ	Other	3	6610	211	000	00	$7,747.55	$0.00	$7,747.55		
ⓘ	Other	3	6610	221	000	00	$24,680.77	$0.00	$24,680.77		
ⓘ	Other	3	6610	231	000	00	$18,977.76	$0.00	$18,977.76		
ⓘ	Equipment	3	7200	541	000	00	$105,000.00	$0.00	$105,000.00		
ⓘ	Other	3	8100	392	000	00	$231,171.48	$0.00	$231,171.48		
						Total:	**$12,832,097.25**	**$0.00**	**$12,832,097.25**		

310 - East McDowell Middle School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$38,000.00	$0.00	$38,000.00		
ⓘ	Other	3	5110	162	000	00	$1,030.00	$0.00	$1,030.00		
ⓘ	Other	3	5110	211	000	00	$2,985.80	$0.00	$2,985.80		
ⓘ	Other	3	5110	221	000	00	$9,260.60	$0.00	$9,260.60		
ⓘ	Other	3	5110	231	000	00	$6,325.92	$0.00	$6,325.92		
						Total:	**$57,602.32**	**$0.00**	**$57,602.32**		

352 - West Marion Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$70,000.00	$0.00	$70,000.00		
ⓘ	Other	3	5110	162	000	00	$2,060.00	$0.00	$2,060.00		
ⓘ	Other	3	5110	211	000	00	$5,512.59	$0.00	$5,512.59		
ⓘ	Other	3	5110	221	000	00	$17,059.00	$0.00	$17,059.00		

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ⓘ	Other	3	5110	231	000	00	$12,651.84	$0.00	$12,651.84
						Total:	**$107,283.43**	**$0.00**	**$107,283.43**

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Grant Details

McDowell County Schools (590) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Small stakeholder groups were convened to present, review, and analyze the current district data and determine what additional data is needed in moving forward as described by the CRRSA and ARPA Act. The stakeholder groups focus on high-need areas as determined by the needs assessment. The stakeholder groups consisted of Board of Education members, district leaders, school leaders, classroom educators, and parents. The PSU has assessed a variety of district educational data. The PSU will address student learning gaps resulting from the disruption in educational services by providing a six-week summer camp, providing staff professional development, purchasing teacher devices to support remote instruction/learning, and maintaining a healthy educational environment for students and staff. Unemployment Rate: 5.7% Tier II County: economically at-risk county Per Capita Income: $24,281 Percent living in poverty: 16.8% Percent of children living in poverty: 22% Dropout Rate: 3.1% 2019 Free and Reduced Meals: 53.28% 114 children placed in DSS custody/ 12 children placed in DSS custody in the month of April alone Over 400 Students Eligible for McKinney Vento Services K-5 At-risk Students: 29% are considered at-risk based on an at-risk survey completed by teachers in early February 2021. Teachers predicted this number to increase after quarter 3. Middle School At-risk Students: 18% are considered at-risk based on an at-risk survey completed by teachers in early February 2021. Teachers predicted this number to increase after quarter 3. High School At-risk Students: 7% are considered at-risk based on an at-risk survey completed by teachers in early February 2021. Teachers predicted this number to increase after quarter 3. Approximately 43% of EC students in grades K-8 are predicted to not meet their IEP goals for this year due to the lack of consistency in services. 95 new referrals to special education this

school year Approximately 200 EC students will be transitioning to a new location. 32 of the students transitioning have disabilities that make it imperative to prepare for a major transition 16% of the student population qualify for specially designed instruction 11 out of 70, (21%), of our separate continuum students that returned, struggled with the requirements for school. A high number of at-risk students per principal survey - 16.5 % of MCS student ADM is identified as having a disability. EC students have to date, lost 3,990 hours of EC services. 77% of Kindergarten students scored below grade level on Middle of Year, Amplify mClass: TRC assessment. 63% of First Grade students scored below grade level on Middle of Year, Amplify mClass: TRC assessment. 45% of Second Grade students scored below grade level on Middle of Year, Amplify mClass: TRC assessment. 43% of Third Grade students scored below grade level on Middle of Year, Amplify mClass: TRC assessment. 53% of Fourth Grade students scored below grade level on Beginning of Year, Amplify mClass: TRC assessment. Currently, 507 teacher devices struggle to support remote learning for students. MCS currently has 313 students in Tier 2 and 114 students in Tier 3. STAR Assessment: Students in grades K-8: 52% are considered below the 50th percentile rank in the Consolidated Assessment Proficiency Report for the district in Math. Students in grades 4-8: 67% are considered below the 50th percentile rank in the Consolidated Assessment Proficiency Report for the district in Reading. This percentile rank of 50 was set by the district. Air Quality Glenwood: Oldest section was built in 1936 Nebo: Oldest section 1962 PGE: Oldest section 1953 Marion: Oldest section 1955 EMMS: Oldest section 1953 HVAC/Cooling Towers WMES 1989 Nebo 1994 MHS 1995 NCE 2002 The newest facility is Old Fort 2020 Positive CoVid Cases Staff: 133 Positive CoVid Cases Students: 263 Quarantined Staff: 713 Quarantined Students: 4012 Attendance: Absences 21: 31463 Absences 20: 28036 10.89 % increase for the year Staff Attendance: 7/1/2020 - 4/30/2021 Days: 4,800 Mental Health Elementary: 41 students in kinship care or foster care this current school year. Over 100 Referrals to Department of Social Services Parent referrals to School Counselor throughout the year- 32 for check-ins, SEL support, friend issues, loss Student self-referrals to School Counselor-over 150 throughout the year -related to anxiousness, confidence issues, loneliness, and friendship issues most often. School Counselor referrals-Over 200 Over 200 students on the food pantry list Behavior Support: This continues to increase for kindergartners due to ACES scores. Daily support is provided. The backlog of students waiting for mental health services is increasing. Two students were hospitalized for mental health crisis Therapy Referrals and Students Served: Over 70 42 Referrals to Supportive Beginnings for assessment and therapy between two elementary schools: Top three reasons for referrals: Trauma, Anxiety, Change in Home Placement High School: 193 referrals among high schools and community 59 students linked to a provider and followed through Individual therapy provided for substance use, TFCBT (Trauma-Focused Cognitive Behavioral Therapy), and to remove barriers Vape counseling group provided 2 afternoons per week and is open to middle and high school students SPARCS(Structured Psychotherapy for Adolescents Responding to Chronic Stress)-group 2 times a week with 6 students Social Workers completed 585 home visits from August 2020-March 2021 for the following reasons: (truancy, social and family concerns, poor attendance, not completing work, etc.) Middle School and High school Referrals to Department of Social Services- Over 75 Transportation - Limited number of activities bus available to distance students for academic and extra-curricular events Child Nutrition - Limited space to properly social distance students during lunch service at McDowell High School (comprehensive high school over 1500 students)

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Provide ongoing PD in Orton Gillingham for Elem. & MS teachers, PD for math, maintain subscriptions for online learning resources for classroom & virtual learning, & purchasing additional hand-on manipulatives/materials/supplies to support core academic areas & eliminate student sharing. Provide summer learning opportunities to K-12 students for 3 years. Install touchless restroom systems & HVAC (test, repair, replace), update electrical to support the installation of HVAC updates, replace boiler system at EMMS, replace cafeteria dish sanitation systems, & add hot water to restrooms for handwashing to minimize the spread of Covid. Carpet Removal/replace: Carpet is a porous surface, and in the CDC's white paper "Guidance for Cleaning and Disinfection," it states, "Soft and porous materials are generally not as easy to disinfect as hard and nonporous surfaces." The best way to minimize the transmission of the virus and improve air quality is to remove the carpeting and install easier-to-clean non-porous surfaces, such as vinyl or LVT flooring. This type of flooring will allow for proper cleaning and daily sanitation routines. MHS cafeteria serving lines run through the interior prep area of the kitchen. The area can be congested during serving times due to the number of students & space limitations. Removing students from the lunch prep area will minimizing through traffic & allow for more social distancing. EC related services were among the most affected areas. These services can't be fully implemented virtually. A critical amount of time was lost because our services were limited due to Covid. We have a lot of ground to make up in the areas of SPL, OT, and PT, especially for our young students who are growing & developing critical skills. These temporary employees would provide direct services based on service delivery time lost. Psychologist: Several students were pulled to be homeschooled or remained virtual; some parents refused to bring students in to be evaluated for their 3-year reevaluation. Students are returning, which increases the # of evaluations necessary within a short period of time. We need to contract for additional hours. The life skills & Discovery (Severe) classes at MHS & EMMS don't have access to outdoor areas for classes/breaks. These students spend the majority of their time in the assigned classroom without mainstreamed classes. Many suffer from respiratory conditions or are physically unable to remove their masks; therefore, wearing a mask isn't mandatory. Students should have the opportunity to enjoy a learning environment outside where they can experience fresh air while working on their IEP goals. Spaces will need sunshades and smooth rubber surfaces for wheelchair access & fall protection. Students with visual and hearing impairment require adapted equipment. Efforts to get students exposed to fresh air with mask breaks require purchasing additional equipment for student success & eliminate sharing (brightly colored equipment, brightly colored safety markings, stripes on balls, balls with bells or beepers, and a goal locator with sound). Multi-sensory features that incorporate sound such as wind-chimes, large xylophone, bells, etc., can benefit a child who is partially deaf. A metal slide that doesn't cause static electricity can support SEL for children with Cochlear Implants without worrying about being shocked. Adjustable basketball goals & balls for students who use wheelchairs. Other students with different disabilities identified will benefit from accessible, multi-sensory SEL play equipment. Equipment used for therapy must be shared. More equipment is needed to support individual student learning & to minimize the spread of Covid. Sensory Garden for SEL: Covid caused many regressions socially for students with special needs. Students who were comfortable with the school schedule, rules, and support found themselves

in an environment very different from school & nonconducive to learning. Installing a sensory garden to include stations that activate each of the 5 senses for students with disabilities will provide many different outlets for inclusion, accommodating all students' needs. This area will be an outdoor classroom to enrich learning experiences and a calming environment to meet the SEL needs of students. Benches, ground materials, sensory equipment, & educational signs are needed. Behavior Therapy: The closure of schools allowed our students to cut themselves off from their peers. For students with Autism, this period caused them to lose social gains & regress more into their private world. Many autistic children are drawn to Legos. An effective Lego social skills program has been developed that can be used in multiple settings & be transferable to real-world peer interactions. A facilitator works with the group to encourage problem-solving, communication, & engagement. Additional Legos will need to be purchased to minimize the virus spread. Ed. Tech.: Increased virtual/remote learning opportunities will require a server upgrade to support the # of devices (Azure Migration) Ongoing updated student devices to support virtual/remote learning (Chromebook purchases when devices become outdated/damaged) MH Services: Continue to fund the salaries of the Licensed Professional Counselor & Family Liaison; funding ends on 9/21. Continue to fund school counseling position; funding ends on 6/22. Temporarily investing 2 school social workers to support students returning back to school & remote learning. Ongoing training to support SEL& Mental Health. Continue to fund 3 LPNs and increase hours from 24 to 29; funding will expire on 6/22. Medical supplies for school nurses. Employ a bilingual family/community Liasion Hire additional IAs to support K-5 Core Content Purchase Washer & Dryer for Sanitation Maintain K-12 staff Purchase an activity bus to allow for social distancing when transporting students to academic & extracurricular activities

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.

$ 3,464,618.54 * 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;

To address 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, McDowell County Schools will utilize ESSER III funds for targeted tutoring, intensive and directed interventions during the regular school day, after school and during the summer, and other opportunities that may arise. Academic instruction will be offered both synchronous and asynchronous (14 synchronous campuses and 1 asynchronous campus). With K-5 students, MCS will comply with the NCDPI's Comprehensive Reading Plan, Read to Achieve Law, and Science of Reading expectations, as well as employee

additional instructional assistants to support core academics. Additionally, ESSER III funds will be used to support increased and targeted counseling and academic supports for ESL, students identified as EC, and those at risk of homelessness or already experiencing homelessness. Likewise, ESSER III funding will be used to increase the service hours of employed Psychologists, employ additional Social Workers, LPN, therapists, and other specialists to support Social Emotional learning for students at risk of failure, students in transition, students in foster care, and ethnic minorities.

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

ESSER III funds will be used to support the implementation of evidence-based activities to meet the comprehensive needs of students by utilizing the following assessments: Edgenuity, NCCheck-ins, NCDPI K-2 Math Assessments, Orton-Gillingham, DIBELS 8, STAR, and Running Records

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

MCS will employ a bilingual parent, family, and community liaison to support our Spanish-speaking families and provide additional support for parent and family engagement activities district-wide.

* (D) Tracking student attendance and improving student engagement in distance education;

MCS will utilize ESSER II funds to employ additional Social Workers and Counselors to support, monitor, and track student attendance.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

MCS will continue to utilize the district MTSS Data Dashboard (Panorama) to monitor and track student progress or the lack thereof. MCS will evaluate the data to inform the district's yearly Needs Assessment and decision-making related to programming and staff.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	*Install touchless restroom systems *replace cafeteria dish sanitation systems *add hot water to restrooms for handwashing *Carpet Removalreplacement: Carpet is a porous surface, and in the CDC's white paper "Guidance for Cleaning and Disinfection," it states, "Soft and porous materials are generally not as easy to disinfect as hard and nonporous surfaces." The best way to minimize the transmission of the virus and improve air quality is to remove the carpeting and install easier-to-clean non-porous surfaces, such as vinyl or LVT flooring. This type of flooring will allow for	September 2024	*Student/Staff Attendance *Decrease in Student/Staff Quarantine *Decrease in Student/Staff CoVid Positives *Improved physical and mental health of our most at-risk students.	$ 1,921,723.21

		proper cleaning and daily sanitation routines. *MHS cafeteria serving lines run through the interior prep area of the kitchen. The area can be congested during serving times due to the number of students & space limitations. Removing students from the lunch prep area will minimizing through traffic & allow for more social distancing. *Outdoor EC Classroom *Sensory Garden for SEL: Outdoor classrm			
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	*Contract services for inspection, testing, maintenance, repair, replace, and/or upgrade HVAC units to improve air quality on all campuses, update electrical to support HVAC installation and replace boiler system at EMMS to improve heating and air quality.	September 2024	*Student/Staff Attendance *Decrease in Student/Staff Quarantine *Decrease in Student/Staff CoVid Positives	$ 664,166.80

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No		September 2024	*Make up direct services time as required by students' IEP missed due to Covid/school closure. *Compliance rate of students' IEP. *Improved attendance/mental health of EC students as noted by classroom teacher/parents. *Behavior log/Discipline data	$ 332,900.00

		*Temporary employees to provide direct services for SLP, OT, and PT *Contract additional hours for School Psychologist *Outdoor EC Classroom with sunshades and smooth rubber surface for wheelchair access and fall protection. *Adaptive equipment for students with visual and hearing impairment. *Sensory Garden for SEL: Outdoor classroom to enrich the learning experience and a calming environment to meet the SEL needs of EC students. *Behavior Lego Therapy for students with Autism			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	*Washer & Dryer for Athletics to support extra cleaning of uniforms *mask and face shields	September 2024	*Student/Staff Attendance *Decrease in Student/Staff Quarantine *Decrease in Student/Staff CoVid Positives	$ 170,000.00
	* ○ Yes ◉ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ◉ Yes ○ No		September 2024	*Improved access with up-to-date Chromebooks *Student Attendance *Improved engagement and safety *Participating students will show growth towards core academics as measured by assessments.	$ 2,222,344.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		*Upgrade the server to support the number of devices due to the increase of virtual/remote learning (Azure Migration). *Yearly updating of student devices to support virtual and remote learning (Chromebook purchases when devices become outdated/damaged.) *Purchase NetRef to monitoring internet usage, activity, and engagement of students on devices. *Software Subscription to support virtual/remote learning (Learning A to Z, NearPod, SeeSaw, Nonfiction publication, InquirED, STAR, Canvas, Google Enterprise, Kami, Classlink, Interactive OG, Edgenuity, Panorama, Etc.)			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	*Ongoing PD to support SEL and Mental Health *Temporarily fund additional Social workers to support students who experience homelessness and foster care.	September 2024	*Proactive work by MCS Social Workers, reducing the # of DSS referrals. *Student Attendance *Student discipline referrals	$ 402,330.72

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	Three-year plan: *Employ Summer Learning Staff (certified, paraprofessionals, counselors, nurses, child nutrition staff, administrators, bus drivers, EC, & ELL staff) *SLP, OT, & PT *Contracted enrichment opportunities *Online learning to support instruction *transportation *Student/Teacher supplies and materials *snack *PD as needed to support Summer Learning	September 2024	Participating students will show growth towards learning loss as measured by pre and post-state and district assessments.	$ 35,000.00
	* ◉ Yes ○ No	*On-going Orton-Gillingham PD for Elem. & MS and supplies *Math PD *Medical Supplies for Nurses *Continue to fund the salaries of the Licensed Professional Counselor and Family Liaison *Continue to fund 3 LPNs and increase services to 29 hours per week. *Continue funding school counseling positions to address the unique needs of students experiencing trauma, mental health concerns,	September 2024	*Improved SEL/mental health as measured by Panorama *Student/Staff Attendance *Decrease in Student/Staff Quarantine *Decrease in Student/Staff CoVid Positives	$ 3,783,899.73

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.		homelessness, and foster care, as well as other ongoing student needs. *Purchase an activity bus to allow for social distancing when transporting students to academic and extracurricular activities. *Add a Parent/Family/Community Liasion to support Spanish-speaking families. *Add a temporary administrative asst. to support the oversight of ESSER funding. *Salaries for Virtual School Staff *Maintain current REACH Staff *Retention Stipend for all full and part-time school employees *Indirect Cost			
			Total ESSER III Allotment	$	9,532,364.46

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

McDowell County Schools (590) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Crystal Hamby	

Substantially Approved Dates

McDowell County Schools (590) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, August 3, 2021

McDowell County Schools (590) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

McDowell County Schools (590) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

McDowell County Schools (590) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

93336857

* Address:

P.O. Box 130 Marion, NC 28752

* Superintendent:

Mr. Mark Garrett

Key Personnel:

* Crystal Hamby
* Edwin Spivey
* Suzanne Rampey
* Glenda Starr
* Ashley McCartha
* Garvin Trinks

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Budget

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
600	181	2	No	No	3.24 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$105,074,151.00	$105,074,151.00
Carryover Amount:	$212,638,768.00	$212,638,768.00
Allotment Plus Carryover:	$317,712,919.00	$317,712,919.00
Total Budgeted:		$317,712,919.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/02/2021 04:45 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Dryman, Timothy
11/2/2021 10:39 AM	Approved (Pending)		Dryman, Timothy			
11/1/2021 8:43 AM	Received		Admin, NCCCIP			
10/11/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Dryman, Timothy
10/11/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 4:15 PM	Approved (Pending)		Dryman, Timothy			
9/18/2021 8:43 AM	Received		Admin, NCCCIP			
8/27/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/27/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
8/20/2021 2:55 PM	Approved (Pending)		Dryman, Timothy			
8/7/2021 9:23 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	8100	392	000	00	$4,882,147.90	$127,491.91	$5,009,639.81		
ⓘ	Other	3	8200	399	000	00	$0.00	$105,074,150.97	$105,074,150.97		
						Total:	**$4,882,147.90**	**$105,201,642.88**	**$110,083,790.78**		

907 - Other

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	001	00	$1,734,510.00	$0.00	$1,734,510.00		
ⓘ	Other	3	5110	163	001	00	$750,000.00	$0.00	$750,000.00		
ⓘ	Other	3	5110	181	001	00	$294,866.70	$0.00	$294,866.70		
ⓘ	Other	3	5110	183	001	00	$62,500.00	$2,500,000.00	$2,562,500.00	recruitment bonus - instructional subs	
ⓘ	Other	3	5110	191	001	00	$1,000,000.00	$0.00	$1,000,000.00		
ⓘ	Other	3	5110	192	001	00	$12,068,500.00	$0.00	$12,068,500.00		
ⓘ	Other	3	5110	196	001	00	$4,380,000.00	$0.00	$4,380,000.00		
ⓘ	Other	3	5110	211	000	00	$132,690.02	$0.00	$132,690.02		
ⓘ	Other	3	5110	211	001	00	$1,419,523.80	$191,250.00	$1,610,773.80	Extended Employment - exemplar planning + model classrooms for PD	
ⓘ	Other	3	5110	221	000	00	$376,041.77	$0.00	$376,041.77		
ⓘ	Other	3	5110	221	001	00	$4,130,961.07	($2,204,000.00)	$1,926,961.07	Extended Employment - exemplar planning + model	

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								classrooms for PD	
ⓘ	Other	3	5110	231	000	00	$215,084.00	$0.00	$215,084.00	
ⓘ	Other	3	5110	232	000	00	$8,672.55	$0.00	$8,672.55	
ⓘ	Other	3	5110	232	001	00	$92,779.33	$12,500.00	$105,279.33	Extended Employment - exemplar planning + model classrooms for PD
ⓘ	Other	3	5110	235	000	00	$340.00	$0.00	$340.00	
ⓘ	Other	3	5110	312	001	00	$200,000.00	$0.00	$200,000.00	
ⓘ	Other	3	5110	411	001	00	$3,172,000.00	$0.00	$3,172,000.00	
ⓘ	Other	3	5110	418	001	00	$0.00	$601,269.77	$601,269.77	NCVPS - additional seats for remote students
ⓘ	Other	3	5110	418	001	00	$1,000,000.00	$0.00	$1,000,000.00	
ⓘ	Salary	3	5210	133	001	00	$1,496,305.00	$0.00	$1,496,305.00	
ⓘ	Salary	3	5210	146	001	00	$0.00	$564,091.20	$564,091.20	additional behavior support needs since students returned from remote
ⓘ	Other	3	5210	181	001	00	$305,246.22	$0.00	$305,246.22	
ⓘ	Other	3	5210	183	001	00	$205,000.00	$0.00	$205,000.00	
ⓘ	Other	3	5210	211	000	00	$114,467.33	$43,152.98	$157,620.31	
ⓘ	Other	3	5210	211	001	00	$39,033.84	$0.00	$39,033.84	
ⓘ	Other	3	5210	221	000	00	$324,398.92	$122,294.97	$446,693.89	

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ⓘ	Other	3	5210	221	001	00	$118,377.12	$0.00	$118,377.12	
ⓘ	Other	3	5210	231	000	00	$63,260.00	$37,956.00	$101,216.00	
ⓘ	Other	3	5210	232	000	00	$7,481.53	$2,820.46	$10,301.99	
ⓘ	Other	3	5210	232	001	00	$2,551.23	$0.00	$2,551.23	
ⓘ	Other	3	5210	235	000	00	$100.00	$60.00	$160.00	
ⓘ	Salary	3	5270	144	001	00	$344,834.00	$0.00	$344,834.00	
ⓘ	Other	3	5270	211	000	00	$26,379.80	$0.00	$26,379.80	
ⓘ	Other	3	5270	221	000	00	$74,760.01	$0.00	$74,760.01	
ⓘ	Other	3	5270	231	000	00	$31,630.00	$0.00	$31,630.00	
ⓘ	Other	3	5270	232	000	00	$1,724.17	$0.00	$1,724.17	
ⓘ	Other	3	5270	235	000	00	$50.00	$0.00	$50.00	
ⓘ	Other	3	5270	311	001	00	$606,000.00	$0.00	$606,000.00	
ⓘ	Equipment	3	5270	462	001	00	$158,000.00	$0.00	$158,000.00	
ⓘ	Salary	3	5310	121	001	00	$1,940,521.80	$0.00	$1,940,521.80	
ⓘ	Salary	3	5310	135	001	00	$102,030.00	$0.00	$102,030.00	
ⓘ	Salary	3	5310	146	001	00	$0.00	$1,240,257.60	$1,240,257.60	additional behavior support needs since students returned from remote
ⓘ	Salary	3	5310	151	001	00	$76,800.00	$0.00	$76,800.00	
ⓘ	Other	3	5310	181	001	00	$832,959.44	$0.00	$832,959.44	
ⓘ	Other	3	5310	211	000	00	$162,130.42	$94,879.71	$257,010.13	
ⓘ	Other	3	5310	211	001	00	$63,721.40	$0.00	$63,721.40	
ⓘ	Other	3	5310	221	000	00	$459,475.47	$268,887.85	$728,363.32	
ⓘ	Other	3	5310	221	001	00	$193,246.59	$0.00	$193,246.59	
ⓘ										

	Other	3	5310	231	000	00	$284,670.00	$75,912.00	$360,582.00	
ⓘ	Other	3	5310	232	000	00	$10,596.76	$6,201.29	$16,798.05	
ⓘ	Other	3	5310	232	001	00	$4,164.80	$0.00	$4,164.80	
ⓘ	Other	3	5310	235	000	00	$450.00	$120.00	$570.00	
ⓘ	Salary	3	5320	131	001	00	$3,225,891.00	$0.00	$3,225,891.00	
ⓘ	Other	3	5320	181	001	00	$683,475.74	$0.00	$683,475.74	
ⓘ	Other	3	5320	211	000	00	$246,780.66	$0.00	$246,780.66	
ⓘ	Other	3	5320	211	001	00	$52,285.89	$0.00	$52,285.89	
ⓘ	Other	3	5320	221	000	00	$699,373.17	$0.00	$699,373.17	
ⓘ	Other	3	5320	221	001	00	$158,566.37	$0.00	$158,566.37	
ⓘ	Other	3	5320	231	000	00	$158,150.00	$0.00	$158,150.00	
ⓘ	Other	3	5320	232	000	00	$16,129.46	$0.00	$16,129.46	
ⓘ	Other	3	5320	232	001	00	$3,417.38	$0.00	$3,417.38	
ⓘ	Other	3	5320	235	000	00	$250.00	$0.00	$250.00	
ⓘ	Other	3	5320	311	001	00	$1,000,000.00	$0.00	$1,000,000.00	
ⓘ	Salary	3	5330	121	001	00	$1,609,213.20	$0.00	$1,609,213.20	
ⓘ	Salary	3	5330	135	001	00	$17,533,336.80	$0.00	$17,533,336.80	
ⓘ	Salary	3	5330	142	001	00	$0.00	$0.00	$0.00	
ⓘ	Salary	3	5330	148	001	00	$3,726,000.00	$7,452,000.00	$11,178,000.00	continuity of instruction for schools with staffing and sub issues; expand across CMS due to continued staffing and sub issues
ⓘ										

	Other	3	5330	181	001	00	$3,312,855.28	$0.00	$3,312,855.28	
ⓘ	Other	3	5330	192	001	00	$3,000,000.00	$0.00	$3,000,000.00	
ⓘ	Other	3	5330	211	000	00	$1,749,444.08	$570,078.00	$2,319,522.08	
ⓘ	Other	3	5330	211	001	00	$482,933.43	$0.00	$482,933.43	
ⓘ	Other	3	5330	221	000	00	$4,957,901.64	$1,615,593.60	$6,573,495.24	
ⓘ	Other	3	5330	221	001	00	$1,464,582.42	$0.00	$1,464,582.42	
ⓘ	Other	3	5330	231	000	00	$2,100,232.00	$1,745,976.00	$3,846,208.00	
ⓘ	Other	3	5330	232	000	00	$114,342.75	$37,260.00	$151,602.75	
ⓘ	Other	3	5330	232	001	00	$31,564.28	$0.00	$31,564.28	
ⓘ	Other	3	5330	235	000	00	$3,320.00	$2,760.00	$6,080.00	
ⓘ	Other	3	5330	311	001	00	$50,000,000.00	$0.00	$50,000,000.00	
ⓘ	Other	3	5330	312	001	00	$2,125,000.00	$242,132.00	$2,367,132.00	orton training
ⓘ	Other	3	5330	411	001	00	$9,925,000.00	$0.00	$9,925,000.00	
ⓘ	Salary	3	5360	116	001	00	$280,800.00	$0.00	$280,800.00	
ⓘ	Salary	3	5360	126	001	00	$8,294,400.00	($5,666,112.00)	$2,628,288.00	summer 2022
ⓘ	Salary	3	5360	131	001	00	$835,200.00	$0.00	$835,200.00	
ⓘ	Salary	3	5360	135	001	00	$351,360.00	$0.00	$351,360.00	
ⓘ	Salary	3	5360	146	001	00	$261,676.80	$0.00	$261,676.80	
ⓘ	Salary	3	5360	151	001	00	$106,790.40	$0.00	$106,790.40	
ⓘ	Other	3	5360	180	001	00	$10,000,000.00	$0.00	$10,000,000.00	
ⓘ	Other	3	5360	211	000	00	$774,962.38	($433,457.57)	$341,504.81	
ⓘ	Other	3	5360	211	001	00	$765,000.00	$0.00	$765,000.00	
ⓘ	Other	3	5360	232	000	00	$50,651.14	($28,330.56)	$22,320.58	
ⓘ	Other	3	5360	232	001	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	5400	312	001	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Salary	3	5410	114	001	00	$204,521.76	$0.00	$204,521.76	

ⓘ	Other	3	5410	181	001	00	$104,306.10	$0.00	$104,306.10
ⓘ	Other	3	5410	211	000	00	$15,645.91	$0.00	$15,645.91
ⓘ	Other	3	5410	211	001	00	$7,979.42	$0.00	$7,979.42
ⓘ	Other	3	5410	221	000	00	$44,340.32	$0.00	$44,340.32
ⓘ	Other	3	5410	221	001	00	$24,199.02	$0.00	$24,199.02
ⓘ	Other	3	5410	231	000	00	$12,652.00	$0.00	$12,652.00
ⓘ	Other	3	5410	232	000	00	$1,022.61	$0.00	$1,022.61
ⓘ	Other	3	5410	232	001	00	$521.53	$0.00	$521.53
ⓘ	Other	3	5410	235	000	00	$20.00	$0.00	$20.00
ⓘ	Salary	3	5420	116	001	00	$218,087.10	$0.00	$218,087.10
ⓘ	Other	3	5420	181	001	00	$11,224.42	$0.00	$11,224.42
ⓘ	Other	3	5420	211	000	00	$16,683.66	$0.00	$16,683.66
ⓘ	Other	3	5420	211	001	00	$858.67	$0.00	$858.67
ⓘ	Other	3	5420	221	000	00	$47,281.28	$0.00	$47,281.28
ⓘ	Other	3	5420	221	001	00	$2,604.07	$0.00	$2,604.07
ⓘ	Other	3	5420	231	000	00	$18,978.00	$0.00	$18,978.00
ⓘ	Other	3	5420	232	000	00	$1,090.44	$0.00	$1,090.44
ⓘ	Other	3	5420	232	001	00	$56.12	$0.00	$56.12
ⓘ	Other	3	5420	235	000	00	$30.00	$0.00	$30.00
ⓘ	Salary	3	5810	131	001	00	$111,304.40	$0.00	$111,304.40
ⓘ	Other	3	5810	181	001	00	$56,765.24	$0.00	$56,765.24
ⓘ	Other	3	5810	211	000	00	$8,514.79	$0.00	$8,514.79
ⓘ	Other	3	5810	211	001	00	$4,342.54	$0.00	$4,342.54
ⓘ	Other	3	5810	221	000	00	$24,130.79	$0.00	$24,130.79
ⓘ	Other	3	5810	221	001	00	$13,169.54	$0.00	$13,169.54
ⓘ	Other	3	5810	231	000	00	$12,652.00	$0.00	$12,652.00
ⓘ	Other	3	5810	232	000	00	$556.52	$0.00	$556.52

	Type		Fund	Obj			Amount 1	Amount 2	Amount 3	Description
ⓘ	Other	3	5810	232	001	00	$283.83	$0.00	$283.83	
ⓘ	Other	3	5810	235	000	00	$20.00	$0.00	$20.00	
ⓘ	Salary	3	5830	131	001	00	$3,104,515.70	$1,413,364.68	$4,517,880.38	new 3-5 & 6-8 virtual schools in response to COVID-19 - year 1 staffing
ⓘ	Other	3	5830	181	001	00	$708,925.13	$0.00	$708,925.13	
ⓘ	Other	3	5830	211	000	00	$237,495.45	$108,122.40	$345,617.85	
ⓘ	Other	3	5830	211	001	00	$54,232.77	$0.00	$54,232.77	
ⓘ	Other	3	5830	221	000	00	$673,059.01	$306,417.46	$979,476.47	
ⓘ	Other	3	5830	221	001	00	$164,470.63	$0.00	$164,470.63	
ⓘ	Other	3	5830	231	000	00	$183,454.00	$44,282.00	$227,736.00	
ⓘ	Other	3	5830	232	000	00	$15,522.58	$7,066.82	$22,589.40	
ⓘ	Other	3	5830	232	001	00	$3,544.63	$0.00	$3,544.63	
ⓘ	Other	3	5830	235	000	00	$290.00	$70.00	$360.00	
ⓘ	Other	3	5830	312	001	00	$250,000.00	$0.00	$250,000.00	
ⓘ	Salary	3	5840	131	001	00	$222,287.04	$0.00	$222,287.04	
ⓘ	Salary	3	5840	146	001	00	$217,855.20	$0.00	$217,855.20	
ⓘ	Salary	3	5840	151	001	00	$2,681,016.00	($2,681,016.00)	$0.00	county providing contact tracers for CMS
ⓘ	Other	3	5840	181	001	00	$37,788.80	$0.00	$37,788.80	
ⓘ	Other	3	5840	192	001	00	$0.00	$153,750.00	$153,750.00	stipend for staff coordinating school-

									based COVID testing program	
ⓘ	Other	3	5840	211	000	00	$238,768.60	($205,097.72)	$33,670.88		
ⓘ	Other	3	5840	211	001	00	$2,890.84	$11,761.88	$14,652.72	local supplement - coordinated school health specialist	
ⓘ	Other	3	5840	221	000	00	$676,667.11	($581,244.27)	$95,422.84		
ⓘ	Other	3	5840	221	001	00	$8,767.00	$35,670.00	$44,437.00	local supplement - coordinated school health specialist	
ⓘ	Other	3	5840	231	000	00	$866,662.00	($822,380.00)	$44,282.00		
ⓘ	Other	3	5840	232	000	00	$15,605.80	($13,405.08)	$2,200.72		
ⓘ	Other	3	5840	232	001	00	$188.94	$768.75	$957.69	local supplement - coordinated school health specialist	
ⓘ	Other	3	5840	235	000	00	$1,370.00	($1,300.00)	$70.00		
ⓘ	Other	3	5840	311	001	00	$5,500,000.00	($4,000,000.00)	$1,500,000.00	school-based mental health	
ⓘ	Other	3	5860	343	001	00	$1,000,000.00	($1,000,000.00)	$0.00	mobile hotspots - other tech funding sources being used first	

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ⓘ	Equipment	3	5860	462	001	00	$3,070,000.00	$0.00	$3,070,000.00	
ⓘ	Other	3	5870	312	001	00	$1,229,890.08	$0.00	$1,229,890.08	
ⓘ	Salary	3	5880	146	001	00	$2,364,242.40	$0.00	$2,364,242.40	
ⓘ	Other	3	5880	181	001	00	$0.00	$0.00	$0.00	
ⓘ	Other	3	5880	211	000	00	$180,864.54	$0.00	$180,864.54	
ⓘ	Other	3	5880	211	001	00	$0.00	$0.00	$0.00	
ⓘ	Other	3	5880	221	000	00	$512,567.75	$0.00	$512,567.75	
ⓘ	Other	3	5880	221	001	00	$0.00	$0.00	$0.00	
ⓘ	Other	3	5880	231	000	00	$227,736.00	$0.00	$227,736.00	
ⓘ	Other	3	5880	232	000	00	$11,821.21	$0.00	$11,821.21	
ⓘ	Other	3	5880	232	001	00	$0.00	$0.00	$0.00	
ⓘ	Other	3	5880	235	000	00	$360.00	$0.00	$360.00	
ⓘ	Salary	3	6300	113	001	00	$0.00	$306,000.00	$306,000.00	program lead for extedned learning opportunities to mitigate learning loss
ⓘ	Salary	3	6300	113	001	00	$1,290,060.00	$0.00	$1,290,060.00	
ⓘ	Other	3	6300	211	000	00	$98,689.59	$0.00	$98,689.59	
ⓘ	Other	3	6300	211	000	00	$0.00	$23,409.00	$23,409.00	
ⓘ	Other	3	6300	221	000	00	$0.00	$66,340.80	$66,340.80	
ⓘ	Other	3	6300	221	000	00	$279,685.01	$0.00	$279,685.01	
ⓘ	Other	3	6300	231	000	00	$31,630.00	$0.00	$31,630.00	
ⓘ	Other	3	6300	231	000	00	$0.00	$6,326.00	$6,326.00	
ⓘ	Other	3	6300	232	000	00	$0.00	$1,530.00	$1,530.00	
ⓘ	Other	3	6300	232	000	00	$6,450.30	$0.00	$6,450.30	
ⓘ	Other	3	6300	235	000	00	$50.00	$0.00	$50.00	
ⓘ										

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	Other	3	6300	235	000	00	$0.00	$10.00	$10.00	
ⓘ	Other	3	6540	411	001	00	$5,999,999.99	($2,571,827.20)	$3,428,172.79	PPE - other COVID funds being used to purchase most PPE
ⓘ	Salary	3	6550	171	001	00	$355,968.00	$0.00	$355,968.00	
ⓘ	Other	3	6550	183	001	00	$1,152,000.00	$0.00	$1,152,000.00	
ⓘ	Other	3	6550	211	000	00	$27,231.55	$0.00	$27,231.55	
ⓘ	Other	3	6550	211	001	00	$88,128.00	$0.00	$88,128.00	
ⓘ	Other	3	6550	221	000	00	$77,173.86	$0.00	$77,173.86	
ⓘ	Other	3	6550	221	001	00	$267,264.00	$0.00	$267,264.00	
ⓘ	Other	3	6550	231	000	00	$632,600.00	$0.00	$632,600.00	
ⓘ	Other	3	6550	232	000	00	$1,779.84	$0.00	$1,779.84	
ⓘ	Other	3	6550	232	001	00	$5,760.00	$0.00	$5,760.00	
ⓘ	Other	3	6550	235	000	00	$1,000.00	$0.00	$1,000.00	
ⓘ	Other	3	6580	183	001	00	$8,000.00	$0.00	$8,000.00	
ⓘ	Other	3	6580	211	001	00	$612.00	$0.00	$612.00	
ⓘ	Other	3	6580	221	001	00	$1,856.00	$0.00	$1,856.00	
ⓘ	Other	3	6580	232	001	00	$40.00	$0.00	$40.00	
ⓘ	Salary	3	6620	153	001	00	$1,197,000.00	$0.00	$1,197,000.00	
ⓘ	Other	3	6620	211	000	00	$91,570.50	$0.00	$91,570.50	
ⓘ	Other	3	6620	221	000	00	$259,509.60	$0.00	$259,509.60	
ⓘ	Other	3	6620	231	000	00	$44,282.00	$0.00	$44,282.00	
ⓘ	Other	3	6620	232	000	00	$5,985.00	$0.00	$5,985.00	
ⓘ	Other	3	6620	235	000	00	$70.00	$0.00	$70.00	
ⓘ	Other	3	6620	311	001	00	$60,000.00	($60,000.00)	$0.00	vaccine attestation -

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6830	113	001	00	$0.00	$171,000.00	$171,000.00	qualtrics - removed increased crisis calls since students returned from remote	
ⓘ	Other	3	6830	211	000	00	$0.00	$13,081.50	$13,081.50		
ⓘ	Other	3	6830	221	000	00	$0.00	$37,072.80	$37,072.80		
ⓘ	Other	3	6830	231	000	00	$0.00	$6,326.00	$6,326.00		
ⓘ	Other	3	6830	232	000	00	$0.00	$855.00	$855.00		
ⓘ	Salary	3	6940	151	001	00	$76,800.00	$0.00	$76,800.00		
ⓘ	Salary	3	6940	153	001	00	$296,352.00	$0.00	$296,352.00		
ⓘ	Other	3	6940	181	001	00	$63,435.84	$0.00	$63,435.84		
ⓘ	Other	3	6940	211	000	00	$28,546.13	$0.00	$28,546.13		
ⓘ	Other	3	6940	211	001	00	$4,852.84	$0.00	$4,852.84		
ⓘ	Other	3	6940	221	000	00	$80,899.35	$0.00	$80,899.35		
ⓘ	Other	3	6940	221	001	00	$14,717.11	$0.00	$14,717.11		
ⓘ	Other	3	6940	231	000	00	$37,956.00	$0.00	$37,956.00		
ⓘ	Other	3	6940	232	000	00	$1,865.76	$0.00	$1,865.76		
ⓘ	Other	3	6940	232	001	00	$317.18	$0.00	$317.18		
ⓘ	Other	3	6940	235	000	00	$60.00	$0.00	$60.00		
							Total: $207,756,620.10	($127,491.88)	$207,629,128.22		

909 - Other

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	135	001	00	$0.00	$0.00	$0.00		
ⓘ											

Other	3	5330	211	000	00	$0.00	$0.00	$0.00
Other	3	5330	221	000	00	$0.00	$0.00	$0.00
Other	3	5330	231	000	00	$0.00	$0.00	$0.00
Other	3	5330	232	000	00	$0.00	$0.00	$0.00
Other	3	5330	235	000	00	$0.00	$0.00	$0.00
					Total:	**$0.00**	**$0.00**	**$0.00**

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Grant Details

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

During 20-21, CMS established cross-functional focus area teams to move the district toward the CMS 2024 Strategic Plan goals and respond to the impacts of the COVID-19 pandemic including student learning gaps. Focus Area Teams: Great Teaching, Student Wellness, Access to Advanced Course work, Time, Academic Performance, Health of the District. Focus area teams inventoried current work and identified needs, including needs related to COVID-19. Throughout the process, stakeholder groups were engaged for feedback. Meetings with stakeholder groups: Board of Education, Superintendent's Teacher Advisory Council, CMS Principal Meetings, Community Engagement Workshops, Generation Nation (students), Community Partners meeting, Interfaith Advisory Council, Title I Parent Advisory Committee, CMS COVID District Response Team, CMS EC Parent Advisory, Latino Civic Engagement Committee, Black Political Caucus, and West Side & East Side Think Tank. Needs from the focus area team process and stakeholder feedback that were aligned to the allowable uses as outlined in ESSER III and related to the prevention of, reduction of, response to COVID-19 were identified to be included within ESSER III. The teams will continue to review data and identify needs in 21-22. Data collected and reviewed: District enrollment: 20th day enrollment - 19-20: 146,888; 20-21:140,073. District poverty data (CEP): 42,997 students in the district who are economically

disadvantaged (ED). CMS serves 83 Title I schools in 20-21 and will serve 93 schools in 21-22. Available EOG/EOC: 20-21: lower participation and performance was experienced across all EOC subjects in the fall Non-proficiency Percentages: Biology: Fall 19 - 39.3% Fall 20 - 50.6%, English II: Fall 19 - 31.9% Fall 20 - 33.4%, NC Math 1: Fall 19 - 36.7% Fall 20 - 62.2% , NC Math 3: Fall 19 - 36.5% Fall 20 - 45.9%. Student Grades: As of April 2021, there were 37,576 students in grades 3-12 that were failing reading, math, or both. Failing ELA only: 10,614, Failing Math only: 11,404 , Failing both ELA and math: 15,558. MAP Data (Universal screener): The percent of students in grades 3-8 who were projected to meet or exceed grade level proficiency based on MOY MAP scores in 2020-2021 was 57% compared to 60% in 2019-2020. MAP reading data from the 20-21 shows that 39.5% of K-8 CMS students are scoring below the national norm. MAP Math data from 20-21 shows that 40.8% of K-8 CMS students are scoring below the national norm. Curriculum Embedded Assessments: Students in grades K-2 are assessed with curriculum embedded assessments that provide teachers with microphase data on their reading progress. 3rd quarter 20-21- on grade level or above benchmark: 63% of Kindergarten students , 45% of 1st grade students, 38% of 2nd grade students. Student Absenteeism: Average Daily Attendance Rate: 19-20: 95.09%, 20-21: 91.88%. Increased chronic absenteeism: 3rd quarter 19-20: 20.3%, 3rd quarter 20-21: 21.6%. Chronic absenteeism was greatest among high poverty schools. Students in low-poverty schools saw a decline in absenteeism from last year, while students in moderate and high-poverty schools saw sharp increases. High poverty schools 3rd quarter percentage of chronically absent students: 19-20: 29.1% & 20-21: 45.8% Panorama Social and Emotional Learning Screener Data: Opportunities for growth were observed in the following areas based on comparison to others nationally: Self-efficacy (grades 6-12: 0-19th percentile), Sense of belonging (grades 6-12: 0-19th percentile), Challenging Feelings (grades 3-5 & 6-12: 20th - 39th percentile), Emotion Regulation (grades 3-5 & 6-12: 20th - 39th percentile). Technology Needs: Student devices were deployed during the pandemic. Estimated 15% will need to be replaced due to being lost, stolen, or broken beyond repair. Sept 2021: 44,000 chrome books will no longer be eligible for google support. June 2022: 12,000 chrome books will no longer eligible for google support. The normal district refresh cycle is not adequate to provide the number of devices that need to be replaced. Learning cannot occur in a remote or hybrid environment without technology. Other Tech needs: presentation systems with camera access, additional monitors, document cameras, and wireless headsets for hybrid learning replacement chargers for student devices that have been deployed as they are often lost. Facility Needs to prevent and/or reduce the spread of COVID-19: CMS has a facility condition index that rates facility system components. To reduce the risk of virus transmission, this system is being used to prioritize needs in specific buildings that are related to improving indoor air quality, controlling and reducing humidity and moisture intrusion, and replacing high touch surfaces. Based on a review of the facility condition index, the team has identified over $60 million in projects that are needed for the prevention of and reduction of the spread of the COVID-19 virus. Health & Safety Needs: At the start of 20-21, over 90% of schools had a full-time nurse. As of 3/21/21, only 73% of schools are assigned a full-time nurse. CMS contracted for nurse extenders for schools using CARES Act funding. This support will likely need to continue. Teacher turnover & teacher vacancies: 19-20: 464 teacher separations, 20-21: 489 teacher

separations, 20-21: teacher vacancies varied from 30 to 70; In August of 2021, over 30 of the 60 teacher vacancies are EC Teachers. Staff turnover & vacancies: CMS lost over 170 bus drivers (full time, part time, sub) from June 2020 - June 2021; There are currently 8 vacancies for HVAC technicians (as compared to 1 vacancy in 2019-2020) The CMS substitute pool significantly declined over the 20-21 school year when students were learning remotely for most of the year due to significantly decreased need and over 38% of the existing sub pool have indicated that they are unlikely to return if CMS is doing in person learning.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

EOC data, student grades, and MAP assessment scores show that there is unfinished instruction as a result of the disruptions from the COVID-19 pandemic. Students will need additional opportunities for learning including summer school, after school programs, and tutors. Panorama data shows that students would benefit from consistent social emotional learning, increased school-based mental health services and increased access to counselors and social workers. The pandemic has also caused increased daily absences and chronic absenteeism. Supports will need to be in place to address chronic absenteeism and re-engage students in school. It is clear that additional and intentional academic, social emotional, and mental health support programming, staff, and services will need to be in place for the next 2-3 school years. Additional programming will need to include a curriculum for social emotional learning, consistent standards aligned curriculum for core subjects, differentiated curriculum resources to meet the needs of all learners, and evidence-based intervention resources. All programming and curriculum resources will need to be available in a format that can be delivered in remote, hybrid, or in-person instruction. High quality ongoing professional development for teachers will need to be in place for effective implementation of the academic and social emotional programs and resources. Additional staff to support meeting the academic, social emotional, and mental health needs of students will also be needed. Additional staff may include teachers, lead teachers, counselors, social workers, psychologists, teacher assistants, behavior support staff, interpreters, family advocates, and tutors. Additional services including access to school-based mental health services, tutoring and enrichment services, translation and interpretation services, and school health services through nurse extenders will all be critical to ensuring student needs are met. As evident in the data, the COVID-19 pandemic has resulted in a greater number of chronically absent students and a greater number of students with gaps in their learning. CMS teachers and other school-based staff have been working a significant number of additional hours as they are providing additional academic support to students after school hours, preparing lessons that students can engage with at any time, and calling and visiting student homes to re-engage students who are chronically absent. During the COVID-19 pandemic, it has been critical

that all students have access to devices and reliable internet so that they can engage in remote and hybrid learning. Based on the technology needs identified, additional student devices and chargers will need to be purchased to ensure all students have access to devices that are up to date and are working properly. Many students will continue to need hotspots and connectivity for reliable internet access. Classroom technology to support remote and hybrid learning may also be needed in preparation for any pandemic related disruptions. It is also important to recognize that COVID-19 has caused an increase in staffing needs in a few critical areas, so it is important that we find ways to incentivize staff to stay with the district. We recognize that teachers and staff across CMS have taken on significant additional responsibility during the COVID-19 pandemic and compensating staff for taking on additional responsibility is one way to incentivize staff to stay. The overall decrease in student enrollment in CMS, may lead to a decrease in overall teacher and staff allotments. However, we anticipate student enrollment returning to pre-pandemic levels as we are back to in-person instruction. It is important that we provide pre-pandemic level staffing allotments to our schools to ensure we are prepared when student enrollment levels increase to pre-pandemic levels while also ensuring more staff are available to the students who are enrolled, but may have greater academic or social emotional needs. This intentional strategy also ensures that we continue to employ current CMS staff. In addition, there is a need for recruitment and/or retention bonuses in a few critical areas that have experienced the greatest turnover and vacancies as a result of the pandemic and/or areas of the greatest need as we recover from the pandemic. The critical areas include: bus drivers, HVAC staff, instructional subs, EC teachers. It is also critical that we recruit teachers and staff to work CMS summer programming. 2021 summer programming is planned with ESSER II funding. Summer 2022 & Summer 2023 programming are planned with ESSER III funds. It is likely we will need a significant number of staff to commit to working the summer programs and we anticipate that we will need to incentivize teachers and other staff to commit to working over the summer. In order for students and staff to stay safe and healthy, it is critical that we invest in health and safety. This includes continued investment in personal protective equipment to ensure it is consistently available in schools. It also includes making our facilities safer by focusing on the areas that impact the spread of COVID-19. Improvements to indoor air quality will be prioritized because of the significant impacts that indoor air quality has on the spread of COVID-19. Improving indoor air quality includes controlling for optimal humidity levels. In addition, replacement of some high touch surfaces will be included to reduce virus transmission. Specific investments making facilities safety (related to COVID-19) are planned within ESSER II funds. Additional health and safety needs may be needed in ESSER III and will be identified during the 21-22 school year.

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.

$ 136,035,914.47 * 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;

In order to effectively address learning loss, we must assess and track where students are now, where they are at the conclusion of our summer programming, and where they are throughout the school year next year and over the next few years. Conclusion of 2020-2021 / Transition to Summer Programming: As the 2020-2021 school year comes to a close, teachers will be completing an end of year feedback form for all students in kindergarten, first and second grades and all students in grades 3-8 who will be attending summer programming and/or are in danger of retention. These feedback forms demonstrate where students finish the 2020-2021 school year by standard. For students in K-2 this information includes what reading foundational skills students have and have not mastered. Forms are available in English and Spanish. All students in grades K-8 will complete NWEA MAP assessments during the month of May. This data will show student growth throughout the 2020-2021 school year. Summer 2021 Programming: End of year feedback form data will provide a baseline for standards mastery for implementing instruction during summer programming. Standards mastery data will be entered into the data platform MasteryConnect and curriculum embedded assessments in the summer programming curriculum will enable teachers to continue to track standards mastery throughout the summer. ESSER funds will be used for the Mastery Connect platform to track individual students' mastery of standards and respond to meet student academic needs. In accordance with state law, NWEA MAP will be administered at the conclusion of the summer program. Growth data will be analyzed from the May administration of NWEA MAP to the conclusion of summer programming at the end of July. 2021-2022 Assessments & Instructional Moves: CMS will implement a robust balanced assessment system inclusive of a universal screener (NWEA MAP), diagnostic assessments (state-designated diagnostic for grades K-3), classroom assessments (curriculum embedded assessments) and summative assessments (end of grade and end of course assessments). Throughout the school year, student mastery of standards on the curriculum embedded assessments will be tracked using the Mastery Connect platform. The WIDA English Language Proficiency test data will be a major indicator of the current English Proficiency level to determine the intentional instruction moves. However, due to the pandemic, we may not have the most updated WIDA English Language Proficiency test data available. It is imperative to utilize and triangulate multiple sources of data in determining the unique linguistic needs of ELs such as authentic student work

samples aligned to the core curriculum at the varying levels of English proficiency and other quantitative, qualitative, and perception data. Data from these assessments will support teachers ability to 1) address any areas of unfinished instruction within the core curriculum, 2) provide interventions for students with significant areas of misconception that cannot be addressed within the core content instruction and/or 3) provide differentiated support for students with disabilities, students with unfinished instruction, and English Learners with acquisition of the English language as well as content mastery. DIBELS was named as the NCDPI required assessment for grades K-3. To support schools with tracking the progress of their strategies to address unfinished literacy instruction across all elementary grade levels due to the pandemic, DIBELS will be provided for CMS elementary schools as a continuation for grades 4 & 5. All students will be screened using the MAP assessment and schools will have the DIBELS assessment available for all students in grades K-5. DIBELS assessment will allow schools to determine specific needs of individual students and monitor their progress as interventions are provided.

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

Highly effective teachers are one of the most important factors in student academic success. As a strategy to respond to learning loss, we will be investing deeply in building the capacity of teachers. When students experience a highly effective teacher, their learning is accelerated and gaps are closed. This strategy will include professional development focused on deep content knowledge and core actions, professional development for the implementation of evidenced based math & ELA interventions, lead teachers to serve as coaches, stipends for existing highly effective teachers to coach their peers, and contracted 1:1 teacher coaching. Having a standards aligned consistent core curriculum and evidence-based interventions for math and reading are critical to student academic success and responding effectively to the learning loss students experienced throughout the COVID-19 pandemic. Over the past few years, CMS has begun implementing a standards-aligned core curriculum in math & ELA in grades K-8. Supplements to the core curriculum, including evidence based intervention resources & professional development such as Dreambox, Orton Gillingham, and iReady will be provided using these funds. In addition, it is evident based on the data that a standards-aligned core curriculum is needed in high school for math & ELA. This funding will support these efforts, including the creation of a standards-aligned core curriculum for integrated NC Math I that includes differentiation for English Learners, Students with Disabilities, and students who have gaps in their learning. In order to effectively address learning loss, strong core curriculum, differentiation, and consistent evidence-based interventions will need to be in place throughout the 2021 summer programming and the 2021-2022 school year. They will need to continue to be in over the next few years and for summer programming in 2022 & 2023. 2021-2022 Programming: CMS Instructional expectations for 2021-2022 can be found here:
https://drive.google.com/drive/folders/1N6O5h84RSzEGFCGCm1SwAj5n0rhl8whl?usp=sharing Standards taught reflect all grade level standards as indicated in the North Carolina Standard Course of Study. Included within these expectations are differentiated resources and expectations for students with specialized needs (unfinished instruction,

English language learners, students with disabilities, advanced learners). Included within this document is the CMS Standard Treatment Protocol. This includes all supplemental and intensive academic and behavioral interventions used within the district. The resources and professional development are provided for all schools. Intervention resources funded through ESSER federal funding include: DreamBox Learning, iReady, and AIMSweb. Additionally, professional development in IMSE Orton Gillingham multi-sensory reading strategies is funded through ESSER federal funding. Following the 2021-2022 school year, we plan to offer robust summer programming during the summer of 2022 and summer of 2023. As a part of our ongoing continuous improvement cycle, planning for those summer programs will be based on successes from 2021 summer programming and student needs from the 2021-2022 school year. Instructional expectations, intervention resources, and professional development that is in place during the 2021-2022 school year will be monitored for continuous improvement purposes and revisions will be made to continue to address student needs for the 2022-2023 and 2023-2024 school years. As a support to this work and build the capacity of teachers to implement the evidence-based activities needed to meet the comprehensive needs of students, we will use ESSER III funds to support extended employment for effective teachers to provide professional development, exemplars, and model classrooms for teachers to visit and learn from. ESSER III funds will also be used for substitute funding to support teacher professional development and opportunities for school improvement teams to work together on continuous improvement based on data. ESSER III funds will also be used for stipends for teachers to participate in professional development during after school, before school, and on weekends to reduce the loss of instructional time with students. Targeted schools will also be provided with 1-2 supplemental positions to support COVID recovery efforts and address learning loss. Schools will use these positions to either address chronic absenteeism, re-engagement of students, or academic gaps. School-level data will be used to determine the most appropriate use of the positions within individual schools and success will be measured based on progress in those areas. A robust after school tutoring program will be provided for the 42 low performing schools in CMS. CMS will contract with vendors to provide tutoring for students in specific grade levels and subject areas based on school data. Attendance and academic progress will be measured throughout the tutoring program and any needed changes will be made to increase the effectiveness of the program. The program will address pre- and post- pandemic unfinished learning. LETRS training is being provided by the state and required for elementary teachers. To support implementation of strategies learned, supplemental LETRS training will be provided for district specialists and curriculum coordinators, Assistant Principals & school-based administrators, and PreK staff. Some of the district specialists and curriculum coordinators will become trained trainers to support training of teachers over the next few years. To support the implementation of effective extended learning opportunities for students, district leadership in this area is needed. CMS will add a Senior Administrator for Extended Learning & Partnerships. This role will support the planning and implementation of summer programs, tutoring programs, partnerships, etc.

* (C) Providing information and assistance to parents and families on how they can effectively support students,

including in a distance learning environment;

In order for parents and families to effectively support their children with engaging in their remote instruction, they must have knowledge about how to access the Learning Management System (CANVAS) and the platform for online instruction (Zoom). Teachers and other school staff are consistently working with parents and families to ensure they can access these tools to support their child. In addition, school staff are providing parents and families with access to CANVAS and PowerSchool so they can support their child with assignments and monitor their child's grades. The CMS website also provides "how to" videos for students, parents, and families on the following topics: Chromebooks, CANVAS, NC Ed Cloud, Google Read & Write, iPads, and Hotspots. Each school offers curriculum nights that allow families to learn more about what their children are learning so they can provide support. Throughout the COVID-19 pandemic, these have been offered via zoom for families to engage. In addition, many Title I schools offer family engagement events that include opportunities to pick-up instructional resources they can use at home, such as science experiment kits, and opportunities to engage remotely to learn more about what students are learning and how to use the instructional resources at home. The main factor that impacts student and family engagement is having the staff to work one on one with families to support their needs. It is also critical that families have access to staff members that speak their language. Ensuring that we have in place additional staff in a variety of areas: Teachers, Counselors, Social Workers, Family Advocates and Interpreters is critical to provide the information and assistance needed for parents and families to effectively support their students in remote, hybrid and in-person learning. As CMS staff connects with individual families, they provide updates on student progress and connect the family with any resources needed for their child to be successful. Additional assistance is provided to parents and families through various resource pick-up options. Meal bundles are provided for pick-up to families engaging in remote learning. If a family is having issues with technology, they can drop off their device that is not working and be issued a working device. CMS also provides hotspots for reliable internet access as needed.

* (D) Tracking student attendance and improving student engagement in distance education;

The data from the comprehensive needs assessment shows that a higher number of CMS students have been chronically absent during the 2020-2021 school year. However, the data shows that absenteeism for students participating in the CMS Full Remote Academy was not as high as it was for students participating in the hybrid instructional model. It is critical that we provide the support needed for students to consistently show-up and engage in their education. Attendance data will continue to be tracked at the classroom, school, and district level and school based staff will respond to individual attendance issues through consistent outreach and interventions. The CMS MTSS framework includes attendance interventions including the Why Try program that is based in social emotional learning and as an intensive intervention called an Attendance Review Conference (ARC). Based on data and stakeholder feedback, CMS will provide additional attendance and chronic absenteeism support that is focused on solving some of the underlying issues that contribute to this problem. In addition to the approach described above,

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CMS will contract with a vendor for additional attendance and chronic absenteeism support. The vendor will work to support students and families by getting them connected with community and social services needed by the family so that students can focus on school. The vendor will work with the schools to provide outreach, connections, and ongoing support for students and families to combat attendance & chronic absenteeism. In the spring of 2021, CMS surveyed families to determine how many families preferred to have a virtual/remote learning option for the 2021-2022 school year. Over 4,000 families in grades K-12 responded that they would enroll in a virtual or remote option if it was available. Based on the survey data, CMS will be opening a 3-5 and 6-8 virtual school and expanding the existing 9-12 virtual school. By offering this option, students and families that are not yet comfortable coming back in person can attend daily and engage in learning virtually. During the 2020-21 school year, remote/virtual attendance was higher than in person attendance. As a result, we see this option as a strategy to increase attendance and engagement for families who may not be ready to come back for in person instruction. Due to the timing of the opening of these schools, ESSER III funds will need to be used to provide staff for the virtual school. Once students are enrolled, CMS will use the district allotment formula to move positions from schools where enough students left to enroll in the virtual school. However, we anticipate this will not be enough staff to cover all of the staffing needs because the students enrolling will not all be coming from a handful of schools, but will be spread out over all CMS schools. ESSER III funds will also be used in the first year of the virtual school for the Principal, Assistant Principal, teachers, and other support staff such as counselors and media coordinators. This need exists for the first year of the virtual schools because they were established after staffing allotments were provided. Safety concerns impact students attending school in person. As a result, we will be investing using the ESSER II funds in making our buildings safer with a focus on improvements to indoor air-quality. We will continue to use ESSER II & ESSER III funds to provide personal protective equipment. In addition, trained medical personnel are critical to safety efforts and ensuring students feel safe coming to school, so we will continue to invest in Nurse Extenders for schools using ESSER II & ESSER III funds. Student social emotional and mental health needs impact attendance to remote and in-person instruction. As a result, we will invest in trained staff to provide support in social emotional learning, provide time during the school day for social emotional learning (SEL), supplement the existing K-8 SEL curriculum with a High School SEL curriculum, and provide additional school-based mental health services to support student needs. CMS tracks student attendance as a district and will use this information to provide additional district level support to schools and learning communities with the greatest needs in the area of attendance with the goal of re-engaging students. Schools track student attendance and counselors, social workers, and psychologists work with the families directly to identify needs or barriers contributing to attendance issues and potential solutions. Attendance and engagement in remote instruction is dependent on a number of factors. In order for students to consistently login and engage with their remote instruction, they must have access to a working device and reliable internet. As a result, CMS will continue to provide devices and internet access as needed to families. Another factor that impacts student attendance and engagement in remote instruction is having adult supervision and an appropriate environment for learning. We recognize that many parents and families need support

in this area due to their work schedules. As a result, CMS has engaged community partners to offer remote learning sites throughout the district. We currently have 31 active remote learning sites for students and families to use. If needed, CMS will consider expanding remote learning sites to support students and families with engagement in remote instruction.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The data shows that there are a higher number of CMS students who have received a failing grade in math and/or reading/ELA than in previous years. Data analysis and tracking of student progress will be ongoing to address student learning needs and learning loss. This process will include data analyzed to prioritize students for summer learning for the summer of 2021 and continued tracking of student progress throughout summer school and throughout the 2021-2022 school year. Student data has been analyzed to determine students in need of being prioritized for summer programming in 2021 and potential additional support in 2021-2022. Students in grades 3-8 were identified based on course failures in ELA and mathematics. Students in grades K-2 were identified based on performance on the Measure of Academic Progress (MAP) assessment, the district's universal screener. Specifically K-2 students not having met their growth targets and/or performing below the national norm were identified as at risk of academic failure. A last factor we used to identify students at-risk of academic failure in grades K-8 was chronic absenteeism, which is consistent with updated federal accountability reporting. Students in grades 9-12 were identified based on course failures in ELA and mathematics. Two additional factors applied to identify students at-risk of academic failure were chronic absenteeism, and suspension rates. This "ABC" approach (attendance, behavior, course performance) is based on research of students that fail to graduate on-time, and serve as the basis for the district's Early Warning Indicator system in grades 9-12. The list identified students by school was provided to each school principal in the district data portal. School staff contacted parents directly to inform them of their child's academic standing and eligibility for summer programming. Targeted school-based outreach efforts included: individual phone calls, distribution of a parent information flyer, Connect5 messages, and individual outreach from teachers. As a result of COVID-19, secondary counselors will need additional hours of extended employment to review grades and course completion for each student, incorporate grades and course completion from summer programming, and create a plan to get students back on track for on-time graduation and post secondary success. There will also be a need to for increased counselor support & horse to serve students as they navigate college searches and college preparation after the COVID-19 pandemic as it has caused an abnormal high school experience for all students. Throughout the 2021-2022 school year academic progress will continue to be tracked using the data from the robust balanced assessment system, the mastery connect platform, and student grades and course performance. Teachers will respond to ongoing data with differentiation and interventions as outlined in the CMS Instructional Expectations. District level data will be tracked to provide additional district level support to schools with the greatest needs.

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Counselors and other support staff will also continue to respond to academic progress and provide appropriate support to students to get them back on track. Additional academic support will be provided to students based on their needs. Academic supports will include summer programming (2021, 2022, 2023), differentiation, interventions, and tutoring. ESSER II and ESSER III funds will support the academic supports that are needed through staffing and resources. In response to learning loss from the pandemic, MTSS will play a major role in ensuring student needs are met. An action team has embarked on a plan to implement systems and practices to ensure that all students in need of academic intervention receive them regardless of the level of need at their school. An important part of this plan is to effectively and accurately track data relating to students in need of and receiving academic interventions. In order to track this data, the district needs to identify and purchase a data system in which screener, intervention and progress monitoring data can be stored, updated and actively monitored at the school, learning community and district levels. In addition to the data platform, ESSER III funds will be used to support stipends for MTSS Leaders at each school and interventionists to provide interventions to students.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$

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	In coordination with the state and local health department, CMS has started a COVID testing program in schools. Each school has selected a point person who will take on the additional duties associated with this testing program. A COVID additional responsibility stipend of $750 will be provided to the point person at each school for taking on the additional duties.	2021-2022	Impact will be measured by: Successful implementation of COVID testing program in schools	$ 201,950.63
	* ◉ Yes ○ No		2021-2022, 2022-2023 & 2023-2024 school years	Impact will be measured by: Suspension data Attendance data Reduction in chronic absenteeism	$ 8,071,840.63

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | | Behavior support coordinators trained in restorative practices and social emotional learning; Translators and Interpreters; Bilingual Family School Advocates & interpreters to re-engage chronically absent EL students; Multiple language supports for school front offices and a district language assistance line; 12 Lead BMTs for behavior support; 6 Behavior Support Technicians for EC students; | | | |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ◯ No	Nurse Extenders to ensure personnel with medical training at schools to screen and respond to identified health needs that may be associated with COVID-19; Personal Protective Equipment; 6 COVID-19 Response Coordinators - 1 to support each learning community; 1 additional Coordinated School Health Specialist;	2021-2022, 2022-2023 & 2023-2024 school years	Impact will be measured by: Compliance with established procedures to reduce the spread of COVID-19	$ 3,324,408.26
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⊙ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⊙ No				$

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | * ◉ Yes ○ No | Student devices: Chrome books; Subscription for web-based video conferencing; devices for translation services for school front offices to re-engage EL students and families; Online learning tool - DESMOS to support math instruction: Additional NCVPS course registrations due to increased need at the CMS Virtual HS and due to teacher vacancies | 2021-2022, 2022-2023, 2023-2024 | Impact will be measured by: All students having access to up to date technology that is working properly All students will have connectivity to engage in learning | $ 14,415,000.00 |
| MENTAL HEALTH SERVICES: Providing mental health services and supports. | * ◉ Yes ○ No | | 2021-2022, 2022-2023, 2023-2024 | | $ 17,093,569.80 |

		Contracted school-based mental health services: Suicide Prevention Program: Sources of Strength; High School Social Emotional Learning Curriculum; Additional counselors, social workers, psychologists; Coaching and support for teachers for implementation of SEL curriculum; 3 additional Substance Abuse Prevention Counselors; 4 additional section 504 Counselors; 1 Crisis Response Coordinator		Impact will be measured by: Panorama Assessment for Social & Emotional Learning Number of students participating in school-based mental health services	
		CMS plans to offer summer programming during the			$ 9,409,212.53

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	during the summer of 2022 & 2023 A free, full-day summer experience for K-12 students with in-person learning, Monday-Thursday, plus physical activities and enrichment. Prioritizing students that have been identified as having the greatest need for summer learning. The summer program will include transportation for students, meal program, daily enrichment & physical activity, student wellness support, and academic support targeted to student needs. Costs covered by ESSER III will include	Summer 2022 & Summer 2023	Impact will be measured by: Results of the competency-based assessment given to students in grades K-8 at the beginning of the program as compared to the end of the program. Number of students who progress to the next grade level after participation in the summer program. Course performance in summer courses Number of high school courses (new and credit recovery) completed successfully	

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		transportation, staffing, incentive pay for staff, and curriculum materials			
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	Staffing: stabilization of staffing levels across CMS to pre-pandemic levels despite the decrease in student enrollment; Recruitment bonus for bus drivers, HVAC staff, EC teachers, and instructional substitutes. Retention bonus for bus drivers. Instructional Sub bonus: 5 jobs per month = $200; 10 jobs per month = $500; Leadership professional development related to leading a school during pandemic recovery; Guest	2021-2022, 2022-2023, 2023-2024	Impact will be measured by: Continuation of current staff positions to keep CMS staff employed Vacancies, recruitment, retention of bus drivers, HVAC staff, EC teachers, instructional subs HR data - handling of COVID related HR/ER issues	$ 129,161,022.68

		recovery; Guest Teacher positions for continuity of instruction in all CMS schools due to staffing issues and sub shortages; 7-8 Central Office HR Staff due to increased HR issues from COVID-19 (leaves, ER complaints, higher staff turnover & increased vacancies); Federal Programs Staff (grant administration); Indirect Costs; Unbudgeted Reserve - will be used for any additional needs that arise due to COVID-19			
			Total ESSER III Allotment	$ 181,677,004.53

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Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Katie Sunseri

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, November 1, 2021

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

 There are no new applicants.

GAN Information

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

79071155

* Address:

P.O. Box 30035 Charlotte, NC 28230

* Superintendent:

Mr. Earnest Winston

Key Personnel:

* Katie Sunseri

Mitchell County Schools (610) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:08:40 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Mitchell County Schools (610) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,324,456.00	$1,324,456.00
Carryover	$2,675,599.00	$2,675,599.00
Total	$4,000,055.00	$4,000,055.00

Budget

Mitchell County Schools (610) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
610	181	0	No	No	2.49 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,324,456.00	$0.00
Carryover Amount:	$2,675,599.00	$2,675,599.00
Allotment Plus Carryover:	$4,000,055.00	$2,675,599.00
Total Budgeted:		$2,675,599.00
Total Remaining:	$1,324,456.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/10/2021 04:45 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/10/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/10/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/7/2021 8:56 AM	Approved (Pending)		Popp, James			
7/28/2021 8:26 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$90,406.80	$0.00	$90,406.80		
ⓘ	Equipment	3	5210	461	000	00	$4,000.00	$0.00	$4,000.00		
ⓘ	Salary	3	5330	121	000	00	$449,439.00	$0.00	$449,439.00		
ⓘ	Salary	3	5350	126	000	00	$307,200.00	$0.00	$307,200.00		
ⓘ	Salary	3	5350	131	000	00	$30,840.80	$0.00	$30,840.80		
ⓘ	Salary	3	5350	142	000	00	$18,579.00	$0.00	$18,579.00		
ⓘ	Other	3	5350	178	000	00	$143,730.00	$0.00	$143,730.00		
ⓘ	Other	3	5350	311	000	00	$4,000.00	$0.00	$4,000.00		
ⓘ	Other	3	5350	411	000	00	$58,750.00	$0.00	$58,750.00		
ⓘ	Salary	3	5830	131	000	00	$112,598.20	$0.00	$112,598.20		

ⓘ	Other	3	5840	411	000	00	$25,000.00	$0.00	$25,000.00	
ⓘ	Equipment	3	5860	462	000	00	$340,000.00	$0.00	$340,000.00	
ⓘ	Equipment	3	6540	461	000	00	$26,000.00	$0.00	$26,000.00	
ⓘ	Salary	3	6550	171	000	00	$42,731.04	$0.00	$42,731.04	
ⓘ	Other	3	6550	422	000	00	$5,000.00	$0.00	$5,000.00	
ⓘ	Other	3	6550	423	000	00	$24,450.00	$0.00	$24,450.00	
ⓘ	Other	3	6550	424	000	00	$750.00	$0.00	$750.00	
ⓘ	Other	3	6550	425	000	00	$2,000.00	$0.00	$2,000.00	
ⓘ	Other	3	6580	311	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Equipment	3	6580	461	000	00	$70,000.00	$0.00	$70,000.00	
ⓘ	Equipment	3	6580	541	000	00	$657,455.81	$0.00	$657,455.81	
ⓘ	Salary	3	6720	113	000	00	$166,838.00	$0.00	$166,838.00	
ⓘ	Salary	3	7200	174	000	00	$37,158.66	$0.00	$37,158.66	
ⓘ	Other	3	8100	392	000	00	$48,671.69	$0.00	$48,671.69	
						Total:	**$2,675,599.00**	**$0.00**	**$2,675,599.00**	

Mitchell County Schools (610) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The needs assessment and plan was a collaborative effort between district stakeholders, including but not limited to, the Superintendent, district level administrators, community organizations, and others. Once information was received from the various groups, the district leadership team met to evaluate and identify needs. Once this process was completed, budget items were created with those needs to determine a plan for implementation of funds. In order to assess and address learning gaps, students have been and will continue to be progress monitored and evaluated using both summative and formative instruments to determine areas of strengths and weaknesses. This data will be used to plan instructional practices, develop intervention strategies for both group instruction and individual students needs as well.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Facility Repairs: Mitchell High School locker rooms and first floor bathrooms have their original sinks and toilets from 1975. The replacement of these fixtures will assist in reducing the risk of virus transmission in the school. Air Quality: Due to the age of our buildings, they currently do not have adequate ventilation systems. To ensure the proper air flow that will support student health needs, updates to current HVAC systems will be needed. Most of our HVAC systems in our district are over twenty years old. Supplies to Sanitize and Clean: The purchase of custodial cleaning guns, a cleaning machine, cleaning supplies and PPE supplies will replenish the supplies used this year and are key to limiting exposure to germs and maintaining a safe environment. Special populations: As a result of Covid, we feel that air purifiers are need in our Exceptional Children's severe profound classrooms. Since these students are at extreme risk, addition air purification is required. Also, a washer and dry is needed to help provide clean garments, facial covering, etc for low-income students and exceptional students at Greenlee Primary School. Education Technology:As a result of COVID-19, Mitchell County Schools is making as many opportunities for educational learning happen simultaneously. Students receive instruction remotely, in-person, and/or in blended instruction. Student devices are a necessity in order for them to learn on a daily basis. Instruction continues no matter what mode of learning is used. Devices also come at a cost. There is an initial cost and then a cost to replace and maintain. Summer Learning and Learning Loss: By maintaining at risk teachers we will be able to provide more intense instruction for at risk students. Students will have the opportunity to receive support to bridge the learning gap created as a result of Covid. The teachers will target learning loss, develop intervention strategies, and analyze student data to adjust instruction for reading and math. Currently MCS does not operate an after school program, MCS will utilize multiple fund sources to develop an after school program to support students with academic gains throughout the academic year. Mental Health Services: As a result of Covid, MCS has an increased need for mental health support for students. Currently, we have four school counselors for the seven schools in our county. The is a 1:436 school counselor to student ratio.

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.

$	998,668.00	* 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

MCS will utilize high-quality assessments to determine students' academic progress and to drive instruction. MCS has used and will continue to use a comprehensive screener with all K-8 students. The screener that we use is iReady for K-8 math and 4-8 literacy. K-3 literacy will be determined by the state. MCS will use NC Check-Ins, K-2 math assessments provided by NC, formative assessments paired with teachers' input to measure academic progress and use the data to differentiate instruction.

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

MCS will continue to provide professional development in the science of reading. Teachers are trained to implement either RRtCP or Orton-Gillingham strategies and use the SPIRE Program with at risk students. Teachers will implement best practices, such as small group instruction, immediate feedback, and use all data points to drive instruction. Intervention time will continue to be in the master schedule at all schools, in order to focus on areas of academic and behavioral needs. MCS will continue to implement the structure of MTSS, focusing on core instruction and providing supplemental and intensive instruction for those that need the extra support. MCS will utilize at-risk teachers to support students with intensive instruction with activities described above.

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

MCS information is shared over a variety of media platforms such as: web page information, facebook, letters to parents, email, and School Messenger. Our district phone calling system is utilized to communicate general school information, while Class Dojo and Remind are used by educators to connect with families. Educators schedule either face-to-face or virtual conferences with families to provide further individualized support. Parents can also access student progress information through PowerSchool learning for Grades 3-12. Teachers distribute mid-term progress reports to update parents on student progress. Schools will resume parent nights in-person and virtual if needed.

* (D) Tracking student attendance and improving student engagement in distance education;

For students in remote learning environments, attendance is taken on a daily basis. Students are required to complete a daily check-in activity. Students receive a 1R code, for present off site and a 2A code if it is an unexcused absence. For students that are in person, attendance is taken daily. Student attendance is monitored by classroom teachers and by school level administration. If attendance concerns arise for any student, the school social worker and school guidance counselor investigate and provide support. Strategies to improve student engagement in distance education include a combination of best practices and platforms that offer an engagement piece. Teachers will continue to use Nearpod as a tool to boost student participation with collaborative activities and formative assessments like Virtual Reality, Polls, Collaborate Boards, and game-based quizzes. Teachers will be able to gain student insights in real-time

and in post-session reports. Best practices include teachers and other stakeholders building relationships with students and their families to promote an environment of engagement. Teachers and students will have the necessary tools and technical support to succeed in a remote setting.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Students will be progress-monitored monthly in reading and math using a comprehensive screener. Students' progress will be compared to pre-pandemic academic success to identify those that experienced learning loss. Students' data will be analyzed during PLCs to determine what students know, what they do not know, and what strategies/interventions teachers will implement to meet their needs. Throughout this process, educators will use the MTSS framework to guide them through important processes in tracking, evaluating, and comparing data to determine learning loss and growth made over time as a result of interventions.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ○ No	Hands free bathroom fixtures (sinks, toilets, hand dryers) will be installed in locker room and 1st floor bathrooms at Mitchell High School.	July 2021- July 2023	This will be extremely helpful in keeping germs and bacteria to a minimum which should result in reducing the spread of Covid transmission.	$ 60,000.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No		July 2021- July 2023		$ 210,968.00

		As a result of COVID. we plan to improve the air quality in our schools, we plan to have HVAC inspections and update HVAC systems to enhance filtration in 4 of our schools. As a result of COVID, we would update the air filtration system in the art room at Mitchell High School. As a result of COVID, we would replace two sets of doors at Harris Middle School with Keycard access to track and monitor access to the school.		In response to COVID, we plan to have inspections of our HVAC systems to determine updates or replacement to improve the air quality for our student and staff. Improving the filtration will help to reduce the spread of COVID. The replacement of the doors at Harris with Keycard access will offer tracking of individuals who are entering the building. These doors will be placed at high access points which will help with the reduction and spread of COVID.	

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	To improve air purification, we plan on installing Air purifiers in our severe profound classrooms to help minimize the risk of Covid. To purchase and install a washer and dryer for Greenlee school to sanitize student clothing to reduce to the spread of Covid.	June 1, 2021- July 1, 2023	This will help filter air flow in the EC severe profound classrooms, to help reduce the transmission of Covid. This will be used to wash and sanitize clothing, facial covering, and personal hygiene items to help reduce the spread of Covid.	$ 14,000.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⊙ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⊙ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⊙ Yes ○ No		July 2021- June 2023	The supplies being purchased will impact our schools by having clean buildings that have been properly disinfected and cleaned to safeguard the health and safety of our students, staff and visitors.	$ 41,000.00

		7 Disinfectant spray guns will be purchased for each school to have for disinfecting classrooms, lunchrooms and gym spaces. A floor cleaning system will be purchased to clean rubberized floor surfaces in our gyms, weight rooms and wrestling mats to reduce the transmission of Covid. Custodial cleaning supplies will be purchased for all schools to meet cleanliness standards. PPE supplies will be purchased for students and teachers to maintain health standards during a pandemic.			

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$
	* ⦿ Yes ○ No		July 2022 and September 30, 2024	Students will be able to complete work and take formative and summative assessments both on and off campus as a result of having devices.	$ 340,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Mitchell County Schools use student devices for 9-12 students. These devices are used for daily instruction in regular and remote schedules. In response to COVID-19, students have been on an irregular schedule. Students have been in many locations to complete work; therefore, causing more wear and tear on devices. Recouping this money will allow us to pay for the upkeep required.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	In response to COVID, Mitchell County Schools has seen an increase in the need for mental	June 1, 2021-September 30, 2024		$ 152,000.00

		need for mental health support services for students. COVID has increased anxiety and other mental health issues in our students as they return to school because of the lack of social interaction with people outside their home. We need additional guidance counselors to provide these services to our students and families. All our guidance counselors, with the exception of one high school counselor, serve multiple schools. Therefore, if a student needs to talk to a counselor, one may not be immediately available.		Students will receive support and services more efficiently. Addressing mental health needs will impact academic success and school attendance. Students and families can be connected with community resources.	

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	As a result of Covid, several students have experienced learning loss. MCS would like to provide the adequate staff needed to provide a summer learning program. Funds will be used to fund teaching positions, bus drivers, guidance counselors, cafeteria staff as needed to support an effective summer program. MCS currently does not have an after school program. MCS will utilize funds in conjunction with our funding sources to create an after program. Funding will be utilized fund staffing, needs,	June 1, 2021- September 30, 2024	To provide students with the opportunity to have summer instruction/after school programming and enrichment to regain some of the instruction that was lost during the Covid, closure. Students will receive instruction in reading, math, and science as well as enrichment activities to help close the learning gap.	$ 798,963.00

		materials, transportation.			
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	Indirect cost will be set aside.	July 1, 2020-September 30,2024	Indirect cost will be set aside.	$ 60,000.00
				Total ESSER III Allotment	$ 1,676,931.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Mitchell County Schools (610) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Mitchell County Schools (610) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts	
Type	**Contact(s)**
Funding Application Contact [Select at least 1 contact(s)]	Mark Hughes

Substantially Approved Dates

Mitchell County Schools (610) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 29, 2021

Mitchell County Schools (610) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Mitchell County Schools (610) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/9/2021 11:58:47 AM

GAN Organization Data

Mitchell County Schools (610) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

79049490

* Address:

72 Ledger School Road Bakersville, NC 28705

* Superintendent:

Mr. Chad Calhoun

Key Personnel:

* Mark Hughes

* Danny Young

* Beth Edwards

Montgomery County Schools (620) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:09:11 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Montgomery County Schools (620) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$3,123,564.00	$3,123,564.00
Carryover	$6,124,793.25	$6,124,793.25
Total	$9,248,357.25	$9,248,357.25

Budget

Montgomery County Schools (620) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
620	181	0	No	No	0.00 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$3,123,564.00	$0.00
Carryover Amount:	$6,124,793.25	$6,124,793.25
Allotment Plus Carryover:	$9,248,357.25	$6,124,793.25
Total Budgeted:		$6,124,793.25
Total Remaining:	$3,123,564.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/20/2021 04:48 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/17/2021 10:27 PM	Approved (Pending)		Letchworth, Tina			
7/23/2021 8:59 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	183	000	00	$33,146.25	$0.00	$33,146.25		
ⓘ	Other	3	5110	211	000	00	$2,535.69	$0.00	$2,535.69		
ⓘ	Other	3	5110	311	000	00	$4,971.86	$0.00	$4,971.86		
ⓘ	Other	3	5110	315	000	00	$19,972.91	$0.00	$19,972.91		
ⓘ	Other	3	5110	342	000	00	$15,909.94	$0.00	$15,909.94		
ⓘ	Other	3	5110	411	000	02	$16,572.86	$0.00	$16,572.86		
ⓘ	Other	3	5110	411	000	03	$93,948.69	$0.00	$93,948.69		
ⓘ	Other	3	5110	418	000	01	$99,437.19	$0.00	$99,437.19		
ⓘ	Other	3	5110	418	000	02	$73,583.52	$0.00	$73,583.52		
ⓘ	Other	3	5110	418	000	03	$9,811.14	$0.00	$9,811.14		

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Equipment	3	5110	462	000	00	$331,453.72	$0.00	$331,453.72
Other	3	5110	462	000	01	$198,877.50	$0.00	$198,877.50
Other	3	5110	462	000	02	$165,734.55	$0.00	$165,734.55
Other	3	5110	462	000	03	$92,000.00	$0.00	$92,000.00
Salary	3	5360	116	000	00	$10,000.00	$0.00	$10,000.00
Salary	3	5360	126	000	00	$794,511.48	$0.00	$794,511.48
Salary	3	5360	128	000	00	$20,046.60	$0.00	$20,046.60
Salary	3	5360	131	000	00	$106,314.99	$0.00	$106,314.99
Salary	3	5360	133	000	00	$10,023.30	$0.00	$10,023.30
Salary	3	5360	142	000	00	$165,623.72	$0.00	$165,623.72
Salary	3	5360	145	000	00	$28,379.70	$0.00	$28,379.70
Salary	3	5360	147	000	00	$10,000.00	$0.00	$10,000.00
Salary	3	5360	171	000	00	$41,142.33	$0.00	$41,142.33
Salary	3	5360	180	000	00	$317,621.92	$0.00	$317,621.92
Other	3	5360	180	000	01	$68,965.60	$0.00	$68,965.60
Other	3	5360	211	000	00	$120,306.60	$0.00	$120,306.60
Other	3	5840	319	000	00	$96,122.61	$0.00	$96,122.61
Other	3	5850	311	000	01	$66,291.45	$0.00	$66,291.45
Other	3	5850	311	000	02	$13,258.29	$0.00	$13,258.29
Other	3	5850	344	000	00	$46,404.03	$0.00	$46,404.03
Other	3	5850	411	000	00	$66,291.45	$0.00	$66,291.45
Other	3	5850	418	000	00	$13,258.29	$0.00	$13,258.29
Salary	3	5860	135	000	00	$103,415.00	$0.00	$103,415.00
Other	3	5860	211	000	00	$7,911.25	$0.00	$7,911.25
Other	3	5860	221	000	00	$22,420.37	$0.00	$22,420.37

ⓘ	Other	3	5860	231	000	00	$10,350.50	$0.00	$10,350.50
ⓘ	Other	3	5860	311	000	01	$1,657.28	$0.00	$1,657.28
ⓘ	Other	3	5860	311	000	02	$16,572.86	$0.00	$16,572.86
ⓘ	Other	3	5860	311	000	03	$26,516.58	$0.00	$26,516.58
ⓘ	Other	3	5860	341	000	00	$13,258.29	$0.00	$13,258.29
ⓘ	Other	3	5860	418	000	01	$243,241.12	$0.00	$243,241.12
ⓘ	Other	3	5860	418	000	02	$6,629.15	$0.00	$6,629.15
ⓘ	Other	3	5860	418	000	03	$16,572.86	$0.00	$16,572.86
ⓘ	Other	3	5860	418	000	04	$10,606.63	$0.00	$10,606.63
ⓘ	Other	3	5860	418	000	05	$9,943.73	$0.00	$9,943.73
ⓘ	Other	3	5860	418	000	06	$11,932.46	$0.00	$11,932.46
ⓘ	Other	3	5860	418	000	07	$13,258.29	$0.00	$13,258.29
ⓘ	Other	3	6530	321	000	00	$39,774.87	$0.00	$39,774.87
ⓘ	Other	3	6530	323	000	00	$21,876.18	$0.00	$21,876.18
ⓘ	Salary	3	6550	171	000	00	$135,000.00	$0.00	$135,000.00
ⓘ	Other	3	6550	211	000	00	$10,327.50	$0.00	$10,327.50
ⓘ	Other	3	6550	221	000	00	$14,634.00	$0.00	$14,634.00
ⓘ	Other	3	6550	231	000	00	$12,700.00	$0.00	$12,700.00
ⓘ	Other	3	6550	422	000	00	$6,629.15	$0.00	$6,629.15
ⓘ	Other	3	6550	423	000	00	$36,278.27	$0.00	$36,278.27
ⓘ	Other	3	6550	424	000	00	$3,314.57	$0.00	$3,314.57
ⓘ	Other	3	6550	425	000	00	$6,629.15	$0.00	$6,629.15
ⓘ	Other	3	6580	324	000	00	$21,918.08	$0.00	$21,918.08
ⓘ	Salary	3	7200	174	000	00	$50,000.00	$0.00	$50,000.00
ⓘ	Salary	3	7200	176	000	00	$40,000.00	$0.00	$40,000.00

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	7200	211	000	00	$6,885.00	$0.00	$6,885.00		
ℹ	Other	3	7200	221	000	00	$19,512.00	$0.00	$19,512.00		
						Total:	$4,092,283.32	$0.00	$4,092,283.32		

310 - Montgomery Learning Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	523	000	00	$66,291.46	$0.00	$66,291.46		
						Total:	$66,291.46	$0.00	$66,291.46		

312 - Candor Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	523	000	00	$331,457.29	$0.00	$331,457.29		
						Total:	$331,457.29	$0.00	$331,457.29		

314 - East Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	523	000	00	$66,291.46	$0.00	$66,291.46		
						Total:	$66,291.46	$0.00	$66,291.46		

318 - Green Ridge Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	523	000	00	$33,145.73	$0.00	$33,145.73		
						Total:	$33,145.73	$0.00	$33,145.73		

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324 - Mount Gilead Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	523	000	00	$331,457.29	$0.00	$331,457.29		
						Total:	**$331,457.29**	**$0.00**	**$331,457.29**		

330 - Page Street Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	523	000	00	$33,145.73	$0.00	$33,145.73		
						Total:	**$33,145.73**	**$0.00**	**$33,145.73**		

334 - Star Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	523	000	00	$331,457.29	$0.00	$331,457.29		
						Total:	**$331,457.29**	**$0.00**	**$331,457.29**		

336 - Troy Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	523	000	00	$331,457.29	$0.00	$331,457.29		
						Total:	**$331,457.29**	**$0.00**	**$331,457.29**		

339 - West Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	523	000	00	$66,291.46	$0.00	$66,291.46		

| | | | | | | | Total: | $66,291.46 | $0.00 | $66,291.46 | | |

350 - Montgomery County Early College

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	523	000	00	$16,572.86	$0.00	$16,572.86		
						Total:	$16,572.86	$0.00	$16,572.86		

356 - Montgomery Central High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	523	000	00	$33,145.73	$0.00	$33,145.73		
						Total:	$33,145.73	$0.00	$33,145.73		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	6570	523	000	00	$149,155.77	$0.00	$149,155.77		
ℹ	Salary	3	6940	113	000	00	$177,793.68	$0.00	$177,793.68		
ℹ	Other	3	6940	211	000	00	$13,601.22	$0.00	$13,601.22		
ℹ	Other	3	6940	221	000	00	$38,545.67	$0.00	$38,545.67		
ℹ	Other	3	6940	231	000	00	$12,700.00	$0.00	$12,700.00		
						Total:	$391,796.34	$0.00	$391,796.34		

Grant Details

Montgomery County Schools (620) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Montgomery County Schools operated on Remote Plan "C" until March 8, 2021, due to Covid-19 levels and the county continuously being identified as a "Red" for positivity rates. Resounding feedback from community members helped guide decisions to remain on a remote learning plan to ensure community safety. MCS transitioned to Plan "B" instruction on March 8, 2021, and aligned with state mandates to return to Plan "A" on April 12, 2021, for all grade levels. Approximately 30% of our students remain on a fully remote option for the remainder of the 2020-21 school year. MCS is committed to making decisions that benefit all students that attend our schools whether face-to-face or virtually. The leadership teams in MCS worked collaboratively to address the most important items to ensure students are receiving high-quality instruction and support services. Feedback from teachers and community members informed leadership discussions concerning the most important needs to address remote learning and transitions back to face-to-face instruction. Areas identified aligned with district strategic goals and have assisted in the return to safe operation while addressing any potential issues that arise. These discussions were facilitated through virtual staff meetings and virtual school improvement meetings to gather school level information to drive district-level meetings. Monthly principals' meetings facilitated discussion concerning areas for improvement and collection of issues that

needed further research to address. These meetings were imperative for continuous communication between levels and facilitate feedback to community members. Community members provided responses on various communication channels. Surveys, emails, and responses on social media platforms helped guide decision-making efforts. One key area identified was investment in educational technology to address issues with devices, software, and infrastructure to ensure students' access to high-quality instructional materials. This will allow all students to receive instruction regardless of the learning environment they and their families choose. This access will also address operational issues that could impede the dissemination of instruction through the multiple channels being utilized. These technology resources allow teachers to address learning losses through the building of intervention plans utilizing educational platforms to bridge gaps. In addition, these resources assist in facilitating classroom environmental changes to focus on small group instruction strategies to properly differentiate instruction. Other areas identified are related to the support of instructional activities and student needs. Technology support, social and emotional learning supports, response to Covid-19 issues, and improving air systems within the buildings are identified as critical improvement areas to ensure student safety and learning. As learning evolves in response to Covid-19 and the transition to modified operations, we feel the following are key points that will allow us to ensure student success: - Educational Technology o Continued support of learning management systems (Canvas, Google Classroom and Seesaw) for coordinating teaching and learning o Refresh all teacher devices to ensure functionality to support face-to-face and remote learning for all students (375 devices) o Microsoft licensing to continue providing the software needs of students o Instructional platforms to address learning loss (iReady, Impero, ReadyGen, etc.) o Refresh all student devices to ensure proper functionality to support learning initiatives and software platforms (3,800 devices K-12) o Ensure classroom technology allows for the instructional delivery of new teaching methods by upgrading old technology to facilitate learning (400 classrooms) - Improving Preparedness o Ensure proper personnel are available to support technology usage and address any health related impacts of Covid-19 (2 Digital Learning Coaches) o Continue to ensure students have reliable internet connections through mobile hotspots - Coordination of Preparedness o Employ a district-level individual to oversee the coordination of potential Covid-19 related issues - Providing Principals with resources o Ensure that schools have adequate postage and copying resources to address student needs o Provide resources to ensure students are able to access individual manipulatives to support learning.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Montgomery County Schools has implemented many new initiatives as a result of Covid-19 and the impacts it has had on the educational environment. These initiatives have started new processes and increased communication both

horizontally and vertically to address the needs of all students. As the district transitions back to face-to-face instruction, many of the positive impacts of remote learning will be continued in the classroom to facilitate instructional practice. The utilization of learning management systems has enabled the streamlining of disseminating learning materials, collection of completed assignments, and better turnaround times for feedback and grades to inform students of their progress and performance. The process requires technological support to manage systems and devices for students to access the systems. The utilization of these learning management systems has enabled better deployment of assessment systems to facilitate district initiatives for continuous improvement. MCS utilizes the PDSA (Plan-Do-Study-Act) cycle for continuous improvement, which has allowed both students and teachers to analyze current and relevant data to inform instruction. These data points are varied and are collected in a timely fashion to be analyzed to address instructional decision-making. Data points utilized to inform classroom instruction include NC Check-ins, iReady diagnostics, and common formative assessments. Assessment data and student progress drive discussions and decisions in weekly PLC and MTSS meetings, vertical PLCs, and district PDSA meetings to analyze larger data sets across the district to improve student outcomes. Nine campuses employ a full-time Instructional Facilitator, who guides the disaggregation of data and discussion of instruction based upon the assessments. All data is presented to students through virtual PDSA boards to allow their ownership of data and performance. Data points are collected through multiple digital platforms, which makes it imperative to keep technology up-to-date. Many district level meetings continue to be conducted through virtual platforms adding to the importance of maintaining the most current technology for not only students but also teachers and administrators. Technology support efforts must be continued to ensure that students and teachers are able to access platforms utilized to drive instructional and improvement practices. Maintaining technology support personnel to assistance and train the digital efforts of the district will allow the district to continue the positive impacts of remote instruction to better serve the students. Student support services will continue to be a necessity as we slowly return to a more routine instructional day. Key personnel have been working with teachers to better identify social and emotional learning cues to work with identified students to ensure that their mental and physical health are at levels are fit. This tremendously important effort is imperative to the overall health of students, which directly affects the ability to learn effectively. These positions will be maintained utilizing funding and will continue to offer the supports necessitated during these times of difficulty. Communication with all stakeholders is a key component to operating a successful school. Principals need resources available to them for communicating with parents/guardians and community members in multiple communication channels. Funding for communication will drive the effectiveness of an informative school and ensure community members are aware of important programs and events within the school. Principals also need to be able to make learning manipulatives available to ensure that all students have what is needed to participate in learning. A greater emphasis has been identified for the need of individualized learning resources to ensure students are safe from transmission of potentially deadly infectious microbes. Adequate funding is necessary to support principals as they address any potential communication and/or resource needs. As more information is available about the Covid-19 virus, the need for

continued efforts to address cleanliness of buildings and response to potential issues is very important to addressing parental concerns. Funding will be utilized to purchase additional cleaning supplies and sanitization materials for ensuring the safety of all students. Additional personnel required to address any potential virus-related issues will be utilized to handle exposures and the coordination of district responses to minimize community concerns. This will allow for a seamless and timely response from the district.

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.

$ 1,886,187.60 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Montgomery County Schools understands the importance of tracking and analyzing student data to inform instruction allowing differentiation and appropriate interventions to address student needs. MCS will utilize IReady, provided by the state, as an approved tool for assessment for our summer program to address learning loss cause by the Covid-19 pandemic. IReady assessments give actionable data that provides a foundational understanding of students' strengths and areas of need. These data points provided by IReady will drive the instructional delivery, aligned with course content standards, during the summer camp program to address student learning needs.

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

-    1 on 1 instruction with tutors -   Small group instruction for providing interventions -   IReady assessments will inform interventions -   AVID practices -   Enrichment opportunities will reinforce instruction -   Social-Emotional Learning o   ACEs resources o   Zones of regulation o   Second Step o   Check and Connect -   Programs that will be utilized: o   Letterland o   Ready Gen o   Carnegie Math o   Edmentum o   Technology resources aligned with the Triple E framework o   STEM Scopes o   Reading Counts (SRI) o   Guided Readers o   IReady resources/lessons

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

Montgomery County Schools will send each student identified as at-risk a letter inviting them to attend the summer extension program. Information will be posted on the district and individual school webpages to offer information to parents and students about the summer opportunity. The district and schools will utilize our automated call out service (Swift K-12) to disseminate information to parents and students about summer programming. Individualized student information will be provided through interim reports and the student diagnostic report provided through the IReady platform. The district has information on the website instructing parents how to access learning platforms. Teachers will be available to conference with parents and provide support resources for student learning. MCS Digital Learning Coaches have developed parent resources to assist with remote learning platforms for both students and parents. These resources have been shared through multiple communication channels.

* (D) Tracking student attendance and improving student engagement in distance education;

Montgomery County Schools supports school efforts to inform and assist students and parents in regards to attendance and engagement. Each school employs a Student Assistance Team (SAT) to track student attendance data, academic progress, social-emotional needs and assessment data to create an all-encompassing profile for each student that exhibits the characteristics for at-risk identification. Members of the SAT include personnel to address all aspects of whole child development. Team members can include the following individuals: Principal, Guidance Counselor, Trauma/Mental Health Counselors, EC staff, Nurses and classroom teachers. This team meets bi-weekly to remain up to date on any new information that can inform resources and support provided to the student at the school and/or district level. The supports identified be the SAT are communicated with students and parents to better serve the student and family. The MTSS process is vital to identifying contributing factors to capture the needs of students for referral to the SAT. Specific programs offered are tailored to each individual case and may include any of the following: - Strengthening Families - Check and Connect - RTI Stored - Social Circles - Mentorships - Teacher Advisory Groups

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Montgomery County Schools has many processes and procedures in place to disaggregate student data to inform school and district leadership to address any potential learning loss issues a student may be experiencing. Our district employs the PDSA continuous improvement cycle to inform instructional practices and guide teachers in addressing learning needs. This is the foundational method of identification to begin further analysis of student academic progress to inform the next steps in supporting instruction. Teachers meet weekly with Instructional Facilitators to disaggregate data and look deeper to identify gaps in student learning. Teachers collaborate to identify resources and strategies to

address student needs and design interventions. MCS utilizes a common formative assessment system to align teachers to standards and create a district data source for comparison to classroom performance. This informs teachers of standards that need to be spiraled into classroom instruction. These district data sets also provide valuable information that assist with identifying individual learning loss. This also enables collaboration amongst teachers to identify best resources and effective instructional strategies. MCS also uses Vertical PLCs to share data collection forms to the future teacher to provide individual student performance data and anecdotal notes that will promote student success at the next grade level.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ○ No	Montgomery County Schools will utilize outside contractors/counsel to assist in the identification of potential transmission sources, develop plans for correction and assist in the identification of cost effective equipment.	July 2020 - September 2024	Identification of potential transmission sources with correction plans. Expertise of outside contractors assisting in cost-effective solutions.	$ 66,291.45
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No		July 2020 - September 2024	Comprehensive analysis to pin point areas to focus efforts for improved facilities. Improved air quality and reduction of the potential for virus transmission. Improved attendance data for students and staff.	$ 1,789,869.36

		Montgomery County Schools will invest in the improvement of facilities based upon the recommendations of an outside contractor to ensure safe environments that are conducive to student learning. HVAC upgrades at school sites that have been identified as priority projects to address as soon as possible.			
	* ○ Yes ○ No		July 2020 - September 2024		$ 242,640.57

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.		Montgomery County Schools will employ an Executive Director of Auxiliary Services to coordinate school issues with the appropriate district office to ensure issues are resolved to positively impact students' health and safety. This position will oversee all potential Covid-19 related matters and provide effective communication and support for efficient resolutions. This position will serve as a liaison between MCS and other agencies.		Time lines for addressing potential issues will be expedited due to the efficient oversight of the position. The district will track work order completion rates to ensure all issues are handled in timely fashion. Timely and articulated communications between the district and all stakeholders.	

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	Montgomery County Schools will utilize funding to ensure nursing staff members are available to address and respond to any potential occurrences of the virus. Nursing staff members will also provide health advice to ensure families are following recommended guidelines. Digital Learning Coaches	July 2020 - September 2024		$ 429,537.34

		will be employed to assist with the delivery and facilitation of learning across multiple modes of instruction. They will assist both students and teachers to ensure the efficient and effective use of digital resources aligned to content standards. These funds will be utilized to provide a fair and level opportunity for all students to participate in learning through the continued allocation of hotspots.		Nurses will provide efficient response to potential infections to ensure student safety and health. Effective communication to educate stakeholders of current guidelines to follow to maintain health and wellness. DLCs will provide effective instructional support in timely fashion to maintain effective instruction in all learning environments. Hotspots will be utilized to minimize impacts of learning loss due to potential quarantines.	

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	Montgomery County Schools will follow all the current guidelines for cleanliness and will ensure that the school buildings will be clean to provide a safe environment that is conducive for learning. Additional sanitation services will be contracted as necessary to provide for the health and safety of staff and students.	July 2020 - September 2024	Clean and healthy learning environments will minimize the impacts on staff and student attendance rates. This data will be tracked and analyzed to respond to suspected issues to address individual building needs.	$ 163,118.87

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$
	* ⦿ Yes ○ No	Montgomery County Schools will maintain the 1:1 initiative that has allowed us to effectively provide instruction during the pandemic. With the continuation of the positive impacts of digital learning, it is imperative that students are provided devices	July 2020 - September 2024		$ 1,426,749.13

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		that are current and align with software requirements. Current licensing to support digital learning is a must to continue the benefits of hybrid learning. This will allow for seamless transition to remote learning in the event of school closure or student quarantine. Security of devices and student access to materials has to be prioritized and maintained to ensure student safety. Teacher devices must be upgraded to meet software requirements and allow for the effective delivery of instruction to all students. Classroom technology is vital to the presentation and delivery of instruction and		Efficient and effective instruction of all students regardless of the setting for learning. Funding will provide for equitable access to learning materials, systems and resources that support content acquisition. These devices and platforms will allow students the flexibility to continue learning in the event of exposures.	

		instruction and must assist in the facilitation of learning across multiple communication channels.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ⦿ No				$
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	Montgomery County Schools recognizes that due to the circumstances of the last year, the majority of students could be determined at-risk based upon the nature in which students have been forced to learn. MCS will utilize remote participation data, performance during remote instruction, data points collected through district improvement procedures and	July 2020 - July 2024		$ 32,261.28

		teacher recommendations to determine the students to invite to the summer extension program. A typical day for MCS students will include in-person instruction in reading, math, and science. Enrichment activities will be a part of the typical day to increase engagement and connection to student learning. Activities and instruction will address the academic, emotional, social, and physical needs of each child. Student needs will continue to be tracked and identified during the summer program and addressed by support staff. MCS will employ multiple		Comprehensive assessment data and recovered credits will offer the district the information needed to assist students with future planning. Data will inform future teachers of growth made by students and offer valuable information to create an individualized plan for each child to close remaining gaps. Secondary students recovering credits allows Guidance Counselors to adapt graduation tracking forms to monitor student progress towards diploma requirement completion.	

		levels of support staff to address all student needs of the program.			
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	Montgomery County Schools plans to allocate funding to ensure communication with parents is effective and in a channel that is conducive to the subject matter being disseminated. This includes both postage and printing costs. Funds will also be allocated to support classroom instruction while ensuring each student has individual manipulatives and materials to minimize the potential for transmission. Additional funds will be allocated to support the recruitment and	July 2020 - September 2024	Ample communication will be provided to stakeholders to increase awareness of school events and topics. These funds will assist in minimizing the impacts to school funds for the dissemination of printed materials. The purchase of individual resources will lessen the potential for transmission and will lessen the impacts on student attendance. Highly qualified teachers are becoming more	$ 88,137.65

		retention process to acquire highly qualified teachers and retain them after employment.		difficult to hire. Funds will be utilized to increase recruitment and retention efforts.	
				Total ESSER III Allotment	$ 4,238,605.65

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.

LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)
An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Montgomery County Schools (620) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Montgomery County Schools (620) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Wade Auman

Substantially Approved Dates

Montgomery County Schools (620) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 29, 2021

Montgomery County Schools (620) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Montgomery County Schools (620) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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Montgomery County Schools (620) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

184194884

* Address:

P.O. Box 427 Troy, NC 27371

* Superintendent:

Dr. Dale Ellis

Key Personnel:

* Wade Auman

* Mitch Taylor

Moore County Schools (630) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:09:21 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Moore County Schools (630) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$5,819,027.00	$5,819,027.00
Carryover	$11,546,299.74	$11,546,299.74
Total	$17,365,326.74	$17,365,326.74

Budget

Moore County Schools (630) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
630	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$5,819,027.00	$0.00
Carryover Amount:	$11,546,299.74	$11,546,299.74
Allotment Plus Carryover:	$17,365,326.74	$11,546,299.74
Total Budgeted:		$11,546,299.74
Total Remaining:	$5,819,027.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/08/2021 04:48 PM	Admin, NCCCIP

⊟ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/8/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/3/2021 12:01 AM	Approved (Pending)		Letchworth, Tina			
7/29/2021 8:11 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▼]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	231	571	00	$130,000.80	$0.00	$130,000.80		
ⓘ	Salary	3	5360	116	571	00	$37,000.04	$0.00	$37,000.04		
ⓘ	Salary	3	5360	126	571	00	$1,200,000.15	$0.00	$1,200,000.15		
ⓘ	Salary	3	5360	131	571	00	$52,000.00	$0.00	$52,000.00		
ⓘ	Salary	3	5360	142	571	00	$25,000.02	$0.00	$25,000.02		
ⓘ	Salary	3	5360	144	571	00	$4,000.00	$0.00	$4,000.00		
ⓘ	Salary	3	5360	171	571	00	$100,000.02	$0.00	$100,000.02		
ⓘ	Salary	3	5360	173	571	00	$25,000.00	$0.00	$25,000.00		
ⓘ	Salary	3	5360	174	571	00	$18,463.68	$0.00	$18,463.68		
ⓘ	Other	3	5360	180	571	00	$86,400.00	$0.00	$86,400.00		

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5360	199	571	00	$3,000.00	$0.00	$3,000.00		
ⓘ	Other	3	5360	211	571	00	$118,641.09	$0.00	$118,641.09		
ⓘ	Other	3	6400	311	571	00	$139,740.00	$0.00	$139,740.00		
ⓘ	Other	3	6400	418	571	00	$943,711.00	$0.00	$943,711.00		
ⓘ	Equipment	3	6540	541	571	00	$11,150.00	$0.00	$11,150.00		
ⓘ	Equipment	3	6550	541	571	00	$630,000.00	$0.00	$630,000.00		
ⓘ	Other	3	6570	523	571	00	$2,487,100.00	$0.00	$2,487,100.00		
ⓘ	Other	3	6570	532	571	00	$5,419,392.78	$0.00	$5,419,392.78		
ⓘ	Other	3	6610	311	571	00	$34,000.00	$0.00	$34,000.00		
						Total:	$11,464,599.58	$0.00	$11,464,599.58		

320 - Elise Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	231	571	00	$6,500.04	$0.00	$6,500.04		
						Total:	$6,500.04	$0.00	$6,500.04		

329 - McDeeds Creek Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	231	571	00	$13,000.08	$0.00	$13,000.08		
						Total:	$13,000.08	$0.00	$13,000.08		

356 - Southern Pines Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	231	571	00	$6,500.04	$0.00	$6,500.04		

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| | | | | | | Total: | $6,500.04 | $0.00 | $6,500.04 | | |
| | | | | | | | | | | | |

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	523	571	00	$55,700.00	$0.00	$55,700.00		
						Total:	**$55,700.00**	**$0.00**	**$55,700.00**		

Grant Details

Moore County Schools (630) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The Moore County Schools CNA process included various stakeholder groups over a series of work sessions to provide an extensive evaluation of the needs and impacts of Covid-19 on the district, and how to leverage resources and braid funding resources accordingly to maximize resources. The CNA planning process began in January 2021 and various stakeholder groups met on a weekly and biweekly basis to review student performance data, AIG and AP data, teacher, student, and parent surveys, principal/school need surveys, MCS leadership priorities (goals/strategies), 2019-20 CNA, benchmark student data, SEL student surveys, EOG/EOC data from previous years, projected student retention reports, and student attendance data. Our stakeholder groups consisted of MCS Senior Leadership, MCS Board of Education Members, Moore County Commissioners, School Improvement Teams with Parent Representatives, all MCS departments, and respective support staff. Funding will be used to address learning loss through the addition of educational technology resources, instructional software programs, and student instructional resources all to help address learning loss. Mental and behavioral support and additional student screenings for MTSS tiered intervention support. Resources will be used to address learning loss through comprehensive professional development K-12 to support effective core instruction and to build capacity in support of closing achievement gaps

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and addressing student needs as a result of Covid-19 impacts. Resources will be used to maintain the current level of student support in place and provide additional instructional assistants to serve and support students. In addition, ESSER III resources are being used to support the Summer Extension Learning Recovery- Power Up Summer Academy to help address learning loss and is an extension of some of the resources in place from ESSER II funding to support student learning loss, and provide remedial services to our most vulnerable students. In addition, Panorama and Frontline management will help us survey student progress, monitor additional services in place, manage student screenings, gain stakeholder input on the services being provided and benchmarks being met so adjustments can be made accordingly, and use of these resources can be maximized during the grant period. Data tracking is imperative to make sure student needs are being tracked and assessed accordingly. There are some major capital improvement projects necessary in our older buildings to improve air quality, provide outdoor classroom settings, outdoor eating areas, and building upgrades needed to improve air quality and to help stop the spread of Covid-19 and improve quality in our school buildings. Funds will also be spent on student devices to ensure that there is equitable access for all students, hot spots for internet access at student's homes, and instructional software programs for students to support instruction. Moore County is a 1:1 device to student district, but we had dated equipment in an area in need of a refresh to ensure those students did have quality equipment for daily instruction, remedial instruction, and summer extension services if needed due to learning loss. The MCS CNA process will drive all program and federal funding plans and resources will be braided accordingly to maximize efforts. Based on the outcomes of the CNA the following focus areas to meet student needs as a result of Covid-19 impacts are as follows: Mental Health and Special Populations services (2% of budgets), Educational Technology support for students (10-11% of budgets); Providing Principals with resources (10-11% of budgets); Addressing Learning Loss (30-31% of budgets); Improvements to facilities and improved air quality (45-45% of budgets); all of these initiatives are responding to learning recovery through evidence based interventions that respond to students academic, social, and emotional needs or are addressing capital needs that are appropriate and necessary for preparing for, responding to, and preventing Covid-19 in our facilities.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The district composite EOC/EOG performance score has remained stagnant since 2015-16. It declined by 0.9 percentage points from 2017-2018 to 2018-19, and continued a slight two-year downward trend; which mirrors the state trend. The MCS composite is up by only 0.2 percentage points from 2015-2016. The district's 2018-19 Grade Level Proficiency (GLP) composite score was 61.1% compared to the state GLP composite of 58.8%. Due to the

Coronavirus closure, students did not take the EOC/EOG exams in 2019-20, so data for 2019-20 was not provided. The team continually tracks and analyzes Check-In data to chart the progress of schools. At Aberdeen Elementary School and Robbins Elementary School, NCCAT Literacy Badges are being earned with a goal to raise proficiency rates for students of color by building the capacity of teachers in the Science of Reading. This data is used to map out standards that are needed to be re-taught. Spiral review plans for science and math have been developed. The end of year assessments will be taken in 2020-21. Initial first semester data indicates that Moore County Schools exceeds first semester state proficiency by more than 6% in each tested subject area. Fall (First Semester) End of Course Comparison Results 2020-2021. The headcount for Academically and Intellectually Gifted students begins on April 30th and will be updated in May. The current data presented is from 2019-20. The total number of students identified as AIG increased by five students from 2018-19 (1,777) to 2019-20 (1782). Over the most recent three-year period, MCS has experienced modest gains in AIG program enrollment of the three major minority groups. While the total number of minority students has increased during that time, the percentage of AIG students compared to Moore County Schools demographic profile has remained stagnant, as well as disproportionate. Due to the Coronavirus closure, students did not take the EOC or EOG Exams and growth data for 2019-20 was not provided. Students will be taking the exams in May 2020-21. The most recent growth data is from 2018-19. Eighty percent of Moore County Schools met or exceeded growth in three of the past four years. The number of schools meeting or exceeding growth dropped from 16 of 20 (80%) in 2017-18 to 15 of 20 (75%) in 2018-19. The number of schools exceeding growth has dropped from 5 in 2016-2017 and 8 in 2017-2018 to only 2 in 2018-2019. Five schools did not meet growth in 2018-2019. In 2019-20: Five percent of AIG students were Black, but 15% of the total MCS population was Black; Seven percent of AIG students were Hispanic, but 14% of MCS population was Hispanic; and Two or more races make up 4% of the AIG population and 6% of the total MCS population. In addition to the slight decrease in AP enrollment, that disparity in the percentage of minority students taking AP tests measured against MCS demographic profile remains stagnant. In 2019-20: Two percent of AP tests were taken by Black students while 15% of MCS population is Black; and Eight percent of AP tests were taken by Hispanic students while 14% of MCS population is Hispanic. The average score on AP exams by minorities has remained stagnant for all student groups. In addition, the performance gap between minority students and their White peers persists. The average score for White students in 2019-2020 was 2.81. Black students' average AP score in 2019-2020 was 2.26 up 0.03 percentage points from 2018-2019. Hispanic students' average AP score in 2019-2020 was 2.47, no change from 2018-2019. Two or more students' average AP score was 3.04, a decrease of .06 percentage points from 2018-19. The 4-year cohort graduation rate has increased 2.5 percentage points to 93.5% in 2019-2020. Black students saw a gain (6.1 percentage points) over 2017-2018. Hispanic students decreased from 92.7% in 2018-2019 to 90.5% in 2019-20. English Language Learners also saw a slight decrease from 82.6 in 2018-19 to 81 in 2019-20. Multiracial students decreased by 3.6 percentage points to a four-year graduation rate of 89.1%. Economically disadvantaged students increased by 2.3%. The three-year trend for the overall and three primary sub-groups is as follows: Overall graduation rate: 2017-2018= 89.4%, 2018-2019= 91%,

2019-20=93.5% Black students: 2017-2018= 82.4%, 2018-2019= 86.7%, 2019-20=92.8% Hispanic students: 2017-2018= 92.1%, 2018-2019= 92.7%, 2019-20=90.5% Multiracial students: 2017-2018= 85.7%, 2018-2019= 92.7%,2019-20=89.1% Our Four Year Cohort Graduation rate is at 93% with our dropout rate at 0.76% compared to 2.01% of NC. In 2020, MCS had the 12th highest public school graduation rate in the state of NC. The district has worked prior to covid-19 to increase student industry-recognized credentials earned and expand learning opportunities for all students through CCP dual enrollment opportunities. Our goal is to expand upon the initiatives and level of personnel in place prior to Covid-19 to continue to provide intentional support and address additional gaps in student performance to help our students continue to grow to become career-ready after graduation whether they attend a 2-year college, 4-year university or enter the workforce and military postgraduation. We understand the commitment that is required of all of our stakeholders working together to identify to gaps in student proficiency, catching up on MTSS screenings and tiered intervention supports to better meet the needs of students. We plan to work together to continue to analyze data, performance measures, social and emotional status of students, and adjust to provide necessary services accordingly based on the data shifts. Our goal is to address student needs as a result of Covid-19 impacts, build capacity in our district for a future response if needed, and work to maintain not only the current level of student support services and instructional supports in place prior to March 2020 and to expand services.

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.

$ 3,147,959.08 * 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;

Data analysis is critical if we are going to increase student achievement. Currently, we have a universal screener but we are missing the computer adaptive skill instruction. iReady will allow MCS to have a quality assessment suite that provides data to demonstrate how students are progressing with the NC SCoS. The skill instruction will provide practice where students are on their learning path and track their progress. This product will allow us to measure the

learning of all students and allow us to provide interventions to close gaps. MCS needs a way to assess students with a universal screener that supports instruction. A universal screener allows us to answer the following questions that will assist teachers in moving to learn forward: 1. Are students meeting standards? 2. Are instructional programs effective? 3. Have we met our goals for a student, class, grade, school or district? 4. What should we change? 5. What things should we continue? The Universal Screener and Skill-based assessment will assist teachers with data-driven problem solving to improve instruction for all students. Power School analytics, Panorama, and Frontline management services will provide assessment information needed to track social, emotional, mental health services needed for students as well so the whole child is being assessed and served accordingly.

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

Professional development is essential to improve student learning. Quality professional development will allow us to develop expertise in content and pedagogy. These half-day PD sessions will support teachers on the implementation of the MCS Instructional Framework and resources for CORE instruction. By offering this PD support, we will have a long-term effect on student learning. Providing PD on evidence-based activities will help close learning gaps. These sessions will examine vertical building blocks with the NC SCoS and developing content knowledge in all Core areas. The C&I team will provide focused PD on small group instruction that will ensure that students have differentiated instruction. Strategies to improve reading and math will also occur with an aligned support plan implementing additional Instructional Assistants, sustaining student support personnel in place, with additional student screenings and tiered interventions evaluated to better support MTSS processes and closing the gaps of necessary student screenings and testing by Psychologists. In addition, additional time will be scheduled over the summer between IEP support teams to reevaluate plans, update, and ensure meaningful plans are developed to serve gaps derived from learning loss. The use of supplemental instruction software program subscriptions that are research-based will also be implemented to provide additional student support. The district is working diligently to also ensure that every student has equitable resources across the district for internet connection at home and up-to-date computers to be able to complete homework, class assignments, interventions, and other services accordingly. Results from social and emotional student surveys have been used to adjust services as well.

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

Our schools and district continue to provide recorded phone messages, email messages, and social media posts on how to access support sessions, student/family engagement nights at schools that have all made remote accommodations for families. Drive-thru opportunities are available for parents to pick up support materials, and other items if needed as well. Family support sessions have been offered on a weekly basis and have tapered off as interest has declined for parents. Support staff, principals, and teachers have been available on scheduled nights and times to answer questions, provide homework or daily instruction support, and assist with other needs of families. Our Special

Projects Coordinator provided a series of support sessions on homework support, accessing and using technology, among other topics for parents and students. Those sessions were recorded and are accessible to families as needed.

* (D) Tracking student attendance and improving student engagement in distance education;

Students have returned to our buildings, but our district is also working to provide a remote option to families (Connect Academy). Professional Development with teachers, staff, and administration on the data collected from Panorama and Power School will help guide discussions and assist with tracking attendance. Teachers work diligently notifying parents of a student's absence from class, and email the student accordingly. Social Workers and Assistant Principals are following up with families on home visits for students who continued to have attendance issues, and connecting outside support resources as needed through our Student Services department. Teachers have attended PD opportunities on how to redesign instruction and delivery in remote settings.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Data analysis is imperative, and instructional leaders and administration are tracking total unique failures, core-specific failures, semester comparison of failures, and grade level failures. Benchmark common assessment data is being tracked as well. Although it is difficult to identify set data points or to gain a complete understanding of the entire impact on student academic achievement various facets are being tracked accordingly

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	Several of our buildings need retrofitted bathroom fixtures, we need refillable water stations at every school we have water heaters needing upgrades, and some windows replaced in a couple of buildings to assist with overall air quality improvement. Resurfacing of two tracks to provide outdoor classroom options	July 2021-ongoing	Addressing capital improvements that would appropriately address the spreading of covid and provide updates that limit touching of surfaces by students, minimalize student interactions in congested areas for meal distribution times to help limit the spread, provide outdoor	$ 4,397,582.62

| | | for students. In addition, breakfast and lunch touchless kiosks distribution centers will be installed at schools with scanners on buses for students to order ahead of time to limit transaction time. Exhaust fans will be upgraded in high school cafeteria kitchen areas where students are completing internship hours for culinary and OCS classes. Overcrowding at PHS is a major concern with nearly 2500 students enrolled and being the building is over capacity. The average PE class size has 90 students in each section and 4 | | classroom areas that assist in overcrowding of gyms for PE classes with apprx. 90 students in each, and provide outdoor classroom areas. In addition, dated water heaters will be replaced with filtration systems to provide wa | |

		section and 4 sections of PE run daily. All of our high schools have projected increases in enrollment. More outside classroom areas are needed to adhere to the MCS ReEntry Plan			
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⊙ Yes ○ No	HVAC upgrades are necessary to provide improved air quality in buildings, HVAC filters, maintenance, and replacement of units to improve air quality in buildings at various school locations.	July 2021-ongoing	To improve air quality and air circulation in buildings to assist in overall indoor air quality	$ 34,000.00

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	Additional Teacher Assistants 2-years of additional services to assist with small groups, targeted support, interventions, and additional classroom instructional support for students to help address learning loss and recovery as a result of Covid-19 impacts. Approximately 38 additional TA in	August 2021-ongoing	- Universal Screener and Benchmark student data, retention data, IEPs, feedback from Instructional Support Coaches, MTSS Chairs, Principals, and C& I support team. Will assist in providing additional instructional support and services to students IEP	$ 1,500,000.00

| | | additional TAs in FY 22 and 23 for 2nd grade. ---- Additional IEP Services needed over the summer to review, update, and write student IEPs in preparation for the 21-22 school year for our most vulnerable students to ensure an effective service plan is in place to meet identified needs and additional needs as a result of Covid impacts. . Progress will be monitored and additional support may be needed the following summer to scaled back. -Power School analytics and Panorama services to assist tracking of student performance | | students. IEP plans are necessary to support instruction, identify service plans, and connect resources for EC students. By having TA support small group interventions, support and one-on-one remediation for students will be provided to address needs identified. | |

		performance, behavior, and SEL supported by ESSER II funding will be used to help support needs of students and identify small groups for TA support.				
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No					$ [____]
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No					$ [____]

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ◉ No				$ [ ]
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$ [ ]
	* ◉ Yes ○ No		June 2021-July 2023	A detailed plan of services for the MCS Power Up Academy has created written criteria to provide opportunities for students based on needs, instructional resources have	$ [602,758.04]

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.	Power Up Summer Learning Academy will require 169 instructional staff (Teaching positions to include Elective, EC, and Enrichment). 63 Support Staff (Site Coordinators, Child Nutrition, Social Workers, Nurses, Counselors, and Custodians). Transportation costs to include drive and mileage along with supplies will be paid from RTA funding. Summer activities are research-based and provide supplemental and remedial instruction to students		resources have been identified, and personnel plans are underway identifying qualified, interested personnel to serve in instructional and support roles for the summer program. K-12 Professional Development on how to analyze student reports from instructional software programs, student data, and how to identify and implement service plans

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	Sustain locally paid personnel to continue the level of services in place; 9 Teachers, 1 and 2 x .5 Assistant Principals, 2 Nurses, 2 Social Workers, 3 Counselors - Federal programs/grants compliance analyst for contracted services to review procurement processes, expenditures, support documentation, and budget analysis. Activity buses to sustain social distancing and transportation of students for summer programs, after school activities and tutoring	May 2021-July 2024	Due to budget constraints and local cuts to funding by Moore County Commissioners locally paid personnel would not be sustained without ESSER.	$ 1,864,000.00

	Total ESSER III Allotment	$	8,398,340.66

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Moore County Schools (630) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Amanda Dixon	
	Andrew Cox	

Substantially Approved Dates

Moore County Schools (630) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, September 30, 2021

Moore County Schools (630) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Moore County Schools (630) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Moore County Schools (630) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

60306917

* Address:

P.O. Box 1180 Carthage, NC 28327

* Superintendent:

Dr. Robert Grimesey

Key Personnel:

* amanda dixon

* andrew cox

Nash County Public Schools (640) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/21/2021 9:37:44 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
S	10/21/2021 9:37:39 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Returned Not Approved'.	S
☐	10/21/2021 9:37:32 PM	Tina Letchworth	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.	C
S	10/18/2021 10:13:37 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/18/2021 10:13:21 AM	Erin Lewis	The budget that has been submitted within BAAS and the FY 2021 - ARPA-ESSER III Application (PRC 181) submitted within CCIP have been approved with the understanding that these funds are to be used in accordance with the submitted application to ultimately reduce the spread of, prevent the spread of, or respond to the Coronavirus. **Erin Lewis** **Erin.Lewis@dpi.nc.gov** **ESSER Program Administrator** **Federal Programs Monitoring and Support Division**	C
	10/15/2021 1:21:53 PM	Sheila Wallace	Status changed to 'Chief Administrator Approved'.	S
	10/15/2021 1:21:48 PM	Sheila Wallace	Status changed to 'Fiscal Representative Approved'.	S
	10/15/2021 11:45:13 AM	Janet Morris	Status changed to 'Draft Completed'.	S
	10/6/2021 10:36:22 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/6/2021 10:36:16 AM	Erin Lewis	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District as NOT APPROVED for the following reasons:	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
			- Supplies: 5210-411 – EC supplies and 5240-411 – speech supplies are listed in your budget. Please add these to your grant details as well under the allowable use: "addressing unique needs of special populations". - Transportation: Use object code 551 vehicle purchase (rather than 541 furniture and equipment) for the activity buses, refrigeration truck, and cargo van with lift. Be sure that all three vehicle types are included in both the budget and the grant details. In the grant details narrative boxes, please include the purpose and how these purchases are linked to COVID (preparation or response). - Repairs: Window and door repairs are listed in the grant details and so should also be reflected in the budget. - Professional Development: Staff training and PD are listed in grant details and so should also be reflected in the budget. - Library Books: Include in your narrative how the purchase of library books are connected to COVID or addressing learning loss. - Safety Office and Monitoring Systems: Include in your narrative how these expenditures are connected to COVID (preparation or response). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. **Erin Lewis** **Erin.Lewis@dpi.nc.gov** **ESSER Program Administrator** **Federal Programs Monitoring and Support Division**	

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	9/30/2021 12:51:20 PM	Sheila Wallace	Status changed to 'Chief Administrator Approved'.	S
S	9/30/2021 6:06:50 AM	Janet Morris	Status changed to 'Fiscal Representative Approved'.	S
S	9/30/2021 6:06:43 AM	Janet Morris	Status changed to 'Draft Completed'.	S
S	7/30/2021 10:42:53 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
S	5/18/2021 11:42:56 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Nash County Public Schools (640) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$12,175,666.00	$12,175,666.00
Carryover	$24,635,708.00	$24,635,708.00
Total	$36,811,374.00	$36,811,374.00

Budget

Nash County Public Schools (640) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

Change Status of Current Budget: Received ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
640	181	0	No	No	1.73 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$12,175,666.00	$12,175,666.00
Carryover Amount:	$24,635,708.00	$24,635,708.00
Allotment Plus Carryover:	$36,811,374.00	$36,811,374.00
Total Budgeted:		$36,811,374.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/10/2021 08:16 AM	Admin, NCCCIP

▣ Budget History

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/10/2021 8:16 AM	Received		Admin, NCCCIP			
11/8/2021 3:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☑		3-5130-411-000-000-00	0	Budget denied at PSU's request to make an amendment.
11/8/2021 3:03 PM	Denied (Pending)		Lewis, Erin			
11/8/2021 3:03 PM			Lewis, Erin	3-5130-411-000-000-00	0	Budget denied at PSU's request to make an amendment.
10/18/2021 10:12 AM	Approved (Pending)		Lewis, Erin			
10/12/2021 8:29 AM	Received		Admin, NCCCIP			
10/6/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin

11/10/2021 2:05:10 PM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
		☑		3-5130-411-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District as NOT APPROVED for the following reasons: - Supplies: 5210-411 - EC supplies and 5240-411 - speech supplies are listed in your budget. Please add these to your grant details as well under the allowable use: "addressing unique needs of special populations". - Transportation: Use object code 551 vehicle purchase (rather than 541 furniture and equipment) for the activity buses, refrigeration truck, and cargo van with lift. Be sure that all three vehicle types are included in both the budget and the grant details. In the grant details narrative boxes, please include the purpose and how these purchases are linked to COVID (preparation or response). - Repairs: Window and door repairs are listed in the grant details and so should also be reflected in the budget. - Professional Development: Staff training and PD are listed in grant details and so should also be reflected in the budget. - Library Books: Include in your narrative how the purchase of library books are connected to COVID or addressing learning loss. - Safety Office and Monitoring Systems: Include in your narrative how these expenditures are connected to COVID (preparation or response). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
10/6/2021 10:34 AM	Denied (Pending)		Lewis, Erin			

11/10/2021 2:05:10 PM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/6/2021 10:34 AM			Lewis, Erin	3-5130-411-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District as NOT APPROVED for the following reasons: - Supplies: 5210-411 - EC supplies and 5240-411 - speech supplies are listed in your budget. Please add these to your grant details as well under the allowable use: "addressing unique needs of special populations". - Transportation: Use object code 551 vehicle purchase (rather than 541 furniture and equipment) for the activity buses, refrigeration truck, and cargo van with lift. Be sure that all three vehicle types are included in both the budget and the grant details. In the grant details narrative boxes, please include the purpose and how these purchases are linked to COVID (preparation or response). - Repairs: Window and door repairs are listed in the grant details and so should also be reflected in the budget. - Professional Development: Staff training and PD are listed in grant details and so should also be reflected in the budget. - Library Books: Include in your narrative how the purchase of library books are connected to COVID or addressing learning loss. - Safety Office and Monitoring Systems: Include in your narrative how these expenditures are connected to COVID (preparation or response). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
10/5/2021 2:54 PM	Under Review		Lewis, Erin			
7/30/2021 10:42 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5130	411	000	00	$258,200.00	$0.00	$258,200.00		✏
ⓘ	Other	3	5210	411	000	00	$70,000.00	$0.00	$70,000.00		✏
ⓘ	Other	3	5240	411	000	00	$60,000.00	$0.00	$60,000.00		✏
ⓘ	Salary	3	5320	192	000	00	$46,392.80	$0.00	$46,392.80		✏
ⓘ	Other	3	5320	211	000	00	$3,549.24	$0.00	$3,549.24		✏
ⓘ	Other	3	5320	221	000	00	$10,057.96	$0.00	$10,057.96		✏
ⓘ	Salary	3	5330	146	000	00	$2,622,163.50	$0.00	$2,622,163.50		✏
ⓘ	Salary	3	5330	148	000	00	$415,016.00	$0.00	$415,016.00		✏
ⓘ	Salary	3	5330	163	000	00	$27,868.50	$0.00	$27,868.50		✏
ⓘ	Salary	3	5330	192	000	00	$756,206.00	$0.00	$756,206.00		✏
ⓘ	Other	3	5330	211	000	00	$292,322.02	$0.00	$292,322.02		✏
ⓘ	Other	3	5330	221	000	00	$822,405.98	$0.00	$822,405.98		✏
ⓘ	Other	3	5330	231	000	00	$272,018.00	$0.00	$272,018.00		✏
ⓘ	Other	3	5330	311	000	00	$200,000.00	$0.00	$200,000.00		✏
ⓘ	Other	3	5330	414	000	00	$433,000.00	$0.00	$433,000.00		✏
ⓘ	Other	3	5330	418	000	00	$290,500.00	$0.00	$290,500.00		✏
ⓘ	Salary	3	5350	198	000	00	$2,706,260.00	$0.00	$2,706,260.00		✏
ⓘ	Other	3	5350	211	000	00	$207,022.83	$0.00	$207,022.83		✏
ⓘ	Other	3	5350	221	000	00	$586,717.17	$0.00	$586,717.17		✏
ⓘ	Other	3	5350	411	000	00	$15,000.00	$0.00	$15,000.00		✏
ⓘ	Salary	3	5830	151	000	00	$509,147.00	$0.00	$509,147.00		✏
ⓘ	Other	3	5830	211	000	00	$38,949.93	$0.00	$38,949.93		✏

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ⓘ	Other	3	5830	221	000	00	$110,383.07	$0.00	$110,383.07	✏
ⓘ	Other	3	5830	231	000	00	$126,520.00	$0.00	$126,520.00	✏
ⓘ	Other	3	5840	311	000	00	$1,680,000.00	$0.00	$1,680,000.00	✏
ⓘ	Other	3	5850	311	000	00	$36,000.00	$0.00	$36,000.00	✏
ⓘ	Other	3	5850	345	000	00	$150,000.00	$0.00	$150,000.00	✏
ⓘ	Other	3	5850	411	000	00	$30,000.00	$0.00	$30,000.00	✏
ⓘ	Salary	3	6300	113	000	00	$84,028.44	$0.00	$84,028.44	✏
ⓘ	Other	3	6300	211	000	00	$6,428.19	$0.00	$6,428.19	✏
ⓘ	Other	3	6300	221	000	00	$18,217.37	$0.00	$18,217.37	✏
ⓘ	Other	3	6300	231	000	00	$6,326.00	$0.00	$6,326.00	✏
ⓘ	Salary	3	6400	152	000	00	$690,062.64	$0.00	$690,062.64	✏
ⓘ	Other	3	6400	211	000	00	$52,789.78	$0.00	$52,789.78	✏
ⓘ	Other	3	6400	221	000	00	$149,605.58	$0.00	$149,605.58	✏
ⓘ	Other	3	6400	231	000	00	$107,542.00	$0.00	$107,542.00	✏
ⓘ	Other	3	6540	411	000	00	$100,000.00	$0.00	$100,000.00	✏
ⓘ	Other	3	6550	331	000	00	$900,000.00	$0.00	$900,000.00	✏
ⓘ	Other	3	6550	551	000	00	$735,000.00	$0.00	$735,000.00	✏
ⓘ	Other	3	6580	311	000	00	$50,000.00	$0.00	$50,000.00	✏
ⓘ	Other	3	6580	422	000	00	$1,800,000.00	$0.00	$1,800,000.00	✏
ⓘ	Other	3	6580	551	000	00	$105,000.00	$0.00	$105,000.00	✏
ⓘ	Salary	3	6620	151	000	00	$19,330.44	$0.00	$19,330.44	✏
ⓘ	Salary	3	6620	153	000	00	$72,430.20	$0.00	$72,430.20	✏
ⓘ	Other	3	6620	211	000	00	$7,019.65	$0.00	$7,019.65	✏
ⓘ	Other	3	6620	221	000	00	$19,893.71	$0.00	$19,893.71	✏
ⓘ	Other	3	6620	231	000	00	$12,652.00	$0.00	$12,652.00	✏
ⓘ										✏

11/10/2021 2:05:10 PM

	Other	3	6620	311	000	00	$1,000,000.00	$0.00	$1,000,000.00	
ⓘ	Other	3	7200	311	000	00	$375,242.00	$0.00	$375,242.00	✏
ⓘ	Equipment	3	7200	461	000	00	$45,000.00	$0.00	$45,000.00	✏
ⓘ	Equipment	3	7200	541	000	00	$273,500.00	$0.00	$273,500.00	✏
ⓘ	Other	3	8100	392	000	00	$258,503.24	$0.00	$258,503.24	✏
ⓘ	Other	3	8200	399	000	00	$17,147,102.76	$0.00	$17,147,102.76	✏
						Total:	**$36,811,374.00**	**$0.00**	**$36,811,374.00**	

Grant Details

Nash County Public Schools (640) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The planning team for the funds include several District level departments. Members of the various departments were represented: Academics & Accountability, Federal, Transportation, Child Nutrition, Technology, Student Support, Maintenance, Parent Coordinator, Board Members, and Exceptional Children. The District plans to address the learning loss that students experienced during the pandemic. The following strategies will be implemented. Establish system-wide curriculum models accompanied by professional learning for teachers on scaffolding instruction and use of data to improve Tier I instruction thereby increasing student achievement in Reading and Math: Extended Employment for Content Specialists, IT Coaches, Select Academic Coaches, Additional Responsibility Stipends for Extended Employment for master teachers in various contents (reading, math, science, adaptive curriculum, ESL,etc.) to build teacher leadership capacity-train the trainer model, Hire Substitutes for Fishbowling (Peer Observations within buildings-and across the district), Replenish classroom and media book collections (non-Title I schools), Improve the digital learning experience for all students (Digital Learning Coordinator, Nash Everywhere Digital Academy (NEDA) teachers),Slates for students, Class.com, Support State teacher allocations. Develop and communicate a system for student intervention and enrichment to ensure each student is getting needed support, coupled with rigorous grade-level instruction, examine existing Multi-Tiered System of Supports (MTSS) and identify where adjustments need to be made in collaboration with student services. Continue to strengthen intervention/enrichment resources PK-12. Develop and implement a plan: a MTSS Instructional Plan for all grade spans. Determine which resources can already meet the needs of students through expanded use and where there may be gaps (consider middle and high school resources-soft skills course-HS). Continue to provide integrated intervention and enrichment time in high schools through power lunch and extended periods (Knight Time, Central Time, Firebird Time, Choices). Hire and train interventionists (part time retired), hire lead MTSS Facilitators-model contingent upon current student performance (K-12), assess existing coaching model, provide options for students to fill learning gaps by offering an Evening Academy within each high school. Alternative Learning Environment. Fine Arts Provide Elementary Music Curriculum (Quavered.com) 5 year license per music teacher Middle/Secondary Music: Equipment, materials & curriculum, PD, etc. K-12 Art: Supplies, materials, curriculum resources, equipment, PD

11/10/2021 2:05:10 PM

Middle/Secondary PPE Music/Band: Bell covers, performance/choral masks, flute mask MTSS 4: Guarantee each building has a strong instructional leadership team (ILT) that is equipped to deepen impact across each school to improve student achievement in reading and math. MTSS Facilitators in all buildings (based on high needs) Multi-Class Lead Teachers (Opportunity Culture) Expand Teaching and Learning Principal Coaching Model Hire BT Director (done - as of August 2021) ,

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The information listed in Part A will be monitored and tracked using the various data points. The determination of the effectiveness of the allowable usages of the ESSER III funds will be determined by the following areas. -Student Attendance -Reduction in the spread of the virus -Students progress reports -Students report cards -Students benchmark reports -MTSS reports and effective strategies - Reducing the number of low performing schools -Effective professional development for staff -Improved parent involvement participation -Support for our front line workers -Improved social and emotional percentages -Support for BT and improved retention percentages -Reduced Discipline incidents -Alternative options for students choice of instructional delivery

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.

$ 5,013,800.00 * 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;

At the beginning of each school year, students will be administered a competency-based assessment K-8 (reading and math) to determine the academic starting place. Training will be provided for district leaders, principals, teachers and teacher leaders to use the data to create data designed learning path for students. In addition to the assessment administered at the BOY, the students will be administered the assessment at the middle and end of the year to track student progress. In addition the assessments will be accompanied by a program that will provide each student a personalized learning path.The assessment resources are aligned to the curriculum and level of accuracy detects the areas the students have mastered. The data results also provides the teachers with a clear vision of the areas that need additional attention. It will also provide teachers with a clear vision of the students current academic state and prescription for ways to address the concerns and provide the interventions that needed designed to assist the student improve academically. The Learning loss will be addressed in a variety of ways during the course of the 3 years. The ESSER II funds will provide support for the summer learning programs and the ESSER III funds will focus primarily on the regular and extension of the

school day offerings. The plans to support the whole child are outlined in Plan A of this application. The plan details how it will support their academic needs, school safety, and the social and emotional needs.

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

The district will establish system-wide curriculum models accompanied by professional learning for teachers on scaffolding instruction and using high yield strategies with students that will accelerate learning (John Hattie's Work on Visible Learning in Reading and Math) and use of data to improve Tier I instruction thereby increasing student achievement in Reading and Math academic outcomes for students. The instructional specialists will work closely with the BT Director and members of the Academics and Accountability team to determine the needs of the staff. This will include but not limited to planning, effective PLC models and ensuring that the staff are equipped with the needed tools to support the comprehensive needs of the students. A social and emotional support program will be implemented for students K-12 to address and student needs/concerns immediately and effectively. The MTSS model will be comprehensive and a consistent detailed process will be outlined for all staff members. The MTSS specialists will facilitate the process and collaborate with various departments to ensure that the best strategies/interventions are in place to address the students needs. NCPS is committed to the Science of Reading and focusing on building those foundational skills for our students. By increasing the text complexity and genre offerings in our media centers, we hope to help students develop a love of reading by providing text that interest them. This addition is designed to address the learning loss that students have experienced during the pandemic by focusing on the five foundational skills that are crucial for reading.

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

Partnering with the district's Parent Coordinator, the district will provide parent workshops (called Connect, Inform, Engage) to families to educate them in using the learning management systems, ways to support their students' learning at home (in person instruction or distance learning), and using other digital communication tools provided by the district (Remind 101, Parent Portal, Class Dojo, etc.). Interactive videos, virtual meetings and parent forums to ensure they are aware of the methods used, protocols, recent updates and most importantly strategies to use to support their child's academic needs. The District has a section on the website for parents to view at any time that provides resources in a variety of areas. Parents will continue to be surveyed to gather input, opinions and recommendations. The data resource centers are strategically placed throughout the District and equipped with capable managers to provide parents with needed information to support enrollments as well as direct them to the right department to address their needs/concerns. The guidance assistances will perform in the role of liaisons to bridge gaps and concerns regarding communication among the school and families.

* (D) Tracking student attendance and improving student engagement in distance education;

Using the comprehensive data dashboard, district leaders, principals and teachers will track student grades within schools, regions, and district wide to compare historical trends and the impact on COVID-19 in widening student achievement gaps. The District will purchase software systems in powerschools and outside resources to assist in tracking student attendance. The social workers and guidance counselors will collaborate to ensure that parents are informed immediately and work closely to remedy concerns that are preventing students from attending school and reduce tardies.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Using the comprehensive data dashboard, district leaders, principals and teachers will track student grades within schools, regions, and district wide to compare historical trends and the impact on COVID-19 in widening student achievement gaps. Progress reports, report cards, teacher observations and anecdotal notes as well as benchmark data will all be used and reviewed consistently to determine student mastery, weaknesses and skills that will need to be revisited. The MTSS model will be used regularly to ensure that students aren't getting delayed in their academic success rate.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Upgrade HVAC systems, repair chillers and boilers and purchasing the needed supplies and materials. Contracted services with approved vendors may be used to assist with providing additional human capacity to ensure that the repairs are completed in a timely manner and to reduce the interruptions of the instructional day as much as possible.	June 2021-May 2024	To improve the air quality and the efficiency rates at each school and allow student and staff to learn and work in a safe atmosphere.	$ 8,103,666.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	Upgrade and replace windows and doors for schools to ensure that a pure air flow quality is accessible at each school.	June 2021-May 2024	Reduce percentage of COVID cases and virus transmissions by providing a quality air flow system.	$ 1,086,500.00
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	-An Online program for students with complex learning needs to gain meaningful access to the general education curriculum, in-person or virtually. - Extended Employment for student services support staff to address/encourage/implement increased student engagement activities. - Increase in the number of Social Workers and Counselors in order to provide outreach to families and address the unique needs of students identified through the MTSS process or identified with unique identifiers such as homelessness, foster care etc. - This funding will be used to purchase required equipment and supplies needed to address the varying identified needs of students.	June 2021- May 2024	Decrease in the number of students identified with chronic absences, Increase in the number of students progressing in the general and adaptive curriculums,	$ 180,000.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ○ No	-Contract nursing supports to assist in response efforts, contract tracing and addressing complex student needs -Safety Officer to assist with Emergency plans and ensure safety measures are in place at all schools and assist with safety grants and audits. - Due to the increase in social-emotional needs of our students that have risen since COVID, the District will provide a stronger and more in-depth plan on how to address emergencies	June 2021-May 2024	Increase the number of schools with access to fulltime health care professionals, Decrease in the number of students with chronic absences	$ 1,500,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	PPE products will be purchased to assist in maintaining a safe and clean environment.	June 2021-May 2024	Decrease the spread of the virus and provide all the stakeholders the security of existing in a safe and clean environment.	$ 90,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ◯ No	Provide Refridgeration truck, cargo van w/lift, upgrade serving lines within the schools cafeterias, upgrade ovens, freezer and steamer equipment to assist in serving students and staff in a safe and efficient manner. Warehouse cooler and freezers will be repaired and/or upgraded. Contracted approved vendors will be used to assist with repairs and upgrades.	June 2021- May 2024	Improve the ability to demonstrate flexibility and be prepared to serve students and staff according to the mandates and guidelines that are in place in means to reduce the spread of the virus.	$ 623,742.00
EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	To fund technology technicians to assist with the growing technology needs. Provide quick and professional service to students and staff by completing work orders and troubleshooting technology issues addressing District needs and the 29 schools.	June 2021- May 2024	To reduce the number of work orders in a quick manner as well as maintain the management of the devices and software programs to ensure that the staff and students are able to maximize the instructional time daily.	$ 2,000,000.00

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	-Implementation of a core SEL (Social-Emotional Learning) program within our high schools. - Implementation of a universal SEL Screener that will be used to identify students in need of additional services and/or supports. -Providing School-Based Mental Health services to students who have been identified as needing a higher level of social-emotional support but are uninsured. -Training/Professional Development - provide Skillstreaming, Crisis Prevention/Intervention and TED Facilitator training on order to gain in-house trainers.	June 2021-May 2023	Decreased Office Referrals, Increase in the number of students identified in need and receiving School-Based Mental Health, Decrease in the number of hospitalizations	$ 268,000.00
	* ◉ Yes ○ No		June 2021-May 2023	Decrease in the number of hours identified by IEP teams for ESY, Recovery and Compensatory services for students with disabilities.	$ 4,070,000.00

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.		-Provide SI and educational services through extended employment and/or contracts in order to provide recovery services to identified students with disabilities. -Supplies needed to implement activities related to recovery services. -Read 180 facilitators at all Middle and High Schools to assist in reducing the learning loss for overaged students that are not reading on grade level. -Guidance assistants to assist counselors with documentation to properly address student and parent needs. -Extended school year including stipends for master teachers, providing digital resources, substitutes for staff development, upgrade books in media center, provide enrichment supplies for fine arts, MtSS Specialist for low performing schools, transportation, and contract with vendors to provide Principal support -Virtual Coordinator, materials and supplies -Contracting with a company to provide training and produce quality full-time subs.		

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	-Safety Officer to assist with Emergency plans and ensure safety measures are in place at all schools and assist with safety grants and audits -Online discipline management software -Access to the ability to send digital documents and Sandbox to build programs personalized for the District in the student information system -Training and supplies for student support staff -Secruity monitoring systems will be upgraded at each school to improve the potential threats, emergency protocols and safety measures at each site. -Activity buses to limit the spread of the virus and reduce the overcrowding and reduce the double routes and tardies. -BT Director to support the on-going needs of beginning teachers and improve the teacher retention rates -Additional office support to help maintain records, filing and scanning	June 2021-May 2023	Student needs are identified through evaluations and addressed accordingly, Increase in Parent/student/teacher access to digitial documents, decrease in students identified with chronic absences, decrease in out of class removals	$ 1,700,000.00
				Total ESSER III Allotment	$ 19,621,908.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
* ✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ✔	Funds shall not be transferred into or out of this allotment category.
* ✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Nash County Public Schools (640) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Nash County Public Schools (640) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Sheila Wallace Janet Morris

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, September 30, 2021

Nash County Public Schools (640) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

 There are no new applicants.

GAN Information

Nash County Public Schools (640) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Nash County Public Schools (640) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

808328306

* Address:

930 Eastern Avenue Nashville, NC 27856

* Superintendent:

Dr. Steven Ellis

Key Personnel:

* Sheila Wallace

* Janet Morris

Northampton County Schools (660) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/3/2021 4:38:27 PM	Geneva Riddick-Faulkner	Hello, Clarification for continuation as retention was needed to ensure that all parties understand that the hazard pay was for those who returned to "the hazard" for the 2021-2022 school year and any subsequent years when a hazard pay is needed. • Provide hazard pay options for 100% of district staff who return to the district to work during COVID-19 and other highly infectious disease outbreaks (Retention). • Provide incentives for 100% of district staff to support the continual educational program (Retention) • Create a minimum of one outdoor learning space at each school. • 100% of school and building level administrators will participate in a minimum of 10 leadership seminars. • 100% of schools will have a support plan by October annually. • 100% of schools will have a budget provided that will include instructional support and school leader support resources. • 100% of district buildings will have adequate cleaning and preparedness	C
	10/20/2021 3:09:47 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Northampton County Schools (660) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$9,491,732.00	$9,491,732.00
Carryover	$0.00	$0.00
Total	$9,491,732.00	$9,491,732.00

Budget

Northampton County Schools (660) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: [Approved ▼]

Mark Plan As Required: ☑

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
660	181	1	No	Yes	2.19 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$9,491,732.00	$9,491,732.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$9,491,732.00	$9,491,732.00
Total Budgeted:		$9,491,732.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 11:37 AM	Evans, Allie

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 11:37 AM	Approved (Pending)		Evans, Allie			
11/5/2021 10:40 AM	Received		Admin, NCCCIP			
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/18/2021 4:01 PM	Approved (Pending)		Eddy, Melissa			
6/30/2021 8:16 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	181	000	00	$312,500.00	$0.00	$312,500.00		✏️
ⓘ	Other	3	5110	319	000	00	$60,000.00	$0.00	$60,000.00		✏️
ⓘ	Other	3	5110	411	000	00	$60,000.00	$10.00	$60,010.00	Increase to budget	✏️
ⓘ	Equipment	3	5110	541	000	00	$30,927.00	$0.00	$30,927.00		✏️
ⓘ	Salary	3	5120	181	000	00	$30,000.00	$0.00	$30,000.00		✏️
ⓘ	Salary	3	5210	181	000	00	$70,000.00	$0.00	$70,000.00		✏️

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ⓘ	Salary	3	5230	181	000	00	$7,500.00	$0.00	$7,500.00		✏
ⓘ	Salary	3	5240	181	000	00	$2,500.00	$0.00	$2,500.00		✏
ⓘ	Salary	3	5260	181	000	00	$5,000.00	$0.00	$5,000.00		✏
ⓘ	Salary	3	5270	181	000	00	$2,500.00	$0.00	$2,500.00		✏
ⓘ	Salary	3	5320	131	000	00	$60,000.00	$0.00	$60,000.00		✏
ⓘ	Salary	3	5320	181	000	00	$10,000.00	$0.00	$10,000.00		✏
ⓘ	Salary	3	5350	121	000	00	$452,540.00	$9,196.00	$461,736.00	Increase salary budget	✏
ⓘ	Other	3	5350	333	000	00	$80,000.00	$0.00	$80,000.00		✏
ⓘ	Salary	3	5360	126	000	00	$2,250,000.00	$0.00	$2,250,000.00		✏
ⓘ	Salary	3	5360	142	000	00	$399,999.60	$0.00	$399,999.60		✏
ⓘ	Salary	3	5360	143	000	00	$159,999.00	$0.00	$159,999.00		✏
ⓘ	Salary	3	5360	171	000	00	$159,996.00	$0.00	$159,996.00		✏
ⓘ	Salary	3	5360	173	000	00	$39,999.00	$0.00	$39,999.00		✏
ⓘ	Salary	3	5360	174	000	00	$39,930.80	$0.00	$39,930.80		✏
ⓘ	Salary	3	5360	176	000	00	$19,999.00	$0.00	$19,999.00		✏
ⓘ	Salary	3	5360	180	000	00	$40,000.00	$0.00	$40,000.00		✏
ⓘ	Other	3	5360	211	000	00	$236,379.16	$0.00	$236,379.16		✏
ⓘ	Salary	3	5410	181	000	00	$15,000.00	$0.00	$15,000.00		✏
ⓘ	Salary	3	5420	181	000	00	$10,000.00	$0.00	$10,000.00		✏
ⓘ	Salary	3	5820	181	000	00	$5,000.00	$0.00	$5,000.00		✏
ⓘ	Salary	3	5830	181	000	00	$15,000.00	$0.00	$15,000.00		✏
ⓘ	Equipment	3	5830	461	000	00	$360,000.00	$0.00	$360,000.00		✏
ⓘ	Salary	3	5840	181	000	00	$10,000.00	$0.00	$10,000.00		✏
ⓘ											✏

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	Salary	3	5860	181	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Other	3	5860	344	000	00	$80,000.00	$0.00	$80,000.00	✏
ⓘ	Equipment	3	5860	462	000	00	$360,000.00	$0.00	$360,000.00	✏
ⓘ	Salary	3	5880	181	000	00	$10,000.00	$0.00	$10,000.00	✏
ⓘ	Other	3	6200	411	000	00	$300,000.00	$0.00	$300,000.00	✏
ⓘ	Salary	3	6540	181	000	00	$70,000.00	$0.00	$70,000.00	✏
ⓘ	Salary	3	6550	181	000	00	$95,000.00	$0.00	$95,000.00	✏
ⓘ	Other	3	6570	522	000	00	$1,900,000.00	$0.00	$1,900,000.00	✏
ⓘ	Other	3	6570	523	000	00	$100,000.00	$0.00	$100,000.00	✏
ⓘ	Other	3	6570	532	000	00	$1,200,000.00	$0.00	$1,200,000.00	✏
ⓘ	Salary	3	6580	181	000	00	$17,500.00	$0.00	$17,500.00	✏
ⓘ	Other	3	6580	411	000	00	$140,000.00	$0.00	$140,000.00	✏
ⓘ	Salary	3	6610	181	000	00	$10,000.00	$0.00	$10,000.00	✏
ⓘ	Salary	3	6620	181	000	00	$7,500.00	$0.00	$7,500.00	✏
ⓘ	Other	3	6840	311	000	00	$5,000.00	$0.00	$5,000.00	✏
ⓘ	Salary	3	6940	181	000	00	$17,500.00	$0.00	$17,500.00	✏
ⓘ	Salary	3	7200	181	000	00	$62,500.00	$0.00	$62,500.00	✏
ⓘ	Other	3	7200	411	000	00	$20,000.00	$0.00	$20,000.00	✏
ⓘ	Other	3	8100	392	000	00	$132,756.44	$0.00	$132,756.44	✏
						Total:	**$9,482,526.00**	**$9,206.00**	**$9,491,732.00**	

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Grant Details

Northampton County Schools (660) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Attendance Pre-Covid - 85.66% Attendance Post-Covid - 72.76% %-pt Change in proficiency on Feb 2020 Benchmark to Feb 2021 Benchmark Tested Area %-pt Change Feb 2020 to Feb 2021 (or other 2020-2021 data points post-Feb 2021 if Feb is not available) Grade 3 ELA : -20.8% Grade 4 ELA : -14.0% Grade 5 ELA : -5.0% Grade 6 ELA : -14.6% Grade 7 ELA: +31.3% Grade 8 ELA: -18.2% English II: +18.00 Grade 3 Math: -27.2% Grade 4 Math: -41.2% Grade 5 Math: -19.5% Grade 6 Math: -24.8% Grade 7 Math: -8.8% Grade 8 Math: -19.4% Middle Math I: -51.7% Math I: -9.49 Math III: 0% Grade 5 Science: -22.3% Grade 8 Science: -4.5% Biology: -41.0% As of April 2021, 46% of parents responded that they preferred remote instruction during the continuing pandemic. Approximately 50% of teachers responded that they needed professional development in how to teach remotely A comprehensive benchmarking system is needed to provide competency-based data for school and district improvement. Approximately 50% of the district Chromebooks are Generation 1 and 2. The devices will need to be replaced to support the continued use of devices during school, remote learning days and for homework support for families without devices in the home. Approximately 40% of students in Northampton do not have a device or internet access. Continued support of wifi zones, hot spots (devices and service plans) will be necessary to support students and staff who lack reliable internet at home. The nurses do not have an appropriate tracking system Surveys regarding needs for PPE equipment during classroom instruction to professional development needs for staff to teach. Teachers' surveys were used to select instructional resource selections, guide professional development choices to ensure that teachers are able to teach in a remote or hybrid environment. The district will continue to use Edmentum ExactPatch Diagnostic assessments to determine the needs skill attainment and deficits of students. The district will seek to recruit and retain a highly effective and diverse workforce that supports the district's goals to ensure high-quality teaching and learning for all. Staff who are able to address the needs of students prior to COVID compounded by the COVID-19 slide is Talent Recruitment: Attract and employ teacher talent throughout the district in order to maintain a highly effective workforce that significantly impacts learning and teaching Talent Management: Develop professional development that

supports personnel at all levels of the district to enhance and build the skills necessary for professional growth, leadership, or career advancement. The quality of air can be improved in all buildings as many of the district's buildings are over 35 years old with the exception of Central Elementary, Gaston Middle School, and the Central Services Office main building: Willis Hare Elementary The quality of the air is fair. Willis Hare Elementary was constructed in 1957 and renovated in 1988. The current HVAC system is outdated and needs a new system. An upgraded HVAC system is needed that can support better air quality. The current system is 32 years old and the building is heated by a boiler system The roof is in need of repair which results in leaks and potential air quality concerns. Gaston Elementary The quality of the air is fair. Gaston Elementary was constructed in 1957 and renovated in 1999. The current HVAC system is outdated and needs a new system. An upgraded HVAC system is needed that can support better air quality. The current system is 35 years old and the building is heated by a boiler system. The roof is in need of repair which results in leaks and potential air quality concerns. Northampton Career and Technical Career The quality of the air is poor. The original building was constructed in 1964. The Two buildings were added in 1973 and 1978. The main building is heated with two fuel oil-fired furnaces that produce steam that is piped through the building for heating. The main building is cooled with a chiller that is past its life expectancy. This cooling system was installed in 1996 with exposed piping in the ceiling. Parts for the heating system are hard to find and the system needs replacing. The roof needs to be replaced which has resulted in air quality concerns. Conway Middle School The quality of the air is fair. The current HVAC system is at the end of its life expectancy. The cafeteria, kitchen, and gym were constructed in 1957. Classrooms were added in 1990 and 1999. The gym and kitchen are on a rubber roof system that is beyond its warranty. An upgraded HVAC system is needed that can support better air quality. Gaston Middle School The quality of the air is good. The original building opened in 2000. The HVAC system is 21 years old. Northampton County High School The quality of the air is good. The current HVAC system is at the end of its life expectancy. The building was opened in 1990. Central Elementary School The quality of the air is good. The facility opened in 2006 Central Services The air quality is good in the main building. The windows do not open. The addition of air purifiers is needed to supply clean air to enclosed spaces. And minimize the transmission of airborne viruses. Professional Development Center Provide funding for college courses as the need for teacher growth and support of students impacted by COVID-19 through learning loss and social-emotional impacts. College course selection will be based on teacher, school, and student needs. We will work with our curriculum team and principals to plan what college course would help to bridge the learning gap caused by COVID. Financially supporting teachers/staff will also serve as a tool to recruit highly qualified and certified staff who will be able to bridge the learning gap for students.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Based upon the negative change experienced from February 2020 to February 2021 as evidenced in benchmark results, students and teachers are in need of support to improve student achievement and teacher performance. Support with developing professional development plan to support needs of staff and students Provide access to evidence based instructional resources Provide individual manipulatives, leveled text, etc. for use at home and at school. Leadership support/coaching for school and district leaders Instructional coaching support (Instructional coaches and advanced teacher roles) The quality of air is important to

reduce staff and student potential for long-term health problems, discomfort and absenteeism. HVAC repair and replacement Roofing repairs/replacements, etc. Creation of outdoor learning spaces to support access to fresh air during the day Equipment and service plans to support at home learning for remote instruction as well as homework support is needed to ensure equity in access.

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.

$ 1,896,505.20 * 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;

Use of CASE21 as a benchmark system twice per year (EOGs) and once per semester (EOCs) Use of Edmentum ExactPath diagnostics (Competency-Based Assessment) Data retreats focused on data dives with instructional leaders in the building (administrators and teacher leaders/advanced teaching roles).

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

Provide supplements for teachers who serve in advanced teaching roles and on data teams for supporting intervention planning Provide options for summer, after-school and Saturday academy for extended learning Utilize a variety of platforms to communicate with parents and the community. Provide tutors to support students

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

Use of CASE21 as a benchmark system twice per year (EOGs) and once per semester (EOCs) Use of Edmentum ExactPath diagnostics (Competency-Based Assessment) Professional development related to student-centered pedagogy and curriculum. Use of evidenced-based supplemental resources and guides to support student learning at home and school. Parent help sessions regarding learning management systems, manipulatives, etc. Hands-on science curriculum resources Data retreats focused on data dives with instructional leaders in the building (administrators and teacher leaders/advanced teaching roles). Provide supplements for teachers who serve in advanced teaching roles and on data teams for supporting intervention planning Provide options for after-school and Saturday academy for extended learning Utilize a variety of platforms to communicate with parents and the community. Provide tutors to support students

* (D) Tracking student attendance and improving student engagement in distance education;

Provide a tracking system for distance learning days (attendance) Provide professional development for teachers on student engagement during distance education days.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Providing professional development on EVAAS and data analysis from district assessments.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Repair or replacement of roof in Creeksville. Campus main building that is leaking resulting in poor air quality (mildew and mold) and ceiling tile replacement. Retrofit or replace water fountains with touchless fountains/hydration stations. Replacing light switches to a motion sensor to decrease	July 2021 to Sept 2024.		$ 3,000,000.00

		common surface touches Replacement/retrofitting of sinks and toilets to touchless. Repair to the cafeteria in Creeksville Campus Upgrade/replace HVAC systems to allow for minimization of potential virus transmission Construct a building to house remaining central office staff who are in the original building due to erosion of the facility and poor water and air quality. Upgrade and remove mold/mildew from warehouse and additional space to be used for professional development.		100% of all light switches, water fountains, and toilets in facilities occupied by students and staff will be a touch less or require minimal touching of surface areas. Roof replacement and repairs to occur by Sept. 2024. 100% of all traditional water fountains will be converted or replaced with a touch less foundations/hydration stations by Sept. 2024 Provide an environmentally safe location to store resources, equipment and conduct professional development sessions by Sept. 2024	

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	Contract for an analysis of the HVAC system in all buildings. Replacement of equipment as recommended in air quality check reports. Purchase of room air purifiers in classes where windows do not open and circulation is poor Complete building repair and replacement	July 2021 to Sept 2024	100% of district facilities will have an HVAC system analysis. 100% of facilities occupied will have air quality ratings of "good" or better. 100% of classrooms identified as having poor circulation will be outfitted with air purifiers.	$ 199,999.80
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	Coordinating with local emergency management and health departments to improve preparedness and response efforts. Development of COVID-19 and other infectious disease response plans with emergency response agencies in the county	July 2021 to Sept 2024	A minimum of bi-annual meetings to coordinate efforts. By November 2021, develop an infectious disease response plan and review it annually.	$ 10,000.00

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | * ⦿ Yes ○ No | Special populations students may lack resources during remote learning days. School supplies will be provided to all students to ensure equity in access to materials. Pencils, pens, whiteboards, dry erasers, notebook paper, headsets when needed to work without background noise, Access to SEL resources via district and/or contracted staff Professional development and support for MTSS district and school teams | July 2021 to 2024 | 100% of students will have their individual resource set. Addition of a minimum of one social worker to support SEL resource development and deployment. 100% of school teams will be fully trained in MTSS by the end of the 2022-2024 academic year. | $ 300,000.00 |
| IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts. | * ⦿ Yes ○ No | Purchase desk shields for students and staff in response to potential infectious disease transmission avoidance. | July 2021 to 2024 | 100% of student and staff desks will be equipped with a shield. | $ 50,000.00 |

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ○ No	Training of all district staff in proper sanitation of classrooms, buses, cafeteria, restrooms, and other high touch purchases	July 2021 to Sept 2024	100% of district teachers and staff will be trained in proper sanitation as evidenced by sign-in sheets.	$ 5,000.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	Supplies for classroom teachers to clean between groups of students Supplies for custodial staff to clean commonly touched surfaces Replacement of surfaces that are hard to sanitize inclusive of porous furniture and ceiling tiles.	July 2021 to Sept 2024	100% of classrooms will have adequate supplies to clean between groups of students. 100% of porous furniture will be replaced. A minimum of 100% of ceiling tiles that require replacement will be replaced by September 2024	$ 140,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ◯ No	The district will purchase supplies for transporting student meals during long-term closures and distance learning. The district will provide WiFi spots, hot spots, devices, service plans, headsets, and other appropriate tech resources for students and staff to connect to school during long-term closures.	July 2021 to Sept 2024	School nutrition staff will be 100% equipped to transport meals within food safety guidelines A minimum of 75% of all students and staff will have access to reliable internet access.	$ 100,000.00
EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	To purchase Interactive Panels to provide options for students with entering, storing, and retrieving digital information To purchase additional Hotspots and provide service plans for students and staff in need of at-home Internet connectivity to supplement daily lessons and learning losses To purchase student Chromebooks to replace older units that have exceeded or	July 2021 to Sept 2024		$ 400,000.00

		that have exceeded or are approaching end of service life To purchase protective cases for student devices to deter breakage and replacement of equipment during transit To purchase Software subscriptions to Netcloud to monitor device usage and status To purchase malware software to protect student, staff, and district devices from malware attacks To relocate the District Servers in order to prevent loss of student data due to building structure erosion. Provide training on the use of educational technology for staff		00% of ELA, Math, and Science teachers in grades K-12 will have interactive panels. 100% of outdated devices requiring replacement (Chromebooks/desktops) will be replaced 100% of devices that will be sent home with students will have protective cases/coverings The district will deploy Netcloud software subscriptions to 100% of devices. 100% of district digital resources/devices will have increased protection via updated malware software 100% of the district's servers will be relocated.	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	To provide additional social workers via employment or contracting professional counseling services to provide socio-emotional support to staff and students To provide professional development in addressing the challenges of our students Creation of a de-escalation, relaxation, and anxiety reduction room in each class school to support students as they return to the building Providing access to ABL equipment/resources www.abllab.com	July 2021 to Sept 2024	Employment of a minimum of one social worker to support students and families. Provide a minimum of two professionals development opportunities for SEL Creating a minimum of one de-escalation room for students Providing ABL equipment for a minimum of 70% of classrooms.	$ 480,000.00
	* ⦿ Yes ◯ No		May - August annually Summer 2021- Summer 2024		$ 1,809,206.00

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.		Summer session will last for 30 days with emphasis on the science of reading, mathematics science, social and emotional supports for all students Students will have opportunities for enhancement activities supported by teachers, teaching assistants and tutors Meals and transportation will be provided Opportunities to integrate the arts and physical activity will be available Students will have opportunities for enhancement activities supported by school staff, tutors, and summer employment. Provide performance incentives for staff related to students who are proficient after summer testing who were non-proficient on the EOG/EOC		Students will have access to at least one summer program per year lasting up to 30 calendar days. To provide a minimum of 2 incentive options for highly effective teachers to work in the summer program (recruitment and performance-based). Provide resources for hands-on activities and field trips for students.	
	* ◉ Yes ○ No	Principals and school leaders will participate in leadership seminars inclusive of book studies individual coaching to transform school culture and	June 2021 to Sept 2024		$ 1,101,021.00

| 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. | | foster high-quality instruction. Staff retention incentive for maintaining district operations during COVID-19. Create outdoor learning spaces. Provide additional custodial support via additional staff or additional time for existing staff to maintain and prepare buildings during extended closure and during summer sessions. Principals and school leaders will participate in leadership seminars inclusive of book studies individual coaching to transform school culture and foster high-quality instruction. Upgrade school board sound system when remote board meetings are required. Provide temperature check systems for schools and buses. Provide PPE for visitors, students, and staff Provide desk shields for students and staff | | 100% of school/building-level administrators will participate in a minimum of 10 leadership seminars. 100% of the district will have adequate PPE, outdoor learning spaces, safety, and instructional resources Hazard pay options for 100% of district staff who return to the district to work during COVID-19 and other highly infectious disease outbreaks (Retention). Incentives for 100% of returning district staff to support the continual educational plans. All board meetings will have ade | |

| | Total ESSER III Allotment | $ | 7,595,226.80 |

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Northampton County Schools (660) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Geneva Riddick-Faulkner Michael Butler

Substantially Approved Dates

Northampton County Schools (660) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 1, 2021

Northampton County Schools (660) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - New Applicant Summary

There are no new applicants.

GAN Information

Northampton County Schools (660) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Northampton County Schools (660) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 3 - Grant Award Notification (GAN)

* D.U.N.S. Number:

794674366

* Address:

P.O. Box 158 Jackson, NC 227845

* Superintendent:

Dr. Pamela Chamblee

Key Personnel:

* Mrs. Geneva Faulkner

* Mr. Chris Butler

Orange County Schools (680) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/5/2021 9:55:50 AM	Chris Gammon	Status changed to 'Chief Administrator Approved'.	S
	11/5/2021 9:55:46 AM	Chris Gammon	Status changed to 'Fiscal Representative Approved'.	S
	11/5/2021 9:55:39 AM	Chris Gammon	Status changed to 'Draft Completed'.	S
	10/28/2021 8:43:40 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/28/2021 8:43:35 AM	Erin Lewis	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District as NOT APPROVED for the following reasons: ■ **Budget:** Include the additional 1/3 allotment that was added to the budget ■ **Budget:** Include justifications for positions and ensure that they are also included in the grant details. The justification should be linked to learning loss or COVID response.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
			• **Budget:** Student devices (object code 462), software (418), professional development, counselor positions, social work positions, and summer nutrition are included in the grant details, but not in the budget. • **Grant details:** Part C – Addressing Learning Loss, Section D: In this box, focus on the PSU's efforts in supporting student learning while they are remote due to COVID contact tracing or closures. The counselor/social worker positions only need to be included in part D – Allowable Uses, mental health. • **Grant details**: Adjust the impact measures so that they list the ways that the PSU will measure the impact of each activity or expenditure (examples: assessment data, response-to-intervention summaries, surveys, logs, attendance records, software usage data, records of contact with counselors, and meal provision records). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. **Erin Lewis** **Erin.Lewis@dpi.nc.gov** **ESSER Program Administrator** **Federal Programs Monitoring and Support Division**	
	10/22/2021 3:17:24 PM	Rhonda Rath	Status changed to 'Chief Administrator Approved'.	S
	10/22/2021 3:17:09 PM	Chris Gammon	Status changed to 'Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/22/2021 3:17:00 PM	Chris Gammon	Status changed to 'Draft Completed'.	S
S	7/8/2021 8:17:53 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
S	5/18/2021 11:42:57 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Orange County Schools (680) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,739,412.00	$2,739,412.00
Carryover	$5,539,117.00	$5,539,117.00
Total	$8,278,529.00	$8,278,529.00

Budget

Orange County Schools (680) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

Change Status of Current Budget: [Received ▼]

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
680	181	0	No	No	4.16 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$2,739,412.00	$2,739,412.00
Carryover Amount:	$5,539,117.00	$5,539,117.00
Allotment Plus Carryover:	$8,278,529.00	$8,278,529.00
Total Budgeted:		$8,278,529.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/05/2021	Admin,

| | 08:47 AM | | NCCCIP | | | |

− Budget History

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/5/2021 8:47 AM	Received		Admin, NCCCIP			
10/28/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☑		3-5110-121-000-000-00	0	The budget for FPMS - ARPA ESSER III - PRC 181 is being returned as denied so that the PSU can include justifications for positions, ensure that the budget and grant details match, and include the additional 1/3 allotment that has been added to the budget.
10/28/2021 8:41 AM	Denied (Pending)		Lewis, Erin			
10/28/2021 8:41 AM			Lewis, Erin	3-5110-121-000-000-00	0	The budget for FPMS - ARPA ESSER III - PRC 181 is being returned as denied so that the PSU can include justifications for positions, ensure that the budget and grant details match, and include the additional 1/3 allotment that has been added to this PRC.
10/28/2021 8:41 AM			Lewis, Erin	3-5110-121-000-000-00	0	The budget for FPMS - ARPA ESSER III - PRC 181 is being returned as denied so that the PSU can include justifications for positions, ensure that the budget and grant details match, and include the additional 1/3 allotment that has been added into the budget.

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/28/2021 8:41 AM			Lewis, Erin	3-5110-121-000-000-00	0	The budget for FPMS - ARPA ESSER III - PRC 181 is being returned as denied so that the PSU can include justifications for positions, ensure that the budget and grant details match, and include the additional 1/3 allotment that has been added to the budget.
7/8/2021 8:17 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$1,500,000.00	$0.00	$1,500,000.00		🖉
ⓘ	Other	3	5110	211	000	00	$114,750.00	$0.00	$114,750.00		🖉
ⓘ	Other	3	5110	221	000	00	$345,000.00	$0.00	$345,000.00		🖉
ⓘ	Other	3	5110	231	000	00	$198,000.00	$0.00	$198,000.00		🖉
ⓘ	Other	3	5110	411	000	00	$1,214,814.62	$0.00	$1,214,814.62		🖉
ⓘ	Other	3	5350	192	000	00	$1,629,600.00	$0.00	$1,629,600.00		🖉
ⓘ	Other	3	5350	211	000	00	$124,664.80	$0.00	$124,664.80		🖉
ⓘ	Other	3	5350	221	000	00	$374,808.00	$0.00	$374,808.00		🖉
ⓘ	Other	3	5350	311	000	00	$507,712.05	$0.00	$507,712.05		🖉
ⓘ	Other	3	5350	411	000	00	$250,000.00	$0.00	$250,000.00		🖉

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ⓘ	Salary	3	5360	126	000	00	$827,040.00	$0.00	$827,040.00	✏
ⓘ	Salary	3	5360	147	000	00	$41,802.20	$0.00	$41,802.20	✏
ⓘ	Salary	3	5360	171	000	00	$116,117.20	$0.00	$116,117.20	✏
ⓘ	Other	3	5360	211	000	00	$75,349.30	$0.00	$75,349.30	✏
ⓘ	Other	3	5830	192	000	00	$190,160.00	$0.00	$190,160.00	✏
ⓘ	Other	3	5830	211	000	00	$14,547.20	$0.00	$14,547.20	✏
ⓘ	Other	3	5830	221	000	00	$43,736.80	$0.00	$43,736.80	✏
ⓘ	Other	3	5860	418	000	00	$250,000.00	$0.00	$250,000.00	✏
ⓘ	Other	3	6550	423	000	00	$150,000.00	$0.00	$150,000.00	✏
ⓘ	Other	3	8100	392	000	00	$310,426.83	$0.00	$310,426.83	✏
						Total:	**$8,278,529.00**	**$0.00**	**$8,278,529.00**	

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Grant Details
Orange County Schools (680) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181
DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data
* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction. Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.
The process used for determining the needs of the school system has been gathered through a Comprehensive Needs Assessment in the NC Star system that aligns with annual district and school improvement planning processes. A wide range of stakeholders provided input to complete the CNA. Additionally, a combination of parent, staff, student, and community surveys, NC Teacher Working Conditions Survey, data presentations and feedback, and school-level analysis of student achievement data--performance, attendance, and social/emotional status. Data compiled includes but is not limited to: Student proficiency 3-12 across schools, grade levels, content areas Increases and decreases in proficiency across cohorts of students and student subgroups School growth composites Student attendance, discipline, and retention data Teacher recruitment, retention and attendance data Perception Data: Families and Teacher Working Conditions Survey

Part B: Data Analysis
* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

In the 2018-19 school year Orange County Schools made progress in proficiency and growth. Orange County schools has 13 schools, 7 elementary, 3 middle, 2 traditional high schools, and one alternative school. For the 18-19 school year all schools in the district met (6 schools) or exceeded (4 schools) growth status. Two Middle Schools did not meet growth. One of those two middle schools exceeded growth the year prior. During the 2019-2020 school year, Orange County Schools did not administer state assessments due to the Covid 19 pandemic. OCS entered the 2020-2021 school year under Plan C - Remote learning for all schools K-12. During the spring of 2021, OCS transitioned to Plan B- Hybrid learning. The most recent student achievement data displayed a significant drop in overall student proficiency for OCS from 2018-2019 (59.60%) to 2020-2021 (40.3%). Elementary schools range from an overall grade level proficiency composite of (66%) at Hillsborough Elementary to (21.10%) at Central Elementary school. Hillsborough Elementary's proficiency level was (80%) in 2018-2019 and Central Elementary School was approximately 30 percent higher at (52%). The four Title 1 schools overall proficiency for 2020-2021 range from 21.10% (Central Elementary) to 31% (Grady A. Brown) with New Hope Elementary (26.50%) and Efland Cheeks Global (25.70%) in the middle. To provide context, it's important to note that Efland-Cheeks Global (57%), GAB (63%), and New Hope (58%) each saw an approximate 30% decrease in overall student proficiency from 2018-2019 to 2020-2021. Overall, five of the seven elementary schools fall between the range of (21.10%) and (33%) grade level proficient in 2020-2021. The other outlier is River Park at (49%) a drop from (70%) in 2018-2019. Middle Schools also saw a decrease in overall student proficiency. Gravelly Hill Middle School (33.60%), AL Stanback (37.40%), and Orange Middle (47.40%) each decreased between 22% and 30% overall proficient from 2018 - 2019 to 2020 - 2021. High Schools also experienced significant decreases in overall student proficiency between 2018-2019 and 2020-2021. Orange High School (74% in 2018-2019 to 45.80% in 2020-2021. Cedar Ridge High School (78%) in 2019 -2020 to (48.80%) in 2020-2021. Overall student proficiency in Reading and Math in grades 3-8 ranged from 39% in 3rd and 6th grade to 41% in 5th Grade and 48% in 8th Grade. Student proficiency in math is even lower in Elementary grades ranging from 28% in 4th grade to 35% in 5th and Middle grades from 28% in 8th grade to 29.90% in 7th grade. Overall grade level proficiency decreased across the majority of subgroups. The first set of numbers in each parenthesis is 2018 - 2019 grade level proficiency. The second set of numbers in the parenthesis is 2020-2021 grade level proficiency for each respective subgroup. Females (61.3% to 40.0%), Males (58.10% to 40.6%), Asian (74% to 51.8%), Black (38.1% to 21.7%), Hispanic (43.3% to 20.4%), Multi-racial (61.5% to 40.9%), White (72.8% to 55.4%), Economically Disadvantaged (39.8% to 19.9%), English Learners (22.3% to 5%), Academically Gifted (95% - 84.5%), Students with Disabilities (19.9% to 10.8%). While all subgroups showed a significant decline in proficiency the longstanding achievement gap is still evident between white students (55.4%) and their peers (Black, Hispanic, Multi-racial). School performance grades are not calculated for the 2020-2021 school year per state ruling. School Performance Grades are listed below for the previous three years: 2018 - 2019 - 6 schools exceeded growth (5 elementary, 1 high), 4 schools met growth (2 elementary, 1 middle school , 1 high school), 2 schools did not meet growth (2 middle schools) 2017 - 2018 - 5 schools exceeded growth (2 high, 2 middle, 1 elementary), 4 schools met growth (3 elementary, 1 middle), 3 did not meet growth (3 elementary) 2016 - 2017 - 3 schools exceed growth (1 elementary, 2

high), 8 schools met growth (5 elementary, 3 middle) 1 school did not meet (1 elementary) The official attendance rate generated by the state over the last 3 year cycle ending in 2019 (pre-pandemic): 2016 - 2017 - Total ADM 7,413 and Total ADA 7,035 = (94.9%) 2017 - 2018 - Total ADM 7,315 and Total ADA 6,941 = (94.89%) 2018 - 2019 - Total ADM 7,253 and Total ADA 6,773 = (93.38%) The unofficial attendance rates for the three previous years (2012 - 2015) also fall in the 94 - 95% range. Attendance rates have remained consistent but there is a slight decline. Per 2019 - 2020 data, the highest in school and out of school suspension totals are across the three middle schools. Within these totals at the middle grades, males are at higher risk for in school and out of school suspension than their female peers. Black students continue to be suspended (ISS and/or OSS) at a higher rate than their peers based on percentage of suspensions compared to total amount of students within each subgroup. Elementary Schools Total out of school suspensions - 81 Total in school suspensions - 35 Middle Schools Total Out of School Suspensions - 198 Total In School Suspensions- 244 High Schools Total Out of School Suspensions - 166 Total In School Suspensions - 68 Family Surveys indicated several areas of interest: strong academics, social-emotional learning and preparing their children for both college AND careers are priorities. Transportation, including bus routes, are a concern. Communication is important and families want clear, timely communication from central office leadership, schools and teachers. School maintenance and safety

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.

$ 1,655,705.80 * 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;

OCS will use short-term school level enhanced staffing to help customize and personalize learning by providing tiered supports for targeted students to address 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. This should provide an opportunity to close subgroup gaps and increase academic growth, allowing the number of schools that meet or exceed growth targets to increase by improving

personalized tiered supports. OCS will invest in short term enhanced school level staffing to address learning loss evidence based core and supplemental curriculum, professional development, high quality assessments and training. Orange County Schools will invest in multiple assessment measures and data analysis processes including universal screener(s), diagnostic assessments, Common Formative Assessments/Benchmarks, a Data Warehouse, SEL/Climate Surveys

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

OCS will utilize stakeholder input (families, teachers, students, etc.) to target support for students in a proactive and preventative manner rather than in a reactive approach. Additionally, OCS will align budgeting decisions to evidence-based activities to meet the comprehensive needs of students. The instructional materials to be utilized during the summer include multiple evidence-based practices.

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

Learning loss during Covid-19 has created a need for personalized content that allows students to move at their own pace. Additional digital programming to aid in regular and substantive interaction between students and their classroom instruction (including low-income and disabled students), which may include assistive technology or adaptive equipment. Students will have devices--laptop for all students, augmentative communication devices or assistive technology for students who need those devices. Parent sessions will be provided to help parents understand the learning needs of their students and how to address the learning needs at home.

* (D) Tracking student attendance and improving student engagement in distance education;

OCS will invest in SEL support programming to address student concerns. Students will receive instructional support and services when learning remotely due to quarantine and contact tracing. Many of our existing programs and future purchases will be accessible in school and remotely to meet this need.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

OCS will utilize a data warehouse and three tiered support system (MTSS) to identify student trajectory of learning to identify students demonstrating below grade level performance in the areas of reading and math as measured by the district's diagnostic assessment (Edmentum Exact Path, the K-2 foundational literacy assessment (mClass) and End of Course assessments at High schools and future screener, diagnostic, and benchmark data as needed. Subgroups particularly impacted are students with disabilities, students who are English Language Learners, Black and Hispanic. Although not fully able to dis-aggregate students who receive free and reduced meals, there is a suggestion that students who receive free and reduced meals were impacted this past school year. Using family surveys to inform decisions and further define opportunities for students to receive individualized and small group support in social

emotional skill with trained professionals. Support staff can work with classroom teachers to develop capacity for classroom scaffolds and interventions to eventually reduce the level of intervention needed. After school tutoring and Saturday school support opportunities will be developed to curb learning loss as needed and specifics of these programs are to be determined.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area **(10,000 characters or less and use of bullet points is acceptable)**	Timeline **(100 characters)**	Impact Measures **(500 characters)**	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ⦿ No				$
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				$
		Short Term District/School Level			$ 4,319,194.00

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | * ⦿ Yes ◯ No | Enhanced Staffing and Evidence Based Core, Supplemental and Intensive Curriculum including but not limited to Science of Reading/Literacy Curriculum, high quality assessments and professional development/training(s). Providing additional EL staff to ensure quality EL services. Providing additional support positions (AIG Facilitators, MTSS Facilitator, Equity Facilitators, Math Coaches/Interventionist. Staffing will help customize and personalize learning by providing tiered supports for targeted students. This should provide an opportunity to close subgroup gaps and increase academic growth, allowing the number of schools that meet or exceed growth targets to increase by improving personalized tiered supports | 2021 - 2022, 2022 - 2023, 2023 - 2024 | Formative and summative assessment data; MTSS student summaries; Data showing numbers of students identified in Tiers 1, 2 and 3 of MTSS or other response-to-intervention summaries | |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	Relaunch the MTSS by developing an implementation plan, monitoring tool and PD plan to ensure schools and staff have the appropriate supports and resources to meet the the individual needs of the students. Schools will have systems in place for data analysis and tiered intervention to properly respond to the needs of the students.	2021 - 2022, 2022 - 2023, 2023 - 2024	Benchmark and End of Grade Assessments as well as progress monitoring tools will be used to analyze student growth. Teacher survey feedback will be used to measure effectiveness of professional development and implementation.	$ 286,490.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ⦿ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⊙ Yes ○ No	Purchasing educational technology (including hardware, software, and connectivity) for students. Learning loss during Covid-19 has created a need for personalized content that allows students to move at their own pace. Additional digital programming to aid in regular and substantive interaction between students and their classroom instruction (including low-income and disabled students), which may include assistive technology or adaptive equipment.	2021 - 2022, 2022 - 2023, 2023 - 2024	Digital tool usage data or progress monitoring data	$ 250,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⊙ Yes ○ No	Partner with local support agencies Employ additional counselors and social workers and extend their hours over the school year to provide services to students demonstrating stress, anxiety and changes in mood and/or behavior.	2021 - 2022, 2022 - 2023, 2023 - 2024		$ 246,403.20

				Increased student attendance (meet the 95% mark) Decrease in student discipline referrals (decrease below the pre-pandemic level) Records of contact by mental health service providers (social workers, counselors, nurses, psychologists, and others who provide services)	
	* ◉ Yes ○ No		Summer 2022, 2023, 2024		$ 1,210,309.00

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.		Summer Scholars Academy summer learning opportunity for at-risk students K-12 (6 weeks); Camps will include enrichment opportunities as well. Transportation and nutrition services will be provided. Planning and implementing summer learning and supplemental after school program activities, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.		Pre and post assessments administered and multiple progress monitoring measures used to assess student growth. Records of student attendance during the program(s)	

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	11.04.21 - Reallocating funds from Summer Learning to use for indirect costs	2021-2024	To be determined when reallocation of funds occurs for indirect costs.	$ 310,427.00
				Total ESSER III Allotment	$ 6,622,823.20

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
* ✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ✔	Funds shall not be transferred into or out of this allotment category.
* ✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available</u>, <u>the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Orange County Schools (680) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Orange County Schools (680) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Rhonda Rath	

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, October 22, 2021

Orange County Schools (680) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Orange County Schools (680) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Orange County Schools (680) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058890

* Address:

200 E. King Street Hillsborough, NC 27278

* Superintendent:

Dr. Monique Felder

Key Personnel:

* Chris Gammon

* Rhonda Rath

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/9/2021 2:08:35 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$7,226,657.00	$7,226,657.00
Carryover	$0.00	$0.00
Total	$7,226,657.00	$7,226,657.00

Budget

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: [Received ▼]

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
681	181	1	No	No	0.00 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$7,226,657.00	$7,226,657.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$7,226,657.00	$7,226,657.00
Total Budgeted:		$7,226,657.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/09/2021 07:45 AM	Admin, NCCCIP

⊟ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 7:45 AM	Received		Admin, NCCCIP			
10/29/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/29/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
10/21/2021 9:01 AM	Approved (Pending)		Lewis, Erin			
10/14/2021 8:51 AM	Received		Admin, NCCCIP			
10/8/2021 4:48 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☑		3-5310-192-000-000-00	0	Returning PRC 181 budget and plan at the request of the district for changes.
10/8/2021 3:41 PM	Denied (Pending)		Lewis, Erin			
9/29/2021 11:47 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ											✏

	Salary	3	5110	121	000	00	$385,000.00	$0.00	$385,000.00		
ⓘ	Other	3	5110	163	000	00	$1,108,100.00	($1,108,100.00)	$0.00	To move fund to long term sub not staff development subs	✏
ⓘ	Other	3	5110	164	000	00	$0.00	$939,600.00	$939,600.00	To budget for long term subs	✏
ⓘ	Other	3	5110	183	000	00	$326,250.00	$925,000.00	$1,251,250.00	Retention Bonuses	✏
ⓘ	Other	3	5110	211	000	00	$139,180.65	$57,872.25	$197,052.90		✏
ⓘ	Other	3	5110	221	000	00	$154,199.00	$404,245.28	$558,444.28		✏
ⓘ	Other	3	5310	192	000	00	$620,000.00	$391,580.00	$1,011,580.00	To budget for secondary teacher and instructional assistants who are supporting the continuity of instruction in classrooms	✏
ⓘ	Other	3	5310	211	000	00	$47,430.00	$29,955.80	$77,385.80		✏
ⓘ	Other	3	5310	221	000	00	$134,416.00	$84,894.60	$219,310.60		✏
ⓘ	Other	3	5350	192	000	00	$1,117,500.00	$0.00	$1,117,500.00		✏
ⓘ	Other	3	5350	211	000	00	$85,489.00	$0.00	$85,489.00		✏
ⓘ	Other	3	5350	221	000	00	$242,274.00	$0.00	$242,274.00		✏
ⓘ	Other	3	8200	399	000	00	$2,859,248.35	($1,717,477.93)	$1,141,770.42		✏

Total: $7,219,087.00 $7,570.00 $7,226,657.00

Grant Details

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Needs Assessment Procedures Chapel-Hill Carrboro City Schools has a continuous needs assessment process that we have maintained before the pandemic and beyond. The following procedures are used to ensure we have a pulse on our needs as a district to ensure we have systems and structures that will benefit all students we serve. The use of the strategic plan to identify key goals and needs within our district. During the 2020 and 2021 school years the following surveys were conducted: Panorama Surveys to gather information from families regarding remote learning Mini-TWC New Principals Vaccine Clinic Announcement/Bus Form 2021-22 Intent Form Survey EOY Testing Survey ACCESS Testing Survey x2 CogAT Testing Survey BOG Testing Survey Fall EOC Testing Survey ELS 6-12 Learning Options Survey ES - Learning Options Form Staff Vaccine Interest Form Staff Child Care Survey ACT-SAT Saturday Testing Form AVID PSAT Commitment Form Learning Options (December) Form Learning Options AC Classrooms Form CHCCS Daily Attendance Check We also have several committees including our Board of Education that meet frequently to discuss district needs relating to the pandemic either weekly or monthly: CHCCS Board of Education, Community, Principals Advisory Council, Superintendents Teacher Advisory Council, Principals, APs, Cabinet, Senior and District Leadership Teams

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Based on the data detailed in Part A key areas have been identified to address needs as it relates to ESSER III funding. Virtual Instruction is still needed to meet the needs of many students and families in our district due to the pandemic. We will have a virtual option for students and utilize ESSER funding to address this need. Unfinished Learning needs will be addressed. In March 2020 all CHCCS students moved to remote instruction due to the pandemic. We also began the 2020-2021 school year with all students accessing instruction from remotely. There were many days of missed in-person opportunities for learning. Therefore we have not been able to instruct or assess all students in person using our current curriculum since March of 2020. A review of our data from 2020-21 indicates the increase of students who have learning gaps due to the pandemic. Due to these needs, we have also identified that we will need to address our human resources. We continue to see significant needs related to human resources in our buildings due to the pandemic. We will need to ensure we have staff, support staff, and substitutes to ensure continuity of instruction for our students. We will also need to address our systems and supports for students to ensure schools have adequate time within the school day to address learning loss and social-emotional needs of our students. As we know and have learned during the pandemic change happens quickly and we would like to use ESSER funding to ensure we can address needs immediately to make sure all student needs are met. Due to these needs, we have also identified that we will need to address our human resources. We continue to see significant needs related to human resources in our buildings due to the pandemic. We will need to ensure we have staff, support staff, and substitutes to ensure continuity of instruction for our students. Recruitment needs will also be addressed to ensure continuity of instruction for students to address the continuity of instruction we will continue to train and employ substitutes and coverage staff to ensure instruction can be continued at a high level in the classroom. Continuity of instruction will continue to increase student proficiency growth of EOC, EOG data, iReady, IRLA, ACT, Discipline Data utilizing Educators'Handbook

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.

$ 1,446,000.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Chapel Hill Carrboro City Schools uses the following high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including differentiating instruction: IRLA Mclass iReady(math) WIDA Beginning of Grade Assessments End of Course Assessments End of Grade Assessments

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

Increase instructional supports as needed or requested by schools around staffing needs(i.e interventionists/coaches) Use current strategies and create new ways to reduce class size, acceleration of learning while using support resources in key areas. Addressing student needs using intervention strategies using the Multi-Tiered Support System while providing evidenced-based curriculum resources to support literacy instruction.

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

We will provide assistance to families through school programming and the use of our Family Engagement programs. We will also continue using surveys and parent conferences to ensure we know the needs of our families needs are. We will address students Social Emotional Learning by working with schools and parents to provide support and education through our community outreach and family engagement activities. We will reach out to families using multiple communication methods throughout the community to ensure they are aware of the resources within our district to ensure success for students.

* (D) Tracking student attendance and improving student engagement in distance education;

Our district will monitor students' daily attendance and reports for distance learning using PowerSchool. We will use PowerSchool for distance learning and in-person learning. We will utilize our administrators, school counselors, social workers, MTSS, and attendance teams to ensure interventions are used to support the success of students.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Reviewing and tracking student academic progress prior to the pandemic gives a baseline of student overall academic achievement as well as individual students. We will use End of Grade and End of Course testing, student grades, and

data collected from IRLA, iReady, and ACT assessments will be used to compare pre-pandemic data to ensure student performance. We will utilize our district data protocol to review data as well as identify key needs to address learning loss. After reviewing data with schools and departments provide opportunities for acceleration and enrichment for students. Acceleration and enrichment such as after school and summer learning academies, intervention. Professional Development will be done to address unfinished learning needs that resulted in the Covid-19 pandemic.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

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FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
			July 2021-June 2023		$ 800,000.00

| 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 | Chapel Hill Carrboro City Schools will continue responding to the needs of students by offering an Alternative Learning Arrangement for K-8 students. Students participating in ALA are considered high risk for health concerns. The positions address the human capital in response to family needs about students learning in person due to uncertainty caused by the pandemic. | | Feedback for stakeholders involved. Increase student proficiency growth of EOC, EOG data, iReady and IRLA data | |

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No	We will address these needs using the twenty percent allocated and the unbudgeted balance below. We will address these needs through research-based interventions using educators and community partners.	July 2021-July 2023	Increase student proficiency growth of EOC, EOG data, iReady, IRLA, ACT, Discipline Data utilizing Educators'Handbook	$ 0.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No		Oct 2021-July 2022		$ 2,123,000.00

| | | Due to these needs, we have also identified that we will need to address our human resources. We continue to see significant needs related to human resources in our buildings due to the pandemic. We will need to ensure we have staff, support staff, and substitutes to ensure continuity of instruction for our students. Recruitment needs will also be addressed to ensure continuity of instruction for students. | | To address the continuity of instruction we will continue to train and employ substitutes and coverage staff to ensure instruction can be continued at a high level in the classroom. Continuity of instruction will continue to increase student proficiency growth of EOC, EOG data, iReady, IRLA, ACT, Discipline Data utilizing Educators'Handbook | |

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
	* ○ Yes ◉ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.				

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◯ Yes ◉ No				$
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◯ Yes ◉ No				$

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				$
	* ◉ Yes ○ No		July 2021-September 2024 July 2021-September 2024	The Chapel Hill Carrboro City Schools Finance Department will closely monitor unbudgeted balanced funds to address as needed through our needs assessment process	$ 2,850,087.00

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.		Other ESSA eligible activities will be organized into the Chapel Hill Carrboro City Schools ESSER budget. This will help with the continuity of district services. The eligible activities will include the following: indirect costs that are deemed appropriate administrative costs recruitment and retention			

Total ESSER III Allotment	$ 5,773,087.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
* ✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ✔	Funds shall not be transferred into or out of this allotment category.
* ✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Arrica Dubose	

Substantially Approved Dates

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, October 8, 2021

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

Chapel Hill-Carrboro City Schools (681) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

109143768

* Address:

750 S. Merritt Mill Road Chapel Hill, NC 27516

* Superintendent:

Dr. Nyah Hamlett

Key Personnel:

* Arrica DuBose

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:10:08 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$15,089,887.00	$15,089,887.00
Carryover	$0.00	$0.00
Total	$15,089,887.00	$15,089,887.00

Budget

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
700	181	0	No	No	4.69 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$15,089,887.00	$15,076,639.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$15,089,887.00	$15,076,639.00
Total Budgeted:		$15,076,639.00
Total Remaining:	$13,248.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

11/9/2021 12:16:09 PM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
7/23/2021 8:44 PM	Approved (Pending)		Lee, Freda			
6/15/2021 8:14 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	01	$1,260,000.00	$0.00	$1,260,000.00		
ⓘ	Salary	3	5110	163	000	01	$30,436.00	$0.00	$30,436.00		
ⓘ	Other	3	5110	211	000	01	$98,718.35	$0.00	$98,718.35		
ⓘ	Other	3	5110	221	000	01	$287,280.00	$0.00	$287,280.00		
ⓘ	Other	3	5110	231	000	01	$195,000.00	$0.00	$195,000.00		
ⓘ	Other	3	5110	312	000	01	$130,000.00	$0.00	$130,000.00		
ⓘ	Other	3	5110	411	000	01	$730,408.05	$0.00	$730,408.05		
ⓘ	Other	3	5110	411	000	02	$150,000.00	$0.00	$150,000.00		
ⓘ	Other	3	5110	418	000	01	$48,000.00	$0.00	$48,000.00		
ⓘ	Equipment	3	5110	462	000	08	$2,924,025.16	$0.00	$2,924,025.16		

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ℹ	Salary	3	5210	135	000	01	$195,768.00	$0.00	$195,768.00
ℹ	Other	3	5210	211	000	01	$14,976.26	$0.00	$14,976.26
ℹ	Other	3	5210	221	000	01	$44,635.10	$0.00	$44,635.10
ℹ	Other	3	5210	231	000	01	$19,500.00	$0.00	$19,500.00
ℹ	Other	3	5210	311	000	05	$20,000.00	$0.00	$20,000.00
ℹ	Other	3	5240	318	000	05	$45,395.00	$0.00	$45,395.00
ℹ	Other	3	5260	411	000	03	$100,000.00	$0.00	$100,000.00
ℹ	Salary	3	5270	121	000	03	$126,000.00	$0.00	$126,000.00
ℹ	Salary	3	5270	142	000	03	$154,500.00	$0.00	$154,500.00
ℹ	Other	3	5270	211	000	03	$21,458.25	$0.00	$21,458.25
ℹ	Other	3	5270	221	000	03	$63,954.00	$0.00	$63,954.00
ℹ	Other	3	5270	231	000	03	$58,500.00	$0.00	$58,500.00
ℹ	Other	3	5270	311	000	03	$225,000.00	$0.00	$225,000.00
ℹ	Other	3	5270	411	000	03	$195,292.40	$0.00	$195,292.40
ℹ	Other	3	5270	418	000	03	$50,000.00	$0.00	$50,000.00
ℹ	Other	3	5320	311	000	06	$539,000.00	$0.00	$539,000.00
ℹ	Other	3	5320	411	000	06	$10,000.00	$0.00	$10,000.00
ℹ	Salary	3	5360	116	000	07	$99,627.84	$0.00	$99,627.84
ℹ	Salary	3	5360	126	000	07	$1,517,442.24	$0.00	$1,517,442.24
ℹ	Salary	3	5360	131	000	07	$155,027.52	$0.00	$155,027.52
ℹ	Salary	3	5360	142	000	07	$240,000.00	$0.00	$240,000.00
ℹ	Salary	3	5360	180	000	07	$366,300.00	$0.00	$366,300.00
ℹ	Other	3	5360	211	000	07	$181,947.44	$0.00	$181,947.44
ℹ	Other	3	5830	312	000	06	$25,000.00	$0.00	$25,000.00
ℹ	Other	3	5840	311	000	06	$900,000.00	$0.00	$900,000.00
ℹ									

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5860	344	000	08	$216,000.00	$0.00	$216,000.00		
ⓘ	Other	3	6400	418	000	08	$200,000.00	$0.00	$200,000.00		
ⓘ	Other	3	6540	311	000	04	$250,000.00	$0.00	$250,000.00		
ⓘ	Other	3	6570	523	000	00	$671,669.86	$0.00	$671,669.86		
ⓘ	Other	3	6580	311	000	02	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	6580	422	000	02	$500,000.00	$0.00	$500,000.00		
ⓘ	Equipment	3	6580	541	000	02	$810,000.00	$0.00	$810,000.00		
ⓘ	Other	3	6940	411	000	02	$10,000.00	$0.00	$10,000.00		
ⓘ	Other	3	6940	411	000	04	$150,000.00	$0.00	$150,000.00		
ⓘ	Other	3	8100	392	000	00	$515,360.03	$0.00	$515,360.03		
						Total:	**$14,646,221.50**	**$0.00**	**$14,646,221.50**		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6940	113	000	09	$315,000.00	$0.00	$315,000.00		
ⓘ	Other	3	6940	211	000	09	$24,097.50	$0.00	$24,097.50		
ⓘ	Other	3	6940	221	000	09	$71,820.00	$0.00	$71,820.00		
ⓘ	Other	3	6940	231	000	09	$19,500.00	$0.00	$19,500.00		
						Total:	**$430,417.50**	**$0.00**	**$430,417.50**		

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Grant Details

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Elementary Data Average Absences (9 week period) 2.88 Average # of Fs(9 week period) 0.66 Total Tier 2&3 iReady ELA MOY 1122/2049 55% Tier 2&3 Total Tier 2&3 iReady Math MOY 1292/2047 63% Tier 2&3 TE21 5th Grade Science Proficiency MOY 47.8 Middle School Data "Average Absences 9 week period 5.36 "Average # of Fs 9 week period 2.52 "Total Tier 2&3 iReady ELA MOY" 661/863 73% Tier 2&3 "Total Tier 2&3 iReady Math MOY" 680/863 79% Tier 2&3 "TE21 8th Grade Science Proficiency MOY" 45.4 5.36 2.52 661/904 680/863 45.4 The people who were involved in gathering needed information and writing the grant included, The Superintendent, Chief Human Resources Officer, Deputy Chief Academic Officer, Chief Academic Officer, Deputy Chief Human Resources Officer, Principals, Teachers, and parents. The needed information was gathered through conversations, surveys, and available state and local testing / benchmark data.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Facility Repairs/Improvements to minimize virus transmission ECPPS is focused on minimizing the transmission of COVID through improvements to schools. The addition of Marquee signs will allow information to be communicated minimizing the face to face interactions that assist in the spread of COVID. ADA playground equipment, and touchless faucets, carpet

replacements, outdoor classrooms will be added for the safety of children and the ease of sanitation to minimize the spread of COVID. Improvements will also be made to the Board Room including furniture and technology allow meetings that will allow the public to attend more safely. Improve Air Quality: The HVAC systems in our district vary in age with some being well over 10 years old. Many of these systems need to be updated and/or upgraded to improve the air quality in the schools. A large population of our students have identified respiratory issues. COVID-19 and the antiquated HVAC systems, have compounded the issues that could result in extended absences and additional learning loss due to these absences. Providing Principals/Leaders with Resources: Principals and leaders are critical to teacher and student success. The pandemic has exacerbated pre-existing learning gaps as well as illuminated SEL/Mental Health issues. Students, families, teachers, and leaders have experienced and grappled with coping and focus during these unparalleled times. Providing mental, emotional, and teaching and learning support for principals and leaders is essential to the successful implementation of and retention of strong school leaders now more than ever. To support principals/leaders, mentors will be contracted to provide additional guidance and assistance. Additionally, learning supplies and materials will need to be purchased to support professional learning opportunities for principals/leaders. Addressing Unique needs of Special Populations: All students have been impacted and/or affected by the pandemic. In order to address the unique needs of special populations of students, the district plans on doing the following to meet these diverse needs: 1. Hire EL personnel to address the growing EL student population as well as to help with assessments and instruction to address the learning loss and academic needs; 2. Hire Translators and/or translating services and/or online translation service to support the EL students and families, this may include translating software for webpage and document translation; 3. Hire/contract and/or pay stipends to qualified staff to ensure children identified with disabilities are 1) receiving the services as identified on their IEP 2) have contingency plans in place to address remote learning, etc.; 4. Purchase multicultural resources (ie. books, materials, etc.) to bolster awareness and global understanding as well as engage all students with materials that reflect the rich diversity in our district and the world 5. Provide additional learning opportunities (eg. tutoring, programs, services, etc.) that develop, nurture, and grow all students (low-income, AIG, Talent Development, racial and ethnic minorities, etc.) 6. Provide families and students experiencing homelessness and foster care youth with access to services, SEL activities and resources as well as information and guidance for local agencies to support and help them. 7. Website support through the form of contracted services to ensure that the website is highly functional and up to date with pertinent information for students and families; Supplies to Sanitize and Clean: To ensure the health and safety of all students, staff, families and to mitigate the spread of COVID-19, the district will do the following: purchase additional cleaning supplies (ie. sanitizing sprayers, sanitizing stations, etc.) and utilize contracted services in response to COVID outbreaks and employee absences due to COVID. Long-Term Closure Activities: COVID illuminated the need for additional professional development for staff members on how to provide and align instruction for students who have been identified with disabilities. Monies will be spent to: provide professional development to ensure all staff can meet the unique needs of all students; to hire/pay personnel to ensure students whose needs cannot be met with remote instruction when needed will have access to compensatory services; and pay for personnel to write/meet about contingency plans for students. Education Technology: Many of our students have experienced learning gaps due to COVID and access to working internet and appropriate devices. The district is focused on replacing aging Chromebooks, continuing Hotspot services for students who may otherwise be marginalized.

ECPPS is also focused on providing Innovative Classrooms that will engage students at high levels to combat the learning loss that has occurred due to COVID. Part of these innovative classrooms will require Educational Software (GoGuardian, Canvas, Docusign, Parent Square) for learning and effective family communication which has been very difficult due to COVID. Mental Health Services: Many of our students, staff, and families experienced trauma as a result of COVID. The district is focused on providing mental health support through contracted services to students and staff. Monies will be spent to provide training for psychologists and counselors as well as supplies and materials as necessary to implement these trainings and services. Nurses will be contracted/hired as needed to support these efforts in the schools.

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.

$ 3,054,721.76 * 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;

In order to address the large number of students who have been identified at-risk in our district due to COVID-19, ECPPS will first need to ascertain where the students are not only academically but socially and emotionally. The district will purchase and implement academic and social emotional learning benchmarks (i.e. Panorama; iReady [K-8]; TE21 [5th & 8th Science, High School EOCs]; State benchmarks, etc.) to determine academic and SEL strengths and weaknesses. Teachers will need ongoing professional development and learning opportunities to build their understanding capacity in utilizing these data to meet the students where they are and to accelerate learning. This would include but not be limited to: data training; differentiated, personalized, small group, and individualized instruction; curriculum mapping; evidence/research based instructional strategies. At times, teachers may need additional time for data analysis, professional development, and ongoing learning support, hiring substitutes to provide coverage for additional time will support capacity building of the teachers in our district. Research indicates small group instruction based on student's identified academic needs improves student learning. Monies will be spent to ensure the district has human capital to provide small group instruction. Supplies and materials will be necessary to support teaching and learning in the above mentioned activities. Additionally, digital resources will be purchased and used: to ensure students can engage in remote learning/hybrid learning; as a means to communicate with parents and provide support at home; and to track, evaluate, and compare data pre and post pandemic to further inform instruction. *A: Pretests and posttests have been used in the past and will continue to be used to assess where students are and what they need. ECPPS is in the process of updating pacing guides and beginning the work of curriculum

mapping across content areas and the district. Pretests and posttests will be encouraged to add to these maps as ways to identify students for intentional instruction. Benchmarks will also be purchased and utilized to ascertain student progress toward standard mastery. Kindergarten - 8th Grade will use iReady in math and reading. Students receive aligned instruction based off of the data. This will be continued. TE21 benchmarks will be used to assess students' academic progress in 5th and 8th grade science as well as high school EOC courses. Each school has and will continue PLCs. School level instructional coaches have and will continue to facilitate and lead data discussions and collaborative planning and designing of differentiated instruction to meet the diverse needs of students.

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

Surveys of teachers revealed a need for professional development in a variety of areas to address the comprehensive needs of the students. Because there were varying levels of teacher knowledge and due to a large number of newer teachers in our district, the ECPPS curriculum and instruction team developed numerous choice based professional development days for teachers, counselors, teacher assistants etc. This PD included but was not limited to: SEL/Mental Health support; online learning strategies; training in using a LMS; content support (i.e. math, reading, science, social studies, art, etc.; and job alike collaborative PLCs across the district. Moving forward, school level instructional coaches will be provided additional training and support in their role of facilitating PLCs, modeling evidenced based strategies lessons, and providing teacher support. ECPPS established early release days for the future school year to provide required professional development on (but not limited to): SEL/Mental Health; MTSS; AVID; content, and online strategies. Additionally, teachers will be working on Curriculum mapping across the grade levels and content area to analyze learning gaps and to collaborate on evidenced based instructional strategies to meet the diverse and comprehensive needs of the students they serve.

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

The ECPPS office of Parent and Family Engagement will host a series of Monthly sessions based on academic success for families. They will also provide a monthly flyer with tips for academic success. Various Social & Emotional PD and events will be held throughout the year to support families and students. Individual schools will hold Title I events throughout the year to provide families with strategies to help students be successful. ECPPS will provide a video series on navigating CANVAS for families. ECPPS will provide tutoring for students. Small group instruction will be implemented and supported across the district. Based off of stakeholder surveys, ECPPS identified ways to effectively communicate and provide support to their families and stakeholders in the following ways: A universal communication device to be used by all schools that translates Social Media Platforms (Facebook, Twitter, Instagram) District Remote Learning Webpage Blackboard Connects (translates) Local District Television Station Principal Professional Learning Community (PLC) Teacher of the Year Advisory Council (NEW 2020-21) ECPPS Education Foundation Pasquotank Minister's Council District/Community Safety and Security Council Mailings Parent Center Resources to include: Tutorial Videos for Parents on Remote Learning Resources Flyers of Information Website Resources

* (D) Tracking student attendance and improving student engagement in distance education;

ECPPS employs a full time attendance coordinator to work with schools and families on attendance issues. Additionally, letters will be sent when students hit 3, 5, and 9 absences. In the event of an outbreak and students will be remote, attendance will be tracked in the following way: ECPPS will do the following (based off of state guidance): A student will be counted as present if: A student completes their daily assignments, with online or offline AND/OR A student has a daily check-in, a two-way communication, with the appropriate teacher(s) In K-8, homeroom teacher In all other grade levels, each course teacher as scheduled NOTE: A student cannot be considered absent solely due to not logging into an online resource/lesson when they are participating in remote learnin

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The ECPPS curriculum and instruction team pulled attendance, academic progress for all students in the district. Some of the data included: Attendance, benchmarks prior to COVID and during COVID, # of assignments completed in intervention programs, etc. These data were disaggregated on spreadsheets by schools and shared with each of the school's administration team. In school level PLCs, teachers, instructional coaches, and school administrators analyzed their student data. During analysis they worked on determining the root cause of student learning loss and lack of engagement (attendance). A focus on intentional strategies to address these issues as well as data collection/analysis are ongoing and cyclical.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ◯ No	Marquee Signs Playgrounds for Elementary Schools (ADA equipment) Touchless faucets & toilets Board Room Improvements Carpet Replacement at various schools Outdoor Classrooms	July 1, 2021 - Sept 30, 2024	Facility improvements that will minimize the spread of COVID-19, measured by completion of projects (Maintenance Director). School Nurses will keep a log of the number of COVID cases. The Executive Team will analyze/compare against the number of cases pre/post project completion to determine effectiveness.	$ 1,570,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ⦿ No				$
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	ESL Support - Teacher ($42,000) - 3 years (2) ESL Support - Teacher Assistant ($25,750) - 3 years Translator Services - Contracted Multicultural Materials AIG - Talent Development Group Website Support - Contracted Services Translating Software	July 1, 2021 - Sept 30, 2024	The AIG/EL Coordinators will maintain service logs to document how often students are served. Effectiveness will be measured by reviewing student achievement (EL Coordinator&AIGFacilitators). The Technology Director will use website analytics to track usage and determine the effectiveness of website improvements. Translator services, multicultural materials, translating software and services will be measured using school leader and parent surveys . Effectiveness measured by Title I & CA Officer	$ 994,704.65
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⦿ No				$

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Approved Cleaning Supplies to counteract COVID Contracted Cleaning Services to respond to COVID outbreaks and employee absences due to COVID	July 1, 2021 - Sept 30, 2024	Cleaning Supervisors will conduct building inspections to ensure that cleanliness / sanitation standards are met. This will result in a reduction in the potential number of COVID cases in a building. The effectiveness will be tracked on a monthly basis by the Maintenance Director.	$ 400,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ◉ Yes ○ No	Compensatory Services Contingency Plans for IEPs - Contracted Services	July 1, 2021 - Sept 30, 2024	Service logs, and Updated IEPs will demonstrate that compensatory services were provided and that IEPS are updated and in compliance. The files will be maintained, and effectiveness measured by the EC Director.	$ 65,395.00

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EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	Chromebooks - 3 year refresh cycle Hotspot Service - $6,000 per month for 36 months Innovative Classrooms Software - GoGuardian, Canvas, DocuSign, ParentSquare, TE-21	July 1, 2021 - Sept 30, 2024	Records for the assignment of technology devices and hotspots are maintained by the Tech Director. The effectiveness of innovative classrooms and software will be measured by student success on benchmarks and various state tests (C&I & Technology Director).	$ 3,340,025.16
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Contracted Services to Support Students and Staff Training for Staff Psychologists and Counselors EAP Supplies & Materials Contracted Nursing Support	July 1, 2021 - Sept 30, 2024	Contracted Services will be measured using Service logs, EAP Program, and timesheets (HR/Finance). Effectiveness will be measured using evaluation data (HR/Title I). Staff Training will be measured using staff feedback surveys (District Coaches). Student classroom performance will be used to measure the effectiveness of purchased materials (C&I Team.	$ 1,474,000.00

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	School Administrators - 6 @ $345.93 per day - 2 years Classroom Teachers - 100 @ $267.91 per day - 2 years Enrichment Teachers - 18 @ $267.91 per day - 2 years Teacher Assistants - 25 @ $200 per day - 2 years Counselors - 6 @ $290.23 per day - 2 years Social Worker - 1 @ $232.56 per day - 2 years Nurses - 6 @ $209.30 per day - 2 years Bonuses - 2 years	July 1, 2023 & July 31, 2024	Student Assessments (Benchmarks, EOC & EOGs) will be used to measure the effectiveness of the added positions (C&I Team). Bonuses are added per state law and based on education and student achievement.	$ 1,032,984.16
	* ◉ Yes ○ No	Deputy Chief Human Resources Officer - 3 Year Indirect	July 1, 2021 - Sept 30, 2024		$ 3,144,808.27

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.		Cost 10 Teachers ($42,000) - $60,244 - 3 years Instructional Coach - EC - 3 years Benchmark Tools Substitutes to Cover Professional Development Data Training Supplies & Materials Digital Resources for Students (School Subscriptions) Other Professional Development Learning Loss Bus Driver Bonuses for retention & sign on bonus for hard to fill positions. Bus monitors will be hire to help ensure compliance with safety		Employee surveys and evaluations will be used to measure the effectiveness of the added staffing (HR/Title I). Indirect cost - N/A Benchmark tools will be compared to State testing results to measure for accuracy/effectiveness (C&I Team) Data Training, supplies & Materials, digital resources and PD will be measured by comparing the impact on student achievement, and staff surveys (C& I Team) Bus driver bonuses and sign on bonuses will be measure by comparing retention rates	

	with safety measure to negate the spread of Covid.			

	Total ESSER III Allotment	$	12,021,917.24

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Bert Lane
	Meredith Collins
	Rachael Haines

Substantially Approved Dates

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 1, 2021

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

There are no new applicants.

GAN Information

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

27000625

* Address:

PO Box 2247 Elizabeth City, NC 27906

* Superintendent:

Dr. Eddie Ingram

Key Personnel:

* Bert Lane
* Rachael Haines
* Meredith Collins

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Perquimans County Schools (720) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/4/2021 8:16:12 PM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
S	11/1/2021 9:21:17 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/1/2021 9:21:12 PM	Tina Letchworth	**181 Amended** The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/1/2021 4:35:46 PM	James Bunch	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/1/2021 4:35:46 PM	James Bunch	Status changed to 'Chief Administrator Approved'.	S
☐	11/1/2021 4:35:36 PM	James Bunch	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/1/2021 4:35:36 PM	James Bunch	Status changed to 'Fiscal Representative Approved'.	S
	11/1/2021 4:35:30 PM	James Bunch	Status changed to 'Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/6/2021 11:00:08 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Perquimans County Schools (720) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,373,541.00	$1,373,541.00
Carryover	$2,774,937.00	$2,774,937.00
Total	$4,148,478.00	$4,148,478.00

Budget

Perquimans County Schools (720) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
720	181	1	No	Yes	5.36 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,373,541.00	$0.00
Carryover Amount:	$2,774,937.00	$2,774,937.00
Allotment Plus Carryover:	$4,148,478.00	$2,774,937.00
Total Budgeted:		$2,774,937.00
Total Remaining:	$1,373,541.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/05/2021 04:46 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/5/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/20/2021 2:20 PM	Approved (Pending)		Letchworth, Tina			
10/6/2021 11:00 AM	Received		Admin, NCCCIP			
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/27/2021 11:13 AM	Approved (Pending)		Lee, Freda			
8/24/2021 8:41 AM	Received		Admin, NCCCIP			
8/20/2021 4:48 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☑		3-5110-143-000-000-40	0	Budget is for full amount, however it should only be for the carryover amount. The additional 1/3 will be added to the budget once it has been allotted.
8/19/2021 9:14 AM	Denied (Pending)		Charles, Alex			
7/13/2021 8:12 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All	▼

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000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	143	000	40	$240,000.00	$0.00	$240,000.00		
ⓘ	Other	3	5110	181	000	46	$91,200.00	$0.00	$91,200.00		
ⓘ	Other	3	5110	211	000	40	$18,360.00	$0.00	$18,360.00		
ⓘ	Other	3	5110	211	000	46	$6,111.16	$0.00	$6,111.16		
ⓘ	Other	3	5110	221	000	46	$23,025.72	$0.00	$23,025.72		
ⓘ	Other	3	5110	311	000	45	$136,000.00	$0.00	$136,000.00		
ⓘ	Other	3	5110	411	000	40	$91,640.00	($1,817.93)	$89,822.07	Adjust to projected within budget plan.	
ⓘ	Other	3	5110	411	000	44	$24,000.00	$0.00	$24,000.00		
ⓘ	Equipment	3	5110	462	000	45	$200,000.00	$0.00	$200,000.00		
ⓘ	Other	3	5210	181	000	46	$40,000.00	$0.00	$40,000.00		
ⓘ	Other	3	5210	211	000	46	$3,060.00	$0.00	$3,060.00		
ⓘ	Other	3	5210	221	000	46	$8,672.00	$0.00	$8,672.00		
ⓘ	Other	3	5310	181	000	46	$20,400.00	$0.00	$20,400.00		
ⓘ	Other	3	5310	211	000	46	$1,561.81	$0.00	$1,561.81		
ⓘ	Other	3	5310	221	000	46	$4,423.00	$0.00	$4,423.00		
ⓘ	Salary	3	5360	126	000	44	$140,000.00	$0.00	$140,000.00		
ⓘ	Salary	3	5360	171	000	44	$12,000.00	$0.00	$12,000.00		
ⓘ	Salary	3	5360	173	000	44	$16,000.00	$0.00	$16,000.00		
ⓘ	Salary	3	5360	174	000	44	$12,000.00	$0.00	$12,000.00		
ⓘ	Other	3	5360	180	000	44	$48,000.00	$0.00	$48,000.00		
ⓘ											

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	Other	3	5360	211	000	44	$17,442.00	$0.00	$17,442.00	
ℹ	Other	3	5400	181	000	46	$20,000.00	$0.00	$20,000.00	
ℹ	Other	3	5400	211	000	46	$1,530.00	$0.00	$1,530.00	
ℹ	Other	3	5400	221	000	46	$4,336.00	$0.00	$4,336.00	
ℹ	Other	3	5810	181	000	46	$21,000.00	$0.00	$21,000.00	
ℹ	Other	3	5810	211	000	46	$1,607.00	$0.00	$1,607.00	
ℹ	Other	3	5810	221	000	46	$4,553.00	$0.00	$4,553.00	
ℹ	Other	3	5820	181	000	46	$3,600.00	$0.00	$3,600.00	
ℹ	Other	3	5820	211	000	46	$275.00	$0.00	$275.00	
ℹ	Other	3	5820	221	000	46	$780.00	$0.00	$780.00	
ℹ	Salary	3	5830	131	000	41	$110,000.00	($600.00)	$109,400.00	Adjust to projected within budget plan.
ℹ	Other	3	5830	211	000	41	$8,415.00	($45.90)	$8,369.10	
ℹ	Other	3	5830	221	000	41	$25,080.00	($130.08)	$24,949.92	
ℹ	Other	3	5830	231	000	41	$13,000.00	$0.00	$13,000.00	
ℹ	Other	3	5830	411	000	41	$78,505.00	$0.00	$78,505.00	
ℹ	Other	3	5860	418	000	45	$22,300.00	$0.00	$22,300.00	
ℹ	Equipment	3	5860	462	000	45	$5,000.00	$0.00	$5,000.00	
ℹ	Other	3	6110	181	000	46	$2,400.00	$0.00	$2,400.00	
ℹ	Other	3	6110	211	000	46	$184.00	$0.00	$184.00	
ℹ	Other	3	6110	221	000	46	$520.00	$0.00	$520.00	
ℹ	Other	3	6200	181	000	46	$2,400.00	$0.00	$2,400.00	
ℹ	Other	3	6200	211	000	46	$184.00	$0.00	$184.00	
ℹ	Other	3	6200	221	000	46	$520.00	$0.00	$520.00	

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6400	181	000	46	$2,400.00	$0.00	$2,400.00		
ⓘ	Other	3	6400	211	000	46	$184.00	$0.00	$184.00		
ⓘ	Other	3	6400	221	000	46	$520.00	$0.00	$520.00		
ⓘ	Other	3	6400	418	000	45	$12,000.00	$0.00	$12,000.00		
ⓘ	Equipment	3	6400	542	000	45	$150,000.00	$0.00	$150,000.00		
ⓘ	Other	3	6550	181	000	46	$55,000.00	$0.00	$55,000.00		
ⓘ	Other	3	6550	211	000	46	$4,208.00	$0.00	$4,208.00		
ⓘ	Other	3	6550	221	000	46	$11,924.00	$0.00	$11,924.00		
ⓘ	Other	3	6550	331	000	44	$12,000.00	$0.00	$12,000.00		
ⓘ	Other	3	6570	523	000	43	$695,630.38	$0.00	$695,630.38		
ⓘ	Other	3	6580	411	000	42	$130,000.00	$0.00	$130,000.00		
ⓘ	Equipment	3	6580	461	000	42	$54,000.00	$0.00	$54,000.00		
ⓘ	Equipment	3	6580	541	000	42	$25,000.00	$0.00	$25,000.00		
ⓘ	Other	3	6610	181	000	46	$7,200.00	$0.00	$7,200.00		
ⓘ	Other	3	6610	211	000	46	$551.00	$0.00	$551.00		
ⓘ	Other	3	6610	221	000	46	$1,561.00	$0.00	$1,561.00		
ⓘ	Other	3	7200	181	000	46	$21,000.00	$0.00	$21,000.00		
ⓘ	Other	3	7200	211	000	46	$1,607.00	$0.00	$1,607.00		
ⓘ	Other	3	7200	221	000	46	$4,551.00	$0.00	$4,551.00		
ⓘ	Other	3	8100	392	000	00	$89,911.62	$0.00	$89,911.62		
						Total:	**$2,759,332.69**	**($2,593.91)**	**$2,756,738.78**		

316 - Perquimans County High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	196	000	00	$0.00	$200.00	$200.00	Adjust to	

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										projected within budget plan.	
ⓘ	Other	3	5350	211	000	00	$0.00	$15.30	$15.30		
ⓘ	Other	3	5350	231	000	00	$0.00	$43.36	$43.36		
ⓘ	Other	3	5500	411	000	46	$15,604.31	$1,817.93	$17,422.24	Adjust to projected within budget plan.	
						Total:	**$15,604.31**	**$2,076.59**	**$17,680.90**		

320 - Perquimans County Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5350	196	000	00	$0.00	$400.00	$400.00	Adjust to projected within budget plan.	
ⓘ	Other	3	5350	211	000	00	$0.00	$30.60	$30.60		
ⓘ	Other	3	5350	231	000	00	$0.00	$86.72	$86.72		
						Total:	**$0.00**	**$517.32**	**$517.32**		

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Grant Details

Perquimans County Schools (720) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The Perquimans County School District has determined the following educational needs as a result of the shift to remote learning and of the disruption in educational services caused by the pandemic. Data meetings at each school involving school administrators as well as central office senior staff have been occurring throughout the school year. Data has been analyzed to identify certain areas of need influenced by the impact of school closures and remote learning. Patterns of loss identified will be addressed during the summer and continue throughout the school year. These programs will occur at each school site in the district and target students who have not performed proficiently based on a variety of evaluation measures and will provide our students an opportunity to improve learning gaps, academic outcomes, and improved social-emotional measures. Collaboration with state health officials, Albemarle Regional Health Services, and Perquimans County Emergency Management Services, have determined steps to help protect students, teachers, staff, administrators, and community stakeholders to slow the spread of COVID-19 by implementing strategies to maintain healthy environments. The 2020-2025 Comprehensive Maintenance Plan has been established to develop, maintain and improve the maintenance program of Perquimans County Schools to support the delivery of educational programs and services and to provide a safe and healthy environment. The state-wide 2020 Facility Needs Survey, which has been approved by the Perquimans County Board of Education and Perquimans County Board of Commissioners, indicated the need for HVAC upgrades, asbestos abatement, doors, and windows replacement. Addressing lost academic achievement sustained by students during the school closure occurring on March 15, 2020, lasting throughout the 2019 - 2020 school year including the exclusion of all summer academic and social learning programs. The 2020-2021 school year continues to affect student's learning in a negative manner through the loss of instructional hours due to hybrid school schedules and remote learning. Currently, all schools in the district are classified as Targeted Support and Improvement (TSI)

Schools. School closures due to COVID-19 have been detrimental to academic growth and has caused trauma-related conditions for students and continues to contribute to a direct loss of the opportunity to learn, especially students whose families may have suffered from pandemic-related economic impacts. Resources and specially designed programs must be provided that will assist students to succeed academically, socially, and emotionally. Introduce measures to increase educational technology supporting both students and staff to ensure quality teaching and learning (academic and social/emotional) for all students and staff outside of the traditional educational setting.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Based on the needs assessments of our LEA data, Perquimans County Schools has determined the following: * Access to health/sanitation/PPE supplies & equipment for school staff/students and to properly sanitize school buildings throughout the district. * Re-entry procedures for school district staff will include hygiene and sanitation procedures. * Perquimans County Schools will need to purchase Chromebooks & Laptops to facilitate online and face-to-face instruction, documenting, tracking, reporting, and delivery of educational courses. * Laptop Management System (Filewave), Switches-POE, Outdoor Access Points, Google Workplace, VoIP Phone System, Media Specailist, Teacher Laptops, Chromebook Lease, Smart Televisions. * Mobile hotspots will be purchased to provide students/teachers/staff with internet access for online instruction/remote learning. * Purchase filtering software for student google accounts to support safe communication between students/teachers/staff. * Chromebook insurance to be purchased for all students to protect against a variety of damages for the district 1:1 initiative which supports online instruction/remote learning. * The wireless network will be upgraded to allow extended access for students to participate in remote learning and staff to provide online instruction. * Perquimans County Schools will need to purchase a digital curriculum designed to assess students and provide individualized instruction based on each one's unique needs. * Purchase social/emotional programs to support student's mental health needs as a result of emergency remote learning and future remote learning needs. * Employ school counselor to assist with student's academic/social/emotional learning needs. * Upgrade HVAC systems throughout the school district, replace, and doors and windows replacement. * Transportation-related costs to College of the Albemarle. * Funding for a track to enable outdoor learning spaces, physical education, healthful living, promote wellness activities for students with disabilities, and other special student populations. * Translation Services to eliminate communication barriers with students and parents. * Purchase bleachers for social-distancing measures.

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.

$ 829,695.60 * 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;

Test and assessment data will be analyzed throughout the district and compared to both district and state gains. The data will be disaggregated according to gender, ethnicity, and economically disadvantaged students to determine progress in closing the achievement gap caused by the pandemic as well school closures. Efforts will be focused on students who are not meeting proficiency standards and obtaining expected growth. Provide information and educational resources to parents/guardians. Evidenced-based interventions that will appropriately address students' academic.social, and emotional needs include; Providing resources to students and families to address individual needs. Including culturally responsive teaching resources and remove barriers such as transportation and child care. Provide 1:1 staff assistance to students as appropriate, Providing resources for face-to-face and remote learners including at-home internet connectivity and digital platforms to prevent learning loss. Provide hotspots for all students promoting internet connectivity, Providing resources and specially designed programs that will assist students to succeed socially, and emotionally and employing an additional guidance counselor, Decrease achievement gaps due to school closures and remote learning especially among low-income, special needs, and English language learners. Identify emotional problems and provide mental health services to children. Focus on relationships with students. Improve reading achievement scores. Improve mathematics achievement scores. Increase student credits through Credit Recovery, and materials and supplies for instructional use.

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

Utilize Letterland, iReady, and Ready resources to meet the comprehensive needs of students. Letterland is a program that teaches phonics using a story-based approach. The story logic engages students leading to long-term retention of concepts. Letterland is multi-sensory and activates every learning channel through music, actions, alliteration, movement, song, art, games, and role-play. i -Ready is both a computer-based adaptive diagnostic (a "test") AND a Reading/Math curriculum--Personalized Instruction--that creates individualized learning paths based on student understanding. Ready North Carolina Reading instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry and news articles. Ready North Carolina Reading supports students and teachers with on- and off-grade level resources: Supports a balance of on-grade level and differentiated instruction, provides in-the-moment teacher support to guide teachers and help them build students' reading habits, connects instruction to the North Carolina's Standard Course of Study for English Language Arts across K-2 for a coherent path within and across grades, and implementation of the MTSS framework. Utilize digital and print curriculum assessment measures designed to assess students and foster individualized instruction.

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

Create and utilize videos on how to help families with tips. Post on Facebook, school website, and other social media venues. Overall: 1. Help students create a "workspace" in a set location at the home. One that is well lit and has good Internet reception. 2. Have needed supplies such as pencils and paper or notebooks for notetaking during Google Meets. If purchasing supplies is an issue, please contact the school counselor. Extra supplies are on hand at school. 3. Post the scheduled times for their classes (Google Meets). This schedule can be obtained from the school. 4. Post a daily To-Do list to help students know what they need to do each day. Example: Monday - complete i-Ready lessons, and catch up on missing/late work. Contact your teacher if you have questions, set up virtual meeting time if necessary. Tuesday - Friday - check Google Classroom, join Google Meet, check turned in assignments for grades. For students who are strictly remote: 1. Post a daily schedule and daily To-Do list as listed above. 2. Ensure students join the class Google Meets every day during class time. 3. Ensure students check their Google Classroom for assignments and work. Parent Support 1. Create/ Post and have parents View Facebook videos posted by each grade level and or class regarding how to navigate Google Classroom. 2. Sign up for the Parent Portal to stay on top of grades - check weekly. Please allow teachers at least a week to update grades. Before contacting teacher about missing work, have the student log in to Google Classroom to double-check to make sure work was submitted. (Create tutorial to help with knowing how to navigate) 3. Progress reports are sent out approximately 1/2 way through each nine weeks. Check progress report for missing grades. Have students check their Google Classroom to make sure assignment was submitted. You can pull up and view what was turned in. Continue to use our teacher websites, learning management system (Google Classroom and Canvas), and monthly newsletters to assist parents in supporting learning outside of the school walls.

* (D) Tracking student attendance and improving student engagement in distance education;

Students really need to have face-to-face instruction to reach their personal best. Attendance would be tracked based on days present in the program. Students are learning and benefit from a highly qualified teacher providing direct and explicit instruction with phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students who participate remotely, attendance would be tracked based on participation in live instruction and completion of independent assignments. In addition to live instruction, instructional videos would be available for students for guided practice. Students who complete their daily assignments are counted present off-site. Teachers go live to improve student engagement and make weekly contact with students who are participating virtually.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Perquimans Central School Specific student academic outcomes include developing higher-order thinking skills, distributed summarizing, vocabulary instruction, reading comprehension instruction, and writing to raise achievement. Performance measures will be determined by iReady diagnostic data as compared to performance during the 2020-2021 school year - August - May. Arts and Recreational activities will be offered to reduce feelings of depression and associated anxiety. Pre and post-surveys will be utilized to ascertain effectiveness. SEL practices such as sharing, greetings, and check-ins will be routine for students. Hertford Grammar School Enrichment and intervention programs designed for populations of students that have not grown at the same rate as their peers this year will be offered at Hertford Grammar School. Hands-on enrichment opportunities will provide a positive impact on students' ability to apply content learned in class to critical thinking tasks and problem-solving activities. Performance measures will be determined by summer End-of-Grade retesting data as compared to previous EOG

Testing Data available at the end of the current academic school year as well as iReady diagnostic data compared to performance during the 2020-2021 school year - August - May. Arts and Recreational activities will be offered to reduce feelings of depression and associated anxiety. Pre and post-surveys will be utilized to ascertain effectiveness. SEL practices such as sharing, greetings, and check-ins will be routine for students. HGS uses formative and summative assessments to gauge student mastery. Formative assessments include daily questioning, bell ringers, and exit tickets. Summative assessments include unit tests, benchmark tests, iReady diagnostic assessments, and the EOGs. Perquimans County Middle School Explicit vocabulary instruction, building fluency, and direct and explicit comprehension strategy instruction, numbers, operations, measurement, and data will be the focus of the summer program. Performance measures will be determined by iReady diagnostic data compared to iReady performance during the 2020-2021 school year - August - May. A comparison of EOG Testing Data available at the end of the current academic school year will be compared to EOG achievement levels during 2020-2021 summer EOG retesting. Arts and Recreational activities will be offered to reduce feelings of depression and associated anxiety. Pre and post-surveys will be utilized to ascertain effectiveness. SEL practices such as sharing, greetings, and check-ins will be routine for students. Perquimans County High School Structured programs to address academic proficiency will be implemented. Priority areas include EOC retesting, credit recovery, freshman transition program. Performance measures will be determined by the increase of EOC summer retesting achievement levels as compared to exam scores from the first and second semester EOC testing. The number of students participating in and successfully completing the credit recovery program will serve as the performance measure for avoiding failure and earning academic credit. Arts and Recreational activities will be offered to reduce feelings of depression and associated anxiety. Pre and post-surveys will be utilized to ascertain effectiveness. SEL practices such as sharing, greetings, and check-ins will be routine for students. As we analyze test and assessment data for the program participants throughout the district, we will compare it to both district and state gains to show the impact of the summer program on our students. The data will be disaggregated according to gender, ethnicity, and economically disadvantaged students to determine progress in closing the achievement gap caused by the pandemic as well school closures. Efforts will be focused on students who are not meeting proficiency standards and obtaining expected growth. The comprehensive summer programs will increase learning times for students, mental wellness, and restore learning loss caused by the pandemic. In addition, this focused support will support students to make and sustain academic progress into the upcoming school year. The key student academic outcomes include the following and serve as our core beliefs in addressing these learning gaps due to the pandemic and subsequent school closures. 1) Decrease achievement gaps due to school closures and remote learning especially among low-income, special needs, and English language learners. 2) Identify emotional problems and provide mental health services to children. 3)Focus on relationships with students. 4) Improve reading achievement scores. 5) Improve mathematics achievement scores. 6) Increase student credits through Credit Recovery.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline

for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ○ No	* Establish an outdoor track to facilitate healthful living while maintaining appropriate social distancing measures. Increase outdoor learning spaces for physical education and promote wellness activities for students with disabilities and other special student populations.	July 1, 2021 - September 30, 2024		$ 1,080,000.00

				Reducing the risk of virus transmission and exposure by having adequate social distancing opportunities in outdoor learning spaces for students with disabilities and other special populations. Data will be collected and monitored for COVID-19 Case counts as well as tracking measures. Documentation will be kept regarding the number of disabled students and other special student populations participating in wellness activities in outdoor learning spaces.	

| IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement. | * ⦿ Yes ◯ No | * HVAC upgrades/replacement. * Doors and windows replacement/repair. * Ceiling tile replacement. * Repair/replace insulation in the maintenance department. | July 1, 2021 - September 30, 2024 | Replace and renovate outdated and poorly functioning HVAC systems throughout the district to increase air quality. Door/window replacement to promote safe air circulation. Ceiling tile and insulation replacement to improve air quality. Data will be collected to determine appropriate and acceptable moisture and humidity levels in classrooms, other learning environments and office spaces. | $ 694,558.80 |

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ● Yes ○ No	* Purchase educational materials and supplies. * Academic tutors (salaries & benefits). * 1:1 Assistants (salaries & benefits). * Computer hardware/software/platforms. Purchase band uniforms that are machine washable to promote sanitation measures and to protect against contamination by human blood, body fluids, and other infectious substances.	July 1, 2021 - September 30, 2024		$ 184,274.00

				Provide resources to students and families to address individual needs, including culturally responsive teaching resources. Provide 1:1 staff assistance to students as appropriate. Data will be collected to determine student success in specially designed instruction as described in the student's IEP, and reduction in disciplinary referrals and out of school suspension rates.	
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ● No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ● Yes ○ No	* Purchase health/sanitation/PPE supplies for school staff/students and properly sanitize school buildings throughout the district. * Purchase touchless equipment for restrooms and other appropriate areas (paper towel dispensers, urinal/commodes, soap dispensers, etc.).	July 1, 2021 - September 30, 2024	Clean and disinfect frequently to reduce the risk of exposure to the virus that causes COVID-19. These steps will safely and effectively reduce the spread of disease in the school and work environment. Data will be collected from the monthly Perquimans County Schools Inspection Checklist to determine the cleanliness of the buildings. Each school site and buildings will be given a rating based on the Cleaning Scale levels.	$ 209,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$
EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No		July 1, 2021 - September 30, 2024		$ 359,575.00

| | | *Other technology hardware/software/platforms to include Smart TVs, Chromecast, Laptop Management Systems, Inventory Software, Switches-POE, Outdoor Access Points, Google Workplace, VoIP Phone System, Avast, and Canvas. * Print and Digital Curriculum Resources. * The wireless network will be upgraded to allow extended access for students to participate in remote learning and staff to provide online instruction. * Mobile Hot spots * Chrome Book Lease * Outdoor Access Points * TV's - PCHS * Fileware * VIPOE Phone System * Google Work Place * Scanners | | Provide resources for face-to-face and remote learners including at-home internet connectivity and digital platforms to prevent learning loss. Provide hotspots for all students promoting internet connectivity. Data will be collected to determine the number of hotspots issued to students and teachers, the number of chrome books leased and distributed to students and teachers, and the number of devices installed in classrooms to aid in instructional presentations. | |

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ⦾ No	* Purchase resources and specially designed programs that will assist students to succeed socially, and emotionally. * Additional guidance counselor.	July 1, 2021 - September 30, 2024	A district-wide focus will be on the mental health effects COVID-19 has on our students. Priority will be given to addressing social-emotional needs. Data collected from the School Health Assessment and Performance Evaluation System (SHAPE) will be utilized to determine targeted resources to support school mental health quality improvement.	$ 69,275.00
	* ⦿ Yes ⦾ No	* Purchase educational supplies & materials (Summer School). * Teachers' salaries/benefits/COVID-related supplements. * Teacher Assistant's salaries/benefits/COVID-related supplements. * Bus Driver's salaries/benefits/COVID-related supplements. * Child Nutrition Workers salaries/benefits/ COVID-related supplements.	July 1, 2021 - September 30, 2024		$ 115,717.00

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.				Data will be collected to determine achievement gaps due to school closures and remote learning especially among low-income, special needs, and English language learners. This data will be analyzed to Improve reading and math achievement scores. Increase student credits required for graduation through Credit Recovery. Data will be collected on the number of social-emotional problems/concerns identified and mental health services will be provided to students by school social workers.	
			July 1, 2021 - September 30, 2024		$ 606,382.60

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	* Full-time employees COVID-related supplements. * Part-time employees COVID-related supplements. * Substitute employees COVID-related supplements. * Purchase educational supplies & materials. * COA Transportation * Translation Services * Extended Employment		Data regarding the number and school/department of COVID-related supplements for school employees will be documented in LINQ. The district has been face-to-face since August 17, 2020, and has served students remotely simultaneously. Data will be collected to determine what educational materials/supplies for instructional use have been purchased and utilized in the classrooms. Transportation Department TD 29 Reports will be assessed to determine the number of students being transported to college	
				Total ESSER III Allotment	$ 3,318,782.40

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	James Bunch	Tanya Turner

Perquimans County Schools (720) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, November 1, 2021

Perquimans County Schools (720) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Perquimans County Schools (720) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Perquimans County Schools (720) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058932

* Address:

P.O. Box 337 Hertford, NC 27944

* Superintendent:

Dr. Tanya H. Turner

Key Personnel:

* James Bunch

* Rube Blanchard

Person County Schools (730) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:10:15 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Person County Schools (730) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$3,524,790.00	$3,524,790.00
Carryover	$6,705,045.98	$6,705,045.98
Total	$10,229,835.98	$10,229,835.98

Budget

Person County Schools (730) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
730	181	0	No	No	2.79 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$3,524,790.00	$0.00
Carryover Amount:	$6,705,045.98	$6,705,045.98
Allotment Plus Carryover:	$10,229,835.98	$6,705,045.98
Total Budgeted:		$6,705,045.98
Total Remaining:	$3,524,790.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/20/2021 04:48 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/19/2021 9:54 AM	Approved (Pending)		Eddy, Melissa			
8/16/2021 4:16 PM	Received		Admin, NCCCIP			
8/10/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☑		3-5110-121-000-000-00	0	Returning budget at the request of the district.
8/10/2021 12:20 PM	Denied (Pending)		Eddy, Melissa			
7/9/2021 8:17 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5110	121	000	00	$550,000.00	$0.00	$550,000.00		
ℹ	Salary	3	5110	127	000	00	$350,000.00	$0.00	$350,000.00		
ℹ	Other	3	5110	211	000	00	$68,850.00	$0.00	$68,850.00		

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ℹ	Other	3	5110	221	000	00	$195,120.00	$0.00	$195,120.00	
ℹ	Other	3	5110	231	000	00	$107,542.68	$0.00	$107,542.68	
ℹ	Equipment	3	5110	462	000	00	$862,752.18	$0.00	$862,752.18	
ℹ	Equipment	3	5110	541	000	00	$1,229,959.86	$0.00	$1,229,959.86	
ℹ	Salary	3	5210	133	000	00	$212,400.00	$0.00	$212,400.00	
ℹ	Other	3	5210	211	000	00	$16,248.60	$0.00	$16,248.60	
ℹ	Other	3	5210	221	000	00	$46,048.32	$0.00	$46,048.32	
ℹ	Other	3	5210	231	000	00	$18,978.12	$0.00	$18,978.12	
ℹ	Salary	3	5320	131	000	00	$100,000.00	$0.00	$100,000.00	
ℹ	Other	3	5320	211	000	00	$7,650.00	$0.00	$7,650.00	
ℹ	Other	3	5320	221	000	00	$21,680.00	$0.00	$21,680.00	
ℹ	Other	3	5320	231	000	00	$12,652.08	$0.00	$12,652.08	
ℹ	Salary	3	5360	126	000	00	$1,288,000.00	$0.00	$1,288,000.00	
ℹ	Other	3	5360	211	000	00	$98,532.00	$0.00	$98,532.00	
ℹ	Salary	3	5410	114	000	00	$84,000.00	$0.00	$84,000.00	
ℹ	Other	3	5410	211	000	00	$6,426.00	$0.00	$6,426.00	
ℹ	Other	3	5410	221	000	00	$18,211.20	$0.00	$18,211.20	
ℹ	Other	3	5410	231	000	00	$6,326.04	$0.00	$6,326.04	
ℹ	Salary	3	5820	131	000	00	$180,000.00	$0.00	$180,000.00	
ℹ	Other	3	5820	211	000	00	$13,770.00	$0.00	$13,770.00	
ℹ	Other	3	5820	221	000	00	$39,024.00	$0.00	$39,024.00	
ℹ	Other	3	5820	231	000	00	$18,978.12	$0.00	$18,978.12	
ℹ	Salary	3	5830	131	000	00	$110,000.00	$0.00	$110,000.00	
ℹ	Other	3	5830	211	000	00	$8,415.00	$0.00	$8,415.00	
ℹ	Other	3	5830	221	000	00	$23,848.00	$0.00	$23,848.00	

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ⓘ	Other	3	5830	231	000	00	$12,652.08	$0.00	$12,652.08
ⓘ	Salary	3	5840	131	000	00	$36,000.00	$0.00	$36,000.00
ⓘ	Other	3	5840	211	000	00	$2,754.00	$0.00	$2,754.00
ⓘ	Other	3	5840	221	000	00	$7,804.80	$0.00	$7,804.80
ⓘ	Other	3	5840	231	000	00	$3,163.02	$0.00	$3,163.02
ⓘ	Other	3	5840	411	000	00	$798,858.44	$0.00	$798,858.44
ⓘ	Other	3	8100	392	000	00	$148,401.44	$0.00	$148,401.44
						Total:	**$6,705,045.98**	**$0.00**	**$6,705,045.98**

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Grant Details

Person County Schools (730) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Person County Schools conducted a district wide needs assessment involving leads from each department: Finance, Human Resources, Exceptional Children, Operations, Curriculum and Instruction, as well as, principals, teachers, and classified staff members from each school. District staff also sought input from other stakeholders in the community such as parents, board members, and community leaders to assess the needs of children in our community related to learning loss due to COVID-19. An analysis of needs was then conducted by the leads of all departments and schools to drive the plans to address learning loss, social emotional needs, and the health and safety of all students in Person County Schools. The analysis of these needs led to a prioritized lists of services Person County Schools plans to provide using ESSER funds. The list of priorities include: 1) Air purification and quality, 2) Technology upgrades, 3) PPE Supplies, 4) Student Support Services, 5) Instructional Coaching/Curriculum Compacting/Loss of Learning, 6) MTSS Support.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Person County Schools did a facility audit to determine needs related to air quality and adequate spacing. Both were determined to be high priorities. The need for PPE and cleaning supplies will continue to be a need moving forward to provide a safe environment for children and staff. This year, during the pandemic, we have experienced an increase in the need for student support services such as counseling services, graduation coaching, teaching perseverance, and helping students cope with stress and change. As a result of stakeholder meetings, we anticipate a greater need in wraparound services when all students return to campus full time. Due to the loss of learning, more of our students are behind and/or below grade level and will need added supports to regain loss of learning to get back on target for success and, ultimately, successful graduation This accelerated approach will require us to employ more counselors for SEL support, instructional interventionists for small group interventions, instructional leads for curriculum compacting and enhanced professional development, and MTSS leads to help schools meet the needs of the whole child. Person County Schools is anticipating approximately 65% of our students to begin the 2021-2022 school year one or more grade levels behind.

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.

$ 2,113,857.00 * 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;

The PSU has analyzed student data throughout this year to identify and target academic, social, and emotional needs. According to our needs assessment, PCS will need to provide individualized learning plans to target weaknesses and accelerate learning to regain the learning that was lost. To do this, school leaders and teachers will need assistance analyzing student data, learning to use high-quality evidence -based interventions, and compacting curriculum. Instructional Coaches, MTSS leads, and Data Analysis Specialists will be working closely with School

Improvement/MTSS teams to analyze data from each benchmark assessment to create personalized learning plans for each student within each school. These plans will include evidence-based interventions according to the results of these high-quality assessments. They will also meet with teachers in grade level groups and individually when needed to prepare teachers to provide evidence-based interventions.

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

Instructional Coaches will provide Professional Development to all teachers to implement evidence-based interventions that respond to students' academic, social, and emotional needs. Coaches will target

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

The PSU will fund additional Social Workers and Psychologists to aid in the delivery of assistance to parents and families on how they can support their children in meeting the goals on their personalized education plan. These employees will also work with MTSS school teams to meet the social and emotional needs on each child's personalized learning plan, as well as, train teachers to provide SEL interventions for students.

* (D) Tracking student attendance and improving student engagement in distance education;

The additional Social Workers will work with our students' teachers and families to improve attendance and engagement in our distance learning academy.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The PSU has analyzed student data throughout this year to identify and target academic, social, and emotional needs. According to our needs assessment, PCS will need to provide individualized learning plans to target weaknesses and accelerate learning to regain the learning that was lost. To do this, school leaders and teachers will need assistance analyzing student data, learning to use high-quality evidence -based interventions, and compacting curriculum. Instructional Coaches, MTSS leads, and Data Analysis Specialists will be working closely with School Improvement/MTSS teams to analyze data from each benchmark assessment to create personalized learning plans for each student within each school. These plans will include evidence-based interventions according to the results of these high-quality assessments. They will also meet with teachers in grade level groups and individually when needed to prepare teachers to provide evidence-based interventions.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with

ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	To improve the the indoor air quality in school buildings, the PSU will replace all heating, ventilation, and air conditioning units.	June 2021 - July 2024	Improve air quality index from inspection reports.	$ 1,229,959.86
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◉ Yes ○ No	PSU will pay lead nurse to provide professional development to school staff members on sanitation and minimizing the spread of infectious diseases and monitoring student health plans.	June 2021 - July 2024	Will be tracked and monitored by Student Support Services Director.	$ 49,721.82
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	PPE and cleaning supplies will be purchased to ensure safety of students and staff.	June 2021 - July 2024	Decrease in the spread of virus. Inspections and checklists from Principals and Custodial Lead.	$ 798,858.44

| LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | * ○ Yes ◉ No | | | | $ |

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EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	PSU will purchase new technology (laptops) for students. Many students were unable to connect to virtual classrooms due to inadequate devices.	June 2021 - July 2023	Decrease in help desk calls and repairs. Increase in 1:1 laptop provision. Engagement in online activities increased.	$ 862,752.18
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$

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	Summer Learning Program. Program costs, teacher salaries, and admin costs.	June 2021 - July 2024	Student growth will be measured by a pretest and posttest. Teacher observations will also be conducted to measure quality and effectiveness of instruction.	$ 1,386,532.00
	* ◉ Yes ○ No	Virtual Academy for families who do not feel safe returning to face-to-face instruction. Funds in this category will be used for the salary of the Virtual Academy principal and also Indirect Costs for the salary of a Federal Grants Director.	July 2021 - June 2024	Principal and Director will be monitored and evaluated by the CAO and Superintendent for quality assurance.	$ 263,364.68

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.					
				Total ESSER III Allotment	$ 4,591,188.98

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

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Person County Schools (730) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Joey Warren

Substantially Approved Dates

Person County Schools (730) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, August 3, 2021

Person County Schools (730) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Person County Schools (730) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Person County Schools (730) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

41047176

* Address:

304 S. Morgan Street, Rm. 25 Roxboro, NC 27573

* Superintendent:

Dr. Rodney Peterson

Key Personnel:

* Joseph G. Warren

* Amy Whitlow

Pitt County Schools (740) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/8/2021 1:37:40 PM	Lavette Ford	Status changed to 'Revision Started'.	S

Pitt County Schools (740) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$22,533,883.00	$22,533,883.00
Carryover	$41,616,331.56	$41,616,331.56
Total	$64,150,214.56	$64,150,214.56

Budget

Pitt County Schools (740) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Approved ▼
Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
740	181	1	No	No	2.29 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$22,533,883.00	$22,533,883.00
Carryover Amount:	$41,616,331.56	$41,616,331.56
Allotment Plus Carryover:	$64,150,214.56	$64,150,214.56
Total Budgeted:		$64,150,214.56
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 11:35 AM	Evans, Allie

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 11:35 AM	Approved (Pending)		Evans, Allie			
11/1/2021 8:59 AM	Received		Admin, NCCCIP			
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/29/2021 10:08 PM	Approved (Pending)		Letchworth, Tina			
9/27/2021 8:41 AM	Received		Admin, NCCCIP			
9/20/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		☑		3-5110-121-000-000-00	0	Budget returned at the request of the district.
9/20/2021 10:15 AM	Denied (Pending)		Letchworth, Tina			
8/9/2021 8:38 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$880,000.00	$0.00	$880,000.00		✏
ⓘ	Other	3	5110	121	815	00	$2,100,000.00	$0.00	$2,100,000.00		✏
ⓘ											✏

	Salary	3	5110	131	000	00	$150,000.00	$0.00	$150,000.00	
ℹ	Salary	3	5110	135	371	00	$455,000.00	$0.00	$455,000.00	✏
ℹ	Salary	3	5110	142	000	00	$850,000.00	$0.00	$850,000.00	✏
ℹ	Salary	3	5110	181	000	00	$66,950.00	$1,251,160.00	$1,318,110.00	needed for supplement	✏
ℹ	Other	3	5110	181	815	00	$136,500.00	$0.00	$136,500.00	✏
ℹ	Other	3	5110	181	371	00	$2,045,575.00	$0.00	$2,045,575.00	✏
ℹ	Salary	3	5110	181	000	00	$0.00	$9,000.00	$9,000.00	needed for supplement	✏
ℹ	Other	3	5110	211	000	00	$0.00	$688.50	$688.50	✏
ℹ	Other	3	5110	211	000	00	$148,941.68	$95,713.74	$244,655.42	✏
ℹ	Other	3	5110	211	815	00	$171,092.25	$0.00	$171,092.25	✏
ℹ	Other	3	5110	211	371	00	$191,293.99	$0.00	$191,293.99	✏
ℹ	Other	3	5110	221	000	00	$443,904.60	$285,264.48	$729,169.08	✏
ℹ	Other	3	5110	221	815	00	$509,922.00	$0.00	$509,922.00	✏
ℹ	Other	3	5110	221	371	00	$570,131.10	$0.00	$570,131.10	✏
ℹ	Other	3	5110	221	000	00	$0.00	$2,052.00	$2,052.00	✏
ℹ	Other	3	5110	231	000	00	$338,000.00	$0.00	$338,000.00	✏
ℹ	Other	3	5110	231	815	00	$273,000.00	$0.00	$273,000.00	✏
ℹ	Other	3	5110	231	371	00	$45,500.00	$0.00	$45,500.00	✏
ℹ	Other	3	5110	311	000	00	$0.00	$500,000.00	$500,000.00	needed for contracted services - substitute pay	✏
ℹ	Other	3	5110	312	000	00	$0.00	$150,000.00	$150,000.00	Workshop Expense	✏
ℹ	Other	3	5110	411	000	00	$0.00	$800,000.00	$800,000.00	needed for supplies	✏
ℹ	Other	3	5110	414	000	00	$0.00	$1,500,000.00	$1,500,000.00	needed for media books	✏
ℹ	Other	3	5110	418	000	00	$0.00	$2,100,000.00	$2,100,000.00	needed for software	✏
ℹ	Equipment	3	5110	461	000	00	$2,700,000.00	$0.00	$2,700,000.00		✏
ℹ											✏

	Equipment	3	5110	462	000	00	$0.00	$2,800,000.00	$2,800,000.00	needed for Chromebooks, iPads and Computers
(i)	Equipment	3	5110	541	000	00	$0.00	$1,000,000.00	$1,000,000.00	needed for outdoor classroom spaces
(i)	Salary	3	5120	181	000	00	$0.00	$103,340.00	$103,340.00	needed for supplement
(i)	Other	3	5120	211	000	00	$0.00	$7,905.51	$7,905.51	
(i)	Other	3	5120	221	000	00	$0.00	$23,561.52	$23,561.52	
(i)	Equipment	3	5120	541	000	00	$100,000.00	$0.00	$100,000.00	
(i)	Salary	3	5130	181	000	00	$0.00	$195,570.00	$195,570.00	needed for supplement
(i)	Other	3	5130	211	000	00	$0.00	$14,961.11	$14,961.11	
(i)	Other	3	5130	221	000	00	$0.00	$44,589.96	$44,589.96	
(i)	Salary	3	5210	181	000	00	$0.00	$354,720.00	$354,720.00	needed for supplement
(i)	Other	3	5210	211	000	00	$0.00	$27,136.08	$27,136.08	
(i)	Other	3	5210	221	000	00	$0.00	$80,876.16	$80,876.16	
(i)	Other	3	5210	311	000	00	$500,000.00	$0.00	$500,000.00	
(i)	Other	3	5210	411	000	00	$150,000.00	$0.00	$150,000.00	
(i)	Other	3	5210	418	000	00	$255,000.00	$0.00	$255,000.00	
(i)	Equipment	3	5210	461	000	00	$0.00	$704.19	$704.19	Needed for printer
(i)	Salary	3	5220	181	000	00	$0.00	$3,000.00	$3,000.00	needed for supplement
(i)	Other	3	5220	211	000	00	$0.00	$229.50	$229.50	
(i)	Other	3	5220	221	000	00	$0.00	$684.00	$684.00	
(i)	Salary	3	5230	121	000	00	$495,000.00	$0.00	$495,000.00	
(i)	Salary	3	5230	131	000	00	$195,000.00	$0.00	$195,000.00	
(i)	Salary	3	5230	142	000	00	$370,000.00	$0.00	$370,000.00	
(i)	Salary	3	5230	181	000	00	$44,850.00	$24,940.00	$69,790.00	Needed for

									supplement	
ⓘ	Other	3	5230	211	000	00	$84,521.03	$1,907.91	$86,428.94		✏️
ⓘ	Other	3	5230	221	000	00	$251,905.80	$5,686.32	$257,592.12		✏️
ⓘ	Other	3	5230	231	000	00	$169,000.00	$0.00	$169,000.00		✏️
ⓘ	Salary	3	5240	181	000	00	$0.00	$30,650.00	$30,650.00	needed for supplement	✏️
ⓘ	Other	3	5240	211	000	00	$0.00	$2,344.73	$2,344.73		✏️
ⓘ	Other	3	5240	221	000	00	$0.00	$6,988.20	$6,988.20		✏️
ⓘ	Salary	3	5250	181	000	00	$0.00	$1,800.00	$1,800.00	needed for supplement	✏️
ⓘ	Other	3	5250	211	000	00	$0.00	$137.70	$137.70		✏️
ⓘ	Other	3	5250	221	000	00	$0.00	$410.40	$410.40		✏️
ⓘ	Salary	3	5260	121	000	00	$120,000.00	$0.00	$120,000.00		✏️
ⓘ	Salary	3	5260	181	000	00	$7,800.00	$26,000.00	$33,800.00	needed for supplement	✏️
ⓘ	Other	3	5260	211	000	00	$9,776.70	$1,989.00	$11,765.70		✏️
ⓘ	Other	3	5260	221	000	00	$29,138.40	$5,928.00	$35,066.40		✏️
ⓘ	Other	3	5260	231	000	00	$19,500.00	$0.00	$19,500.00		✏️
ⓘ	Salary	3	5270	144	000	00	$270,000.00	$0.00	$270,000.00		✏️
ⓘ	Salary	3	5270	181	000	00	$0.00	$15,380.00	$15,380.00	needed for supplement	✏️
ⓘ	Other	3	5270	211	000	00	$20,655.00	$1,176.57	$21,831.57		✏️
ⓘ	Other	3	5270	221	000	00	$61,560.00	$3,506.64	$65,066.64		✏️
ⓘ	Other	3	5270	231	000	00	$39,000.00	$0.00	$39,000.00		✏️
ⓘ	Other	3	5270	411	000	00	$30,000.00	$0.00	$30,000.00		✏️
ⓘ	Salary	3	5310	181	000	00	$0.00	$16,720.00	$16,720.00	needed for supplement	✏️
ⓘ	Other	3	5310	211	000	00	$0.00	$1,279.08	$1,279.08		✏️
ⓘ	Other	3	5310	221	000	00	$0.00	$3,812.16	$3,812.16		✏️
ⓘ											✏️

	Type						Col1	Col2	Col3	Notes	
	Salary	3	5320	181	000	00	$0.00	$17,000.00	$17,000.00	needed for supplement	
ⓘ	Other	3	5320	211	000	00	$0.00	$1,300.50	$1,300.50		✏
ⓘ	Other	3	5320	221	000	00	$0.00	$3,876.00	$3,876.00		✏
ⓘ	Other	3	5320	411	000	00	$60,000.00	$0.00	$60,000.00		✏
ⓘ	Salary	3	5330	181	000	00	$0.00	$123,670.00	$123,670.00	needed for supplement	✏
ⓘ	Salary	3	5330	181	000	00	$0.00	$23,000.00	$23,000.00	needed for supplement	✏
ⓘ	Other	3	5330	211	000	00	$0.00	$1,759.50	$1,759.50		✏
ⓘ	Other	3	5330	211	000	00	$0.00	$9,460.76	$9,460.76		✏
ⓘ	Other	3	5330	221	000	00	$0.00	$5,244.00	$5,244.00		✏
ⓘ	Other	3	5330	221	000	00	$0.00	$28,196.76	$28,196.76		✏
ⓘ	Salary	3	5340	181	000	00	$0.00	$47,310.00	$47,310.00	needed for supplement	✏
ⓘ	Other	3	5340	211	000	00	$0.00	$3,619.22	$3,619.22		✏
ⓘ	Other	3	5340	221	000	00	$0.00	$10,786.68	$10,786.68		✏
ⓘ	Other	3	5340	411	000	00	$25,000.00	$0.00	$25,000.00		✏
ⓘ	Equipment	3	5340	462	000	00	$25,000.00	$0.00	$25,000.00		✏
ⓘ	Salary	3	5350	181	000	00	$0.00	$1,000.00	$1,000.00	needed for supplement	✏
ⓘ	Salary	3	5350	198	000	00	$0.00	$1,550,000.00	$1,550,000.00	needed for after school tutors	✏
ⓘ	Other	3	5350	211	000	00	$0.00	$118,575.00	$118,575.00		✏
ⓘ	Other	3	5350	211	000	00	$0.00	$76.50	$76.50		✏
ⓘ	Other	3	5350	221	000	00	$0.00	$353,400.00	$353,400.00		✏
ⓘ	Other	3	5350	221	000	00	$0.00	$228.00	$228.00		✏
ⓘ	Other	3	5350	311	000	00	$6,300.00	$0.00	$6,300.00		✏
ⓘ	Other	3	5350	333	000	00	$15,000.00	$0.00	$15,000.00		✏
ⓘ	Salary	3	5360	116	000	00	$340,200.00	$0.00	$340,200.00		✏

ⓘ	Salary	3	5360	126	000	00	$6,120,000.00	$0.00	$6,120,000.00		✎
ⓘ	Salary	3	5360	131	000	00	$403,200.00	$0.00	$403,200.00		✎
ⓘ	Salary	3	5360	132	000	00	$108,000.00	$0.00	$108,000.00		✎
ⓘ	Salary	3	5360	133	000	00	$108,000.00	$0.00	$108,000.00		✎
ⓘ	Salary	3	5360	142	000	00	$636,000.00	$0.00	$636,000.00		✎
ⓘ	Salary	3	5360	145	000	00	$216,000.00	$0.00	$216,000.00		✎
ⓘ	Salary	3	5360	147	000	00	$75,000.00	$0.00	$75,000.00		✎
ⓘ	Salary	3	5360	151	000	00	$226,800.00	$0.00	$226,800.00		✎
ⓘ	Salary	3	5360	171	000	00	$360,000.00	$0.00	$360,000.00		✎
ⓘ	Salary	3	5360	174	000	00	$714,420.00	$0.00	$714,420.00		✎
ⓘ	Salary	3	5360	176	000	00	$28,076.42	$0.00	$28,076.42		✎
ⓘ	Salary	3	5360	180	000	00	$454,500.00	$0.00	$454,500.00		✎
ⓘ	Other	3	5360	211	000	00	$748,950.03	$0.00	$748,950.03		✎
ⓘ	Salary	3	5400	181	000	00	$0.00	$122,410.00	$122,410.00	needed for supplement	✎
ⓘ	Other	3	5400	211	000	00	$0.00	$9,364.37	$9,364.37		✎
ⓘ	Other	3	5400	221	000	00	$0.00	$27,909.48	$27,909.48		✎
ⓘ	Salary	3	5410	114	815	00	$60,000.00	$0.00	$60,000.00		✎
ⓘ	Other	3	5410	181	815	00	$3,900.00	$0.00	$3,900.00		✎
ⓘ	Salary	3	5410	181	000	00	$0.00	$47,000.00	$47,000.00	needed for supplement	✎
ⓘ	Other	3	5410	211	000	00	$0.00	$3,595.50	$3,595.50		✎
ⓘ	Other	3	5410	211	815	00	$4,888.35	$0.00	$4,888.35		✎
ⓘ	Other	3	5410	221	000	00	$0.00	$10,716.00	$10,716.00		✎
ⓘ	Other	3	5410	221	815	00	$14,569.20	$0.00	$14,569.20		✎
ⓘ	Other	3	5410	231	815	00	$6,500.00	$0.00	$6,500.00		✎
ⓘ	Salary	3	5420	116	000	00	$90,000.00	$0.00	$90,000.00		✎
ⓘ	Salary	3	5420	181	000	00	$5,850.00	$57,000.00	$62,850.00	needed for	✎

									supplement
ⓘ	Other	3	5420	211	000	00	$7,332.53	$4,360.50	$11,693.03		✏
ⓘ	Other	3	5420	221	000	00	$21,853.80	$12,996.00	$34,849.80		✏
ⓘ	Other	3	5420	231	000	00	$9,750.00	$0.00	$9,750.00		✏
ⓘ	Salary	3	5810	181	000	00	$0.00	$35,120.00	$35,120.00	needed for supplement	✏
ⓘ	Other	3	5810	211	000	00	$0.00	$2,686.68	$2,686.68		✏
ⓘ	Other	3	5810	221	000	00	$0.00	$8,007.36	$8,007.36		✏
ⓘ	Salary	3	5830	131	000	00	$1,260,000.00	$0.00	$1,260,000.00		✏
ⓘ	Salary	3	5830	181	000	00	$81,900.00	$71,500.00	$153,400.00	needed for supplement	✏
ⓘ	Other	3	5830	211	000	00	$102,655.35	$5,469.75	$108,125.10		✏
ⓘ	Other	3	5830	221	000	00	$305,953.20	$16,302.00	$322,255.20		✏
ⓘ	Other	3	5830	231	000	00	$136,500.00	$0.00	$136,500.00		✏
ⓘ	Other	3	5830	311	000	00	$0.00	$450,000.00	$450,000.00	needed for contracted services	✏
ⓘ	Other	3	5830	418	000	00	$0.00	$50,000.00	$50,000.00	needed for software	✏
ⓘ	Salary	3	5840	141	000	00	$0.00	$100,000.00	$100,000.00	needed for Covid Contact positions	✏
ⓘ	Salary	3	5840	146	000	00	$941,150.00	$0.00	$941,150.00		✏
ⓘ	Salary	3	5840	181	000	00	$0.00	$15,500.00	$15,500.00	needed for supplement	✏
ⓘ	Salary	3	5840	192	000	00	$12,000.00	$0.00	$12,000.00		✏
ⓘ	Other	3	5840	211	000	00	$72,915.98	$8,835.75	$81,751.73		✏
ⓘ	Other	3	5840	221	000	00	$205,918.20	$3,534.00	$209,452.20		✏
ⓘ	Other	3	5840	231	000	00	$97,500.00	$0.00	$97,500.00		✏
ⓘ	Other	3	5840	311	000	00	$135,639.00	$0.00	$135,639.00		✏
ⓘ	Other	3	5840	411	000	00	$40,000.00	$0.00	$40,000.00		✏
ⓘ	Salary	3	5880	181	000	00	$0.00	$2,000.00	$2,000.00	needed for supplement	✏

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ⓘ	Other	3	5880	211	000	00	$0.00	$153.00	$153.00		✏
ⓘ	Other	3	5880	221	000	00	$0.00	$456.00	$456.00		✏
ⓘ	Salary	3	6110	113	000	00	$85,000.00	$0.00	$85,000.00		✏
ⓘ	Salary	3	6110	151	000	00	$1,050,000.00	$0.00	$1,050,000.00		✏
ⓘ	Salary	3	6110	181	000	00	$5,525.00	$19,700.00	$25,225.00	needed for supplement	✏
ⓘ	Salary	3	6110	181	000	00	$0.00	$750.00	$750.00	needed for supplement	✏
ⓘ	Other	3	6110	211	000	00	$0.00	$57.38	$57.38		✏
ⓘ	Other	3	6110	211	000	00	$87,250.16	$1,507.05	$88,757.21		✏
ⓘ	Other	3	6110	221	000	00	$260,039.70	$4,491.60	$264,531.30		✏
ⓘ	Other	3	6110	221	000	00	$0.00	$171.00	$171.00		✏
ⓘ	Other	3	6110	231	000	00	$201,500.00	$0.00	$201,500.00		✏
ⓘ	Salary	3	6120	181	000	00	$0.00	$1,000.00	$1,000.00	needed for supplement	✏
ⓘ	Other	3	6120	211	000	00	$0.00	$76.50	$76.50		✏
ⓘ	Other	3	6120	221	000	00	$0.00	$228.00	$228.00		✏
ⓘ	Salary	3	6200	181	000	00	$0.00	$7,000.00	$7,000.00	needed to supplement	✏
ⓘ	Other	3	6200	211	000	00	$0.00	$535.50	$535.50		✏
ⓘ	Other	3	6200	221	000	00	$0.00	$1,596.00	$1,596.00		✏
ⓘ	Salary	3	6300	181	000	00	$0.00	$8,750.00	$8,750.00	needed for supplement	✏
ⓘ	Other	3	6300	211	000	00	$0.00	$669.38	$669.38		✏
ⓘ	Other	3	6300	221	000	00	$0.00	$1,995.00	$1,995.00		✏
ⓘ	Salary	3	6400	181	000	00	$0.00	$13,880.00	$13,880.00	needed for supplement	✏
ⓘ	Other	3	6400	211	000	00	$0.00	$1,061.82	$1,061.82		✏
ⓘ	Other	3	6400	221	000	00	$0.00	$3,164.64	$3,164.64		✏
ⓘ	Equipment	3	6400	541	000	00	$32,000.00	$0.00	$32,000.00		✏

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ⓘ	Other	3	6530	321	000	00	$200,000.00	$0.00	$200,000.00		✏
ⓘ	Salary	3	6540	173	000	00	$0.00	$25,000.00	$25,000.00	Custodial Salary needed for extra cleaning	✏
ⓘ	Salary	3	6540	181	000	00	$0.00	$164,140.00	$164,140.00	needed for supplement	✏
ⓘ	Other	3	6540	211	000	00	$0.00	$14,469.21	$14,469.21		✏
ⓘ	Other	3	6540	221	000	00	$0.00	$43,123.92	$43,123.92		✏
ⓘ	Other	3	6540	311	000	00	$0.00	$25,000.00	$25,000.00	needed for contracted services for custodial cleaning	✏
ⓘ	Salary	3	6550	147	000	00	$0.00	$25,000.00	$25,000.00	needed for bus monitor salary	✏
ⓘ	Salary	3	6550	171	000	00	$225,000.00	$0.00	$225,000.00		✏
ⓘ	Salary	3	6550	181	000	00	$0.00	$311,000.00	$311,000.00	needed for supplement	✏
ⓘ	Other	3	6550	211	000	00	$17,212.50	$25,704.00	$42,916.50		✏
ⓘ	Other	3	6550	221	000	00	$51,300.00	$76,608.00	$127,908.00		✏
ⓘ	Other	3	6550	231	000	00	$97,500.00	$0.00	$97,500.00		✏
ⓘ	Other	3	6550	331	000	00	$0.00	$2,500,000.00	$2,500,000.00	Needed for pupil transportation	✏
ⓘ	Equipment	3	6550	541	000	00	$624,000.00	$0.00	$624,000.00		✏
ⓘ	Other	3	6570	522	000	00	$100,000.00	$0.00	$100,000.00		✏
ⓘ	Other	3	6570	523	000	00	$4,100,000.00	$0.00	$4,100,000.00		✏
ⓘ	Other	3	6570	532	000	00	$280,000.00	$1,850,000.00	$2,130,000.00	Needed for improvements to existing sites. School Marquees,Playground Equipment, and a Track at EB Aycock.	✏
ⓘ	Salary	3	6580	181	000	00	$0.00	$56,000.00	$56,000.00	needed for supplement	✏

ℹ	Other	3	6580	211	000	00	$0.00	$4,284.00	$4,284.00		✏
ℹ	Other	3	6580	221	000	00	$0.00	$12,768.00	$12,768.00		✏
ℹ	Other	3	6580	311	000	00	$885,000.00	$0.00	$885,000.00		✏
ℹ	Other	3	6580	326	000	00	$1,500,000.00	$0.00	$1,500,000.00		✏
ℹ	Other	3	6580	411	000	00	$221,644.95	$3,355.05	$225,000.00	needed for supplies	✏
ℹ	Equipment	3	6580	541	000	00	$420,000.00	$0.00	$420,000.00		✏
ℹ	Salary	3	6610	151	000	00	$300,000.24	$0.00	$300,000.24		✏
ℹ	Salary	3	6610	181	000	00	$0.00	$20,000.00	$20,000.00	needed for supplement pay	✏
ℹ	Other	3	6610	211	000	00	$22,950.01	$1,530.00	$24,480.01		✏
ℹ	Other	3	6610	221	000	00	$68,400.05	$4,560.00	$72,960.05		✏
ℹ	Other	3	6610	231	000	00	$39,000.00	$0.00	$39,000.00		✏
ℹ	Salary	3	6620	181	000	00	$0.00	$7,000.00	$7,000.00	needed for supplement	✏
ℹ	Other	3	6620	211	000	00	$0.00	$535.50	$535.50		✏
ℹ	Other	3	6620	221	000	00	$0.00	$1,596.00	$1,596.00		✏
ℹ	Salary	3	6710	181	000	00	$0.00	$1,000.00	$1,000.00	needed for supplement	✏
ℹ	Other	3	6710	211	000	00	$0.00	$76.50	$76.50		✏
ℹ	Other	3	6710	221	000	00	$0.00	$228.00	$228.00		✏
ℹ	Salary	3	6820	181	000	00	$0.00	$1,000.00	$1,000.00	needed for supplement	✏
ℹ	Other	3	6820	211	000	00	$0.00	$76.50	$76.50		✏
ℹ	Other	3	6820	221	000	00	$0.00	$228.00	$228.00		✏
ℹ	Salary	3	6940	181	000	00	$0.00	$7,000.00	$7,000.00	needed for supplement	✏
ℹ	Other	3	6940	211	000	00	$0.00	$535.50	$535.50		✏
ℹ	Other	3	6940	221	000	00	$0.00	$1,596.00	$1,596.00		✏
ℹ	Salary	3	7200	181	000	00	$0.00	$167,380.00	$167,380.00	needed for supplement	✏

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	7200	211	000	00	$0.00	$12,804.57	$12,804.57		✏
ⓘ	Other	3	7200	221	000	00	$0.00	$38,162.64	$38,162.64		✏
ⓘ	Other	3	7200	411	000	00	$0.00	$5,885.60	$5,885.60	needed for supplies	✏
ⓘ	Equipment	3	7200	462	000	00	$0.00	$16,792.03	$16,792.03	Payschools Devices for Child Nutrition; touchless device for check out	✏
ⓘ	Equipment	3	7200	541	000	00	$64,000.00	$0.00	$64,000.00		✏
ⓘ	Other	3	8100	392	000	00	$768,124.98	$378,019.94	$1,146,144.92		✏
ⓘ	Other	3	8200	399	000	00	$0.00	$1,794,557.40	$1,794,557.40		✏
						Total:	$41,291,187.20	$22,528,883.00	$63,820,070.20		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6110	131	371	00	$70,000.00	$0.00	$70,000.00		✏
ⓘ	Salary	3	6110	181	371	00	$4,550.00	$0.00	$4,550.00		✏
ⓘ	Other	3	6110	211	371	00	$5,703.08	$0.00	$5,703.08		✏
ⓘ	Other	3	6110	221	371	00	$16,997.40	$0.00	$16,997.40		✏
ⓘ	Other	3	6110	231	371	00	$6,500.00	$0.00	$6,500.00		✏
ⓘ	Equipment	3	6110	462	000	00	$0.00	$5,000.00	$5,000.00	Laptop,Desktop, Monitors and related equipment	✏
ⓘ	Salary	3	6940	113	371	00	$150,000.00	$0.00	$150,000.00		✏
ⓘ	Salary	3	6940	181	371	00	$9,750.00	$0.00	$9,750.00		✏
ⓘ	Other	3	6940	211	371	00	$12,220.88	$0.00	$12,220.88		✏
ⓘ	Other	3	6940	221	371	00	$36,423.00	$0.00	$36,423.00		✏
ⓘ	Other	3	6940	231	371	00	$13,000.00	$0.00	$13,000.00		✏
						Total:	$325,144.36	$5,000.00	$330,144.36		

Grant Details

Pitt County Schools (740) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The processes that were used to develop the Needs Assessment and Plan are listed below. 1. The Pitt County Schools Superintendent, Senior Leadership, and Educational Programs and Services Directors met and devised the district strategic plan using an array of data 2. The Needs Assessment was reviewed and developed based on data and alignment of the goals outlined in the strategic plan. 3. Both the Needs Assessment and district Strategic Plan were shared with the Board of Education members for approval 4. Surveys were distributed to departments to assess their needs as they relate to the student learning gaps and needs to support closing the gap and engaging the virtual students 5. Student check-ins and benchmark assessments were given to assess the students' achievement levels. 6. Attendance data was tracked for all students to gauge their level of engagement from the virtual or hybrid students 7. All schools were asked to use their resources (i.e., counselors, teachers, social workers) to reach out to those students that had low to no level of engagement on assignments due to poor attendance. 8. Based on the students' academic data and the tenets of HB 82, preparations were made to support summer school students who fit the following criteria. The needs were determined using report card data and attendance reports. Students who were failing reading and math were two or more grade levels behind in reading or math according to i-Ready diagnostic

reading and math results will be invited to attend. Also, those students that had low to no attendance were asked to attend. Principals will also provide additional data to support students attending this summer camp based on summative data, formative data, and attendance data. To help students meet Reading and Math State academic standards and close the learning gap, we plan to provide instruction in each subject area by high-quality in-person instructors. These instructors will use pre and post-assessment to determine student needs. They will also differentiate instruction based on the needs of this assessment and formative data as they work with students individually. TO ensure that all students and teachers had access to devices and capability to continue teaching and learning, a technology plan was devised by the Digital Learning Team and Educational Program Services to acquire devices and internet capability (hotspots) to ensure that all students, teachers, administrators had access to technology. The plan is that all students will have 1:1 devices as well as teachers. More devices will be needed to ensure that this is sustained in the next years. The students that will attend PCS Virtual Academy will need devices as well. Stakeholders-- Superintendent, Senior Leadership, Directors, Principals/Assistant Principals, Instructional Coaches, Central Office Staff, Bus Drivers, School Nutrition, Clerical, Support (EC Division), Transportation, Parents, Communities, and the Board of Ed. We intend to assess and address through assessments (Pre and Post Assessments). Once the data is available, individual plans for improvement will be developed for all students through Tiered Instruction.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Baseline 2020 Data Attendance: K-12 average daily attendance by PSU-District data 93% - Course Average of 60 in four core courses 3570/7119=50.15% - Graduation rate-86.2% - Dropout rate-1.45% - Suspension rate-Short-term 231.3 Long Term- 0 Expulsions-0 - Student Retention rates-2% 510/21708 - Teacher Retention-6.9% - % of students w/ devices-83% - % of teachers w/ devices-87% (i.e., laptops, mobile devices) Desk Tops-100% - % of classrooms w/video cameras-1.2% Only 4 schools in the district Pitt County Schools uses a variety of assessments to measure student achievement. Previously used reviews will continue to be used with increased data collection, analysis, and monitoring. New assessments will be implemented either system-wide or in schools/grade levels that did not previously use them. I-ready diagnostic assessments will be used in grades K-3. All students in grades K-3 will be assessed in reading to guide instruction. Students are assessed multiple times, beginning, middle, and end of the academic year. 3-8 students are assessed using BOG, I-Ready Reading/Math assessments, and NC Check-ins. I-Ready uses an initial placement test and regular progress monitoring to target specific skills for students in selected schools. District uses I-ready Reading/Math as a universal screener for academics. Schools use the I-Ready assessment to determine proficiency within the academic performance. The student's progress is monitored

consistently throughout the year. Canvas and Edgenuity will be available for the virtual students within Pitt County. This data will be used to identify, and target student needs to impact instruction directly. District-wide monitoring will increase effective implementation through individual differentiation. K-2 Math assessments will be administered at the beginning, middle, and end of an academic year. The WIDA ACCESS English Language Proficiency Tests are used to assess listening, speaking, reading, and writing proficiency for Limited English Proficient (LEP) students in grades K-12. Early Screening Profiles (EPS) cognitive screening is administered to all English-speaking preschoolers seeking admission to all NCPK Inclusive Programs. Children who do not speak English are screened using an interpreter. It is used to identify students below average in language and cognitive development. It is also used at the end of the school year to determine all preschoolers' language and cognitive development proficiency before moving into kindergarten. The High/Scope Child Observation Record (COR), an ongoing assessment system, is used in all preschool classrooms to provide documentation of each student's progress in six developmental indicators. For children functioning at a toddler level, the Infant Toddler COR is used. Anecdotal records and work samples are used as part of this ongoing assessment progress to document student growth. Beginning, Middle, and End of Year Assessments on skills necessary for kindergarten are administered to NC Pre-K students to monitor growth and differentiated instruction. Teachers use small group instruction to target specific skills for students. Teachers of LEP students use a separate PEP designed to address specific needs for modification. Benchmark assessments and Check-ins are available to schools to assist in the development of Common Formative Assessment. OTHER INDICATORS: At the LEA's discretion, describe any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section. Pitt County Schools will continue to monitor previously measured indicators with increased data collection, analysis, and monitoring. Pitt County Schools measures, among others, the following indicators: Attendance: K-12 Students' attendance will be monitored and tracked. Those students that are absent for the 3, 6, 10 days will receive letters. Those students with low engagement will also be referred to the school social workers to assess the reasons for poor or no attendance. Course Average: A course average of 60 in the four core academic subjects-reading/language arts, mathematics, science, and social studies in grades 3-12. Graduation rate Dropout rate Suspension rate Retention rates Teacher Retention High Needs Schools Rubric Data Analysis Meeting Instructional Rounds Classroom Walk-throughs Professional Learning Communities Comparison of 2019-20 vs. 2020-21 BOG Data (that shows gaps) BOG3 2019-20 2020-21 School Proficiency Proficiency 2020 %Tested AES 13.2 20.9 67.7 Belvoir 7.2 22.2 66.7 Low Performing Bethel 9.7 4.2 82.8 CES 20.0 14.5 62.6 Chicod 37.9 21.2 86.1 Falkland 15.6 27.3 34.4 Eastern 21.9 40.0 71.4 Elmhurst 25.4 18.2 71.4 Grifton 19.5 18.0 78.0 Low Performing GRW 22.4 29.3 80.4 LFS 20.8 9.6 69.2 Low Performing NWE 7.0 10.5 57.6 Low Performing Pactolus 9.1 7.5 69.0 RES 38.3 17.5 74.6 WHR 35.1 26.8 71.7 SB 21.8 16.1 68.5 SGE 12.5 2.9 71.4 Low Performing Stokes 25.9 22.2 96.4 WC 12.7 19.2 67.1 Low Performing WIS 34.8 46.2 73.5 PCS 23.9 23.3 70.5 State 26.5 24.6 67.7

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.

$ 13,892,012.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

We will utilize iReady as our K-8 pre and post-assessment tool. Based on this data, students will be placed for optimal instructional groupings. Interventions will be provided through the foundational domains in iReady. These domains are phonological awareness, phonics, high-frequency words, vocabulary and comprehension literature, and informational text. Math domains will be numbers and operations, algebraic thinking, measurement and data, and geometry. Teachers will utilize common formative assessments to gauge their instructional delivery. Grades 9-12 will utilize Edgenuity for core-specific pre and post-assessment and intervention strategies. All stakeholders will be involved in planning to address the needs of all students/whole child (i.e., EC Director, ESL Coordinator, AIG Coordinator, Director of Student Services, Testing and Accountability Director, Director of Elementary Schools, Director of Secondary Schools, AVID, School Nutrition Director, Director of Federal Programs, Asst. Superintendent of Human Resources). A draft of a sample schedule to address the tenets of HB 82 (i.e., SEL, Math, Reading, Science, and Encore class). School Social Workers will reach out to the unresponsive parents.

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

Instructional flexible grouping Reading Horizons (K-2) iReady for K-8 in Math and Reading Purposeful centers Common lesson plans--Learning-Focused Summarizing strategies Text Analysis

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

Edgenuity parent portal I-Ready Parent support Canvas and Seesaw training Information is sent to parents through our PIO on a consistent basis

* (D) Tracking student attendance and improving student engagement in distance education;

Attendance logs will be utilized Open House for Summer School Teachers will make phone contact with parents Counselors will be utilized Daily SEL lessons and support

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Utilizing iReady, Edgenuity, and other assessment tools to gauge student progress work toward learning goals Establish individual student learning goals Teacher-led vertical alignment discussions within their PLCs

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Outdoor classroom spaces Outdoor seating areas These improvements will increase the need for additional restroom facilities and mowers for surrounding areas.	June 2021- September 2024	The outdoor learning spaces will allow students and staff to be in cleaner environments with great airflow. Thus, this will reduce the cases of spreading COVID. Student and staff attendance will increase. Attendance will be tracked in Power School. Principals and Directors will track the attendance of faculty and staff. Increase attendance will decrease the number of substitutes needed in the building and subsequently increase student achievement.	$ 1,000,000.00
	* ⦿ Yes ◯ No		July 2021- September 2024		$ 5,920,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		Flooring replacement Floor cleaning machines HVAC Upgrades Remove carpet and replace with washable tile flooring. This will require the purchase of additional floor cleaning machines. It will also reduce environmental contaminants by replacing air handlers and boilers.		Upgrading and replacing HVAC will lower particulates in the air resulting in better quality. Replacing the carpet will remove germs from the air and improve air quality. The COVID cases and numbers will be tracked daily by our school nurses for both students and staff. Our data managers will track the attendance data. An increase in attendance will transcend to improved attendance & subsequently an increase in student academic achievement. An increase in teachers will lower the use of subs.	

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	Contract with local health agencies to acquire school nurses to serve as COVID contact in schools and respond to any exposure to COVID 19. Add Additional Nurses in the response of the uptick in cases in the schools with staff and students due to the Delta Variant	August 2021-September 2024	Providing health services from a medical professional to students and staff at school will provide guidance to decrease the number of students/staff expose and if there are positive cases in the school with students and staff the nurses will be able to support the tracking data to report to school officials and tracing to mitigate additional exposure	$ 1,369,484.18

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⊙ Yes ○ No	Contracting EC Comp Ed Svc Acquiring EC Software to meet the individual students with disabilities and EL Hire EC Pre-K Teachers Hire EC Pre-K TAs Hire EC Pre-K Coach Purchase additional bus used to run EC Pre-K transportation	July 2021-September 2024	The impact of providing support and outreach and service delivery will be accomplished through administering pre and post-assessment to the EC subgroup. The data gleaned from the assessment will determine if IEP goals will need to be modified or services will need to be increased or decreased in the annual review meetings or if a meeting is called my parents.	$ 3,344,100.80

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ○ No	Contract with local health agencies to acquire school nurses to serve as COVID contact in schools and respond to any exposure to COVID 19.	August 2021-September 2024	Providing health services from a medical professional to students and staff at school will provide guidance to decrease the number of students/staff expose and if there are positive cases in the school with students and staff the nurses will be able to support the tracking data to report to school officials and tracing to mitigate additional exposure	$ 1,260,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ○ No	School HVAC upgrades to minimize virus transmission in the school. Purchase mowers	August 2021-September 2024	Upgrading and replacing HVAC will lower particulates in the air resulting in better quality.	$ 1,000,000.00

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ◯ No	Purchase of sanitizing zupplies. Contracting cleaning service after summer learning programs due to short turnaround in time for the opening of a new academic year.	June 2021-September 2024	A deep cleaning between the mandatory summer school programs and the opening of school will provide a safer environment to minimize the spread of airborne contaminants and cases of COVID. This will ensure a safe learning environment as all students will return to school in Fall 2021. It will be necessary to contract additional janitorial services to complete this arduous task before students and staff return. This should also support our attendance efforts for both students and staff.	$ 821,644.98

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ● No				$ 0.00
	* ● Yes ○ No	Purchases: Devices-Students and Faculty/Staff Classroom videocameras 1:1 devices for students to complete assignments Teacher to integrate virtual lessons	July 2021-September 2024		$ 925,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.				The Asst Superintendent of Educational Programs and Services, Finance Director, and the Federal Programs Director will monitor monthly the ESSER purchase orders (educational technology to ensure that all funds are used as designated through reports ran in devices purchased (I-Ready usage reports, Edgenuity & Canvas). Meetings will be held with principals monthly to discuss programs' effectiveness through the district's common formative assessment reports from Testing Dept.

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Contracted Services with School-Based Mental Health Hire 10 counselors	July 2021- September 2024	Hiring additional counselors will support the schools as they work with SEL & Counseling standards. The Student Services Director will monitor the SEL survey information push it out to the counselors to provide wrap-around services or contracted school-based services (depending upon need). There will be a decrease in the discipline which will be tracked monthly. When students are in school, they are where they can receive the instruction& master skills taught.	$ 1,887,008.55

| 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 | Homeless Supplies Afterschool Programs Summer Learning Camps STEM Supplies Instructional supplies Salaries and Supplements | June 2021-September 2024 | This will be accomplished and measured by reviewing the I-ready pre and post-data. I-ready assessments will be given to all K-8th graders in summer school. EOC scores will be used for a baseline for 9-12 students and a benchmark and progress monitoring during the summer. Summer Learning-$17,100,000 Learning Loss-$10,320,748 | $ 5,980,980.75 |
| | * ⦿ Yes ◯ No | | July 2021-September 2024 | | $ 4,216,100.30 |

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.		Indirect Cost Staff Supplements Purchase School Nutrition Vans- Reduce the spread of COVID Greenhouses, budget analyst, project manager, 6 activity buses, and school marquees for communication		These positions will provide continuity of services as the district faces a reduction in ADM and allow for smaller class sizes to address learning deficiencies and close gaps. Purchasing new activity buses will help to transport the students safely and meet the CDC guidelines for transportation. This will decrease the number of COVID cases that are tracked through our nurses daily. Marquees will increase communication with the parents and community to support family and community engagement	
				Total ESSER III Allotment	$ 27,724,319.56

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Pitt County Schools (740) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Pitt County Schools (740) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Lavette Ford	

Substantially Approved Dates

Pitt County Schools (740) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, September 29, 2021

Pitt County Schools (740) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Pitt County Schools (740) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Pitt County Schools (740) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100664580

* Address:

1717 W. 5th Street Greenville, NC 27834

* Superintendent:

Dr. Ethan Lenker

Key Personnel:

* LaVette L Ford

* Debra Baggett

Polk County Schools (750) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:10:26 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Polk County Schools (750) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,306,314.00	$1,306,314.00
Carryover	$2,512,423.49	$2,512,423.49
Total	$3,818,737.49	$3,818,737.49

Budget

Polk County Schools (750) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
750	181	0	No	No	2.44 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,306,314.00	$0.00
Carryover Amount:	$2,512,423.49	$2,512,423.49
Allotment Plus Carryover:	$3,818,737.49	$2,512,423.49
Total Budgeted:		$2,512,423.49
Total Remaining:	$1,306,314.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	08/27/2021 04:46 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/27/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/27/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
8/24/2021 12:56 PM	Approved (Pending)		Perrotta, Paul			
7/30/2021 8:25 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$159,154.80	$0.00	$159,154.80		
ⓘ	Salary	3	5110	142	000	00	$132,738.00	$0.00	$132,738.00		
ⓘ	Other	3	5110	211	000	00	$22,329.80	$0.00	$22,329.80		
ⓘ	Other	3	5110	221	000	00	$63,282.38	$0.00	$63,282.38		
ⓘ	Other	3	5110	231	000	00	$134,154.72	$0.00	$134,154.72		
ⓘ	Other	3	5110	418	000	00	$75,000.00	$0.00	$75,000.00		
ⓘ	Equipment	3	5110	462	000	00	$75,000.00	$0.00	$75,000.00		
ⓘ	Salary	3	5210	121	000	00	$111,473.10	$0.00	$111,473.10		
ⓘ	Other	3	5210	162	000	00	$13,933.30	$0.00	$13,933.30		
ⓘ	Other	3	5210	211	000	00	$9,593.59	$0.00	$9,593.59		

11/9/2021 12:31:15 PM

ⓘ	Other	3	5210	231	000	00	$19,164.96	$0.00	$19,164.96
ⓘ	Other	3	5210	311	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	5210	312	000	00	$10,000.01	$0.00	$10,000.01
ⓘ	Other	3	5210	418	000	00	$15,000.00	$0.00	$15,000.00
ⓘ	Equipment	3	5210	462	000	00	$20,000.00	$0.00	$20,000.00
ⓘ	Salary	3	5270	121	000	00	$135,958.20	$0.00	$135,958.20
ⓘ	Other	3	5270	211	000	00	$10,400.80	$0.00	$10,400.80
ⓘ	Other	3	5270	221	000	00	$29,475.74	$0.00	$29,475.74
ⓘ	Other	3	5270	231	000	00	$19,164.96	$0.00	$19,164.96
ⓘ	Other	3	5320	311	000	00	$40,000.00	$0.00	$40,000.00
ⓘ	Other	3	5350	311	000	00	$33,333.00	$0.00	$33,333.00
ⓘ	Other	3	5350	411	000	00	$25,763.79	$0.00	$25,763.79
ⓘ	Salary	3	5360	126	000	00	$850,500.00	$0.00	$850,500.00
ⓘ	Salary	3	5360	131	000	00	$19,507.62	$0.00	$19,507.62
ⓘ	Salary	3	5360	142	000	00	$94,054.77	$0.00	$94,054.77
ⓘ	Salary	3	5360	151	000	00	$12,192.30	$0.00	$12,192.30
ⓘ	Salary	3	5360	171	000	00	$23,223.42	$0.00	$23,223.42
ⓘ	Salary	3	5360	173	000	00	$8,360.43	$0.00	$8,360.43
ⓘ	Salary	3	5360	174	000	00	$41,802.15	$0.00	$41,802.15
ⓘ	Other	3	5360	180	000	00	$48,000.00	$0.00	$48,000.00
ⓘ	Other	3	5360	211	000	00	$83,969.46	$0.00	$83,969.46
ⓘ	Other	3	5840	411	000	00	$49,904.00	$0.00	$49,904.00
ⓘ	Other	3	6540	411	000	00	$50,000.00	$0.00	$50,000.00
ⓘ	Other	3	6550	423	000	00	$8,245.86	$0.00	$8,245.86
ⓘ	Other	3	8100	392	000	00	$57,742.33	$0.00	$57,742.33

Total: $2,512,423.49 $0.00 $2,512,423.49

Grant Details

Polk County Schools (750) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

To begin this grant application process, Superintendent Aaron Greene invited Dr. Jeremy Gibbs, Western Regional Support Director to meet with district level administrators/directors to discuss ideas for ESSER funding and the Summer Learning Program. After that meeting, Mr. Greene led a virtual meeting with principals and teachers of the year to outline ideas and gather input from all schools in the district. The ESSER plans were created based on these meetings and input from stakeholders in the school district. Using the district's Continuous Improvement Process and the constant review of local and state assessments, PowerSchool attendance data, COVID quarantine data, and anecdotal data from students, parents and teachers helped the district identify our most important educational needs. The data indicates learning gaps at all grade levels, especially for those students who experienced longer periods of remote learning. Students who have been in school for in-person instruction have shown better progress. To address student learning loss resulting from the disruption in educational services, the district plans to use ESSER III funding to do the following: hire six teaching assistants to support students in Grades 2 & 3; hire an additional ELL teacher to support English learners; share the cost with the local DHHS of a social worker/counselor to support students; provide up to six weeks of Summer Learning Programs for K-12 students over the next three summers; hire an additional high

school ELA teacher and purchase credit recovery/remediation courseware to help with credit recovery efforts; provide additional EC support for student services; provide arts-integration/enrichment activities for K-12; purchase PPE and cleaning supplies; and purchase additional student devices and classroom technology.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Teaching assistants in Grades 2 & 3: Current district-level data indicates that approximately 40% of next year's second graders will be below grade level in Literacy and approximately 32% of third graders will also be below grade level. This data is concerning because typically our district has less than 20% of students below grade level in second and third grades. Adding teaching assistants at these grades will provide more opportunities for small group and individual instruction to address learning loss due to COVID. Elementary ELL teacher: According to PowerSchool data, the number of Hispanic students enrolled in Polk County Schools has increased from 269 to 283 students in the past year. Not all of these students qualify for ELL services, however, due to the COVID pandemic, these students and families need additional support to mitigate COVID learning loss. The additional teacher will not only support these students and families, but also classroom teachers as they determine the best remediation strategies and interventions for students. This teacher will be an integral part of the elementary MTSS problem-solving teams. Shared social worker/counselor: The district's Attendance Mediation/At-Risk Coordinator has indicated the need for additional social work/counseling services to support students and families to increase student engagement for both in-person and remote learners. The number of chronically absent students has increased dramatically this year. According to PowerSchool data, currently 12-15% of students at all schools in the district have accumulated 18 or more unexcused absences for the 2021-22 school year. This is a concerning percentage because in previous years the percentage of chronically absent (18 or more absences - excused and unexcused) students has been between 10-13%. The percentage above does not include excused absences, such as COVID-related absences. Many students are experiencing anxiety, depression and social-emotional instability due to the pandemic. The shared social worker/counselor would act as a liaison between the school system and the local DHHS to better serve students and families and help them get the services they need to recover and thrive. Summer Learning Programs: Polk County Schools will dedicate a large portion of ESSER III funds specifically for Summer Learning Programs for 2021, 2022 and 2023. The teacher/student ratio will be 1:10 with additional adult support for students provided by teaching assistants and enrichment teachers. These programs will provide up to 30 days and/or 150 hours of summer learning and enrichment for the district's most at-risk students identified by individual school principals and teachers based on student data. 9-12 ELA teacher and credit recovery courseware: According to PowerSchool data, 49 of the 256 (19%)

students taking an English course during first semester failed the course. Compared to the 2% failure rate from the first semester of the 2019-2020 school year, the district determined a justified need for an additional ELA teacher and credit recovery courseware to help high school students recover credits in order to meet graduation requirements. EC support: An increase in eligible students, as evidenced by EC head count per federal reporting, indicates a need for additional support in this area. Analysis of IEP service times, shows a need for increased time for specialized instruction to improve student outcomes. The lack of participation of students who have chosen remote learning indicates the need for additional software and hardware. An analysis of student outcome data shows that EC students are performing well below their peers and professional development was identified as a way for teachers to improve instructional strategies. Arts-integration/enrichment: Anecdotal data shows the need for additional arts-integration/enrichment experiences for students and staff members to help improve social, emotional and mental health. Students and staff have all experienced trauma due to COVID closures and quarantines. One of the district's goals is to educate the whole child. Due to COVID restrictions, the district and our arts partners ha gone from providing enrichment opportunities for PreK-12 students on a regular basis to no outside visitors or field trips at all. Anecdotal data from counselors and principals indicates the negative effect that the COVID pandemic has had on our student and staff mental well-being. Arts enrichment activities, such as experiential field trips, assemblies and guest speakers/artists visits to schools and classrooms, were requested to ensure we are addressing the whole child and not just academic gaps. ESSER funds will be used to provide opportunities for community arts partners, such as Tryon Fine Arts Center, Tryon Arts and Crafts, and state organizations, such as NC A+ Schools, to engage with students and staff to improve social, emotional and mental health. These organizations have previously funded field trips, performances and artist-in-residency sessions for our students. However, due to the pandemic, many of our arts partners have lost funding and will not be able to offer these enriching activities for our students. PPE & cleaning supplies: Staff, students and families received guidance for using PPE and cleaning supplies to help stop the spread of COVID. The use of PPE and cleaning supplies has kept the total number of COVID-related absences below 15,000. Following health and safety protocols and procedures using PPE and cleaning supplies helps keep students and teachers in classrooms and/or learning remotely as necessary. Student devices & classroom technology: Although the district is not a true "one-to-one" district, all students have access to devices as needed. Students who have chosen the remote learning option have been given devices, which may or may not be returned in working order.

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.

$ 586,659.70 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30,

2024.

In the required spaces below, <u>provide a detailed description</u> 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;

The district will administer and use the following NCDPI required assessments to assess students' academic progress: K-3 RtA Diagnostic BOY, MOY & EOY Assessments (currently Amplify mCLASS Reading 3D); K-2 Math assessments BOY, MOY & EOY; 3-8 End-of-Grade tests, 8-12 End-of-Course tests; NC Check-Ins, WIDA/ACCESS assessments and i-Ready for K-8, ELA and Math during Summer Learning Programs. Teachers will also use formative assessments to assess individual student progress and create remediation/intervention plans to address individual learning loss.

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

Polk County Schools will hire six full-time teaching assistants to support students in second and third grades in the area of Literacy and Math to address learning loss due to COVID. This will allow evidence-based small group intervention/instruction to occur more frequently during the regular school day. An additional high school ELA teacher will be hired to reduce class size and support students in grades 9-12 who need individual support due to COVID learning loss to receive English credits to meet graduation requirements. The district will purchase research-based credit recovery courseware to help provide remediation services for students in grades 8-12 and to provide additional opportunities for credit recovery for courses failed due to COVID-related issues.

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

Classroom teachers will hold parent conferences to communicate with parents ways that they can reinforce learning strategies at home. Teachers will also send information to parents via classroom newsletters, Google Classroom, Class Dojo or by using the Remind app. Schools will also send out detailed directions explaining to parents how to access student grades via the parent portal in PowerSchool. Polk County Schools sends out progress reports at 3 weeks and a report card at 6 weeks each six-week grading period to keep parents involved in the learning process. School and district administration will continue to underpin the MTSS process to ensure that students receive additional supports and interventions. Parents and families are considered partners in the MTSS problem-solving process in the district. In the distance learning environment, the Remote Learning Coordinator will be responsible for

communicating with students and families about ways to access and work through online curriculum. This communication may occur via Zoom meetings, face-to-face meetings or phone calls.

* (D) Tracking student attendance and improving student engagement in distance education;

During COVID, the district has developed a successful team of individuals who are working diligently to be sure students are engaged in learning, either in-person or remote. At the individual school level, classroom teachers, school counselors, school nurses and principals work together to identify and contact students who are not attending and/or not engaged in learning. If the schools are not seeing progress, the district Attendance Mediation/At-Risk Coordinator is contacted. For remote learners, the Remote Learning Coordinator makes direct contact with the Attendance Mediation/At-Risk Coordinator as soon as attendance or engagement issues arise. She then works with School Resource Officers and/or DHHS Social Workers to conduct home visits to share supports with families and encourage improved student attendance and engagement. The Attendance Mediation/At-Risk Coordinator provides monthly updates at Principal Meetings and partners with DHHS, DJJ and local mental health care service providers to hold monthly attendance mediation meetings for parents, students and school administrators to all work together to improve attendance.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The Continuous Improvement Process in place in Polk County Schools requires regular data meetings with each school. These meetings require schools to look closely at student and school data, use the MTSS problem-solving framework and create plans for improving student outcomes. These meetings have focused on COVID learning loss and the strategies schools are using to mitigate that loss. School administrators will be asked to produce comparative data analysis focused on 2020-2021 student performance data in relation to past student and cohort performance. This data will be discussed during the 2021-22 Administrators Retreat and updates will be expected at each of the Continuous Improvement Process school-based meetings held during the 2021-2022 school year.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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				$
		The district will hire an additional			$ 437,497.66

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | * ◉ Yes ○ No | an additional ELL/LEP teacher to support English learners in Grades K-8 and address learning loss. The district will contract with guest artists/performers to provide PreK-12 performances and classroom sessions because none were allowed during COVID and funds to cover the cost of these experiences are no longer available from our local arts partners due to COVID closures and funding loss. Funds for EC students will provide PD for teachers and an additional part-time EC teacher to help address learning loss due to COVID. EC Teachers, Teacher Assistants, and contracted staff will be used to address learning | August 2021 - June 2024 | The district will see increased ELL family engagement and improved grades for elementary ELL students. The high school will see an increased number of students receiving English credits to meet graduation requirements. The high school will see an increase in the number of students recovering credits to meet graduation requirements. A greater number of EC students will meet their IEP goals. | |

		loss for EC students. Computer hardware needs to be updated to ensure sufficient access to online instructional sessions, for example, a need for improved memory capacity to ensure adequate speed for optimal performance during online sessions. Some students need access to a variety of equipment and software to fully engage remotely or in hybrid settings beyond the district purchased Chromebooks, for example, touch screen capable devices.			

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Polk County Schools will continue to purchase and supply schools with PPE and cleaning supplies for buildings and buses to minimize transmission of COVID.	July 2021 - September 2024	The number of COVID cases within schools will remain extremely low due to the use of sanitizing supplies and efforts of staff.	$ 99,904.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$ _____

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	Polk County Schools will purchase student devices and classroom technology to enhance educational interaction between students and classroom instructors and to support remote learning when necessary.	July 2021 - September 2024	A greater number of students and teachers will have access to devices, projectors, etc. to enhance in-person and remote instruction.	$ 75,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	Polk County Schools will hire additional social workers/counselors (one shared with local DHHS). These positions will work with our attendance/at-risk coordinator to support families and improve student attendance and mental well-being.	August 2021 - June 2024	A greater number of students and their families will have access to and receive counseling support services. Also, the number of students who are chronically absent will decrease.	$ 40,000.00
		Polk County will			

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	Polk County will hold a six-week in-person K-12 summer learning program and will provide after school care for K-8 students June-August 2021. The district will hold similar summer learning programs in 2022 and 2023. All students will receive a basic school supplies to use during the program and then take home in August. Teachers will be allowed to purchase additional supplies and materials. Certified teachers and special guest artists/performers, such as ComMotion, will provide enrichment sessions. A school counselor and a school nurse will be on site to provide social-emotional	June 2021 - August 2024	A greater number of K-8 students will be promoted to the next grade level and a greater number of 9-12 students will recover credits for graduation requirements after attending the summer learning program each summer.	$ 1,215,619.80

		and health/medical support for students. Transportation and meals will be provided.			
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	Polk County Schools is placing $57,742.33 for Indirect Costs in this plan.	July 2021 - August 2024	Budget amendments will be submitted accordingly.	$ 57,742.33
				Total ESSER III Allotment	$ 1,925,763.79

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Polk County Schools (750) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Polk County Schools (750) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Ronette Dill	
	Jan Crump	

Substantially Approved Dates

Polk County Schools (750) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, July 30, 2021

Polk County Schools (750) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Polk County Schools (750) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/9/2021 12:31:15 PM

GAN Organization Data

Polk County Schools (750) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

157171067

* Address:

P.O. Box 638 Columbus, NC 28722

* Superintendent:

Mr. Aaron Greene

Key Personnel:

* Jan Crump

* Ronette Dill

* Dave Scherping

* Toni Haley

Budget

Randolph County School System (760) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
760	181	0	No	No	1.97 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$31,678,418.00	$31,678,418.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$31,678,418.00	$31,678,418.00
Total Budgeted:		$31,678,418.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/05/2021 04:46 PM	Admin, NCCCIP

➖ **Budget History**

☑ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/5/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
		☑		3-5110-121-000-000-00	0	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
11/3/2021 12:01 PM	Approved (Pending)		Duncan, Jessica			
11/3/2021 12:01 PM			Duncan, Jessica	3-5110-121-000-000-00	0	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
11/3/2021 9:00 AM	Received		Admin, NCCCIP			
10/28/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Duncan, Jessica

11/10/2021 9:47:09 AM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
		☑		3-5110-121-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
10/28/2021 9:53 AM	Denied (Pending)		Duncan, Jessica			
10/28/2021 9:53 AM			Duncan, Jessica	3-5110-121-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
10/14/2021 9:58 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▼]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$400,000.00	$0.00	$400,000.00		The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan

Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements

									of capital projects.
ⓘ	Other	3	5110	211	000	00	$30,600.00	$0.00	$30,600.00	
ⓘ	Other	3	5110	221	000	00	$95,400.00	$0.00	$95,400.00	
ⓘ	Other	3	5110	231	000	00	$65,790.00	$0.00	$65,790.00	
ⓘ	Other	3	5110	312	000	00	$120,500.00	$0.00	$120,500.00	
ⓘ	Other	3	5110	411	000	00	$1,057,000.00	$0.00	$1,057,000.00	
ⓘ	Equipment	3	5110	462	000	00	$9,700,000.00	$0.00	$9,700,000.00	
ⓘ	Salary	3	5120	121	000	00	$600,000.00	$0.00	$600,000.00	
ⓘ	Other	3	5120	211	000	00	$45,900.00	$0.00	$45,900.00	
ⓘ	Other	3	5120	221	000	00	$143,100.00	$0.00	$143,100.00	
ⓘ	Other	3	5120	231	000	00	$78,948.00	$0.00	$78,948.00	
ⓘ	Other	3	5120	411	000	00	$59,500.00	$0.00	$59,500.00	
ⓘ	Salary	3	5210	121	000	00	$752,000.00	$0.00	$752,000.00	
ⓘ	Salary	3	5210	131	000	00	$216,000.00	$0.00	$216,000.00	
ⓘ	Salary	3	5210	142	000	00	$1,079,900.00	$0.00	$1,079,900.00	
ⓘ	Salary	3	5210	144	000	00	$67,500.00	$0.00	$67,500.00	
ⓘ	Other	3	5210	211	000	00	$161,828.10	$0.00	$161,828.10	
ⓘ	Other	3	5210	221	000	00	$504,522.90	$0.00	$504,522.90	
ⓘ	Other	3	5210	231	000	00	$493,425.00	$0.00	$493,425.00	
ⓘ	Other	3	5210	411	000	00	$241,308.02	$0.00	$241,308.02	
ⓘ	Other	3	5260	312	000	00	$135,000.00	$0.00	$135,000.00	
ⓘ	Salary	3	5320	131	000	00	$1,600,000.00	$0.00	$1,600,000.00	
ⓘ	Salary	3	5320	141	000	00	$750,000.00	$0.00	$750,000.00	
ⓘ	Other	3	5320	211	000	00	$179,775.00	$0.00	$179,775.00	
ⓘ	Other	3	5320	221	000	00	$560,475.00	$0.00	$560,475.00	
ⓘ										

11/10/2021 9:47:09 AM

	Other	3	5320	231	000	00	$407,898.00	$0.00	$407,898.00
ⓘ	Other	3	5320	411	000	00	$32,000.00	$0.00	$32,000.00
ⓘ	Salary	3	5330	121	000	00	$1,250,000.00	$0.00	$1,250,000.00
ⓘ	Other	3	5330	211	000	00	$95,625.00	$0.00	$95,625.00
ⓘ	Other	3	5330	221	000	00	$298,125.00	$0.00	$298,125.00
ⓘ	Other	3	5330	231	000	00	$164,475.00	$0.00	$164,475.00
ⓘ	Other	3	5350	411	000	00	$114,045.46	$0.00	$114,045.46
ⓘ	Salary	3	5360	126	000	00	$576,000.00	$0.00	$576,000.00
ⓘ	Salary	3	5360	131	000	00	$300,000.00	$0.00	$300,000.00
ⓘ	Salary	3	5360	142	000	00	$242,000.00	$0.00	$242,000.00
ⓘ	Salary	3	5360	173	000	00	$136,980.00	$0.00	$136,980.00
ⓘ	Other	3	5360	211	000	00	$96,005.97	$0.00	$96,005.97
ⓘ	Equipment	3	5810	461	000	00	$445,272.50	$0.00	$445,272.50
ⓘ	Other	3	5820	312	000	00	$15,500.00	$0.00	$15,500.00
ⓘ	Salary	3	5830	131	000	00	$1,664,000.00	$0.00	$1,664,000.00
ⓘ	Other	3	5830	211	000	00	$127,296.00	$0.00	$127,296.00
ⓘ	Other	3	5830	221	000	00	$396,864.00	$0.00	$396,864.00
ⓘ	Other	3	5830	231	000	00	$210,528.00	$0.00	$210,528.00
ⓘ	Salary	3	6200	131	000	00	$3,025,000.00	$0.00	$3,025,000.00
ⓘ	Other	3	6200	211	000	00	$231,412.50	$0.00	$231,412.50
ⓘ	Other	3	6200	221	000	00	$721,462.50	$0.00	$721,462.50
ⓘ	Other	3	6200	231	000	00	$328,950.00	$0.00	$328,950.00
ⓘ	Salary	3	6400	152	000	00	$42,000.00	$0.00	$42,000.00
ⓘ	Other	3	6400	211	000	00	$3,213.00	$0.00	$3,213.00
ⓘ	Other	3	6400	221	000	00	$10,017.00	$0.00	$10,017.00
ⓘ	Other	3	6400	231	000	00	$6,579.00	$0.00	$6,579.00

ⓘ	Salary	3	6540	173	000	00	$616,410.00	$0.00	$616,410.00	
ⓘ	Other	3	6540	211	000	00	$47,155.37	$0.00	$47,155.37	
ⓘ	Other	3	6540	221	000	00	$147,013.79	$0.00	$147,013.79	
ⓘ	Other	3	6540	231	000	00	$177,633.00	$0.00	$177,633.00	
ⓘ	Other	3	8100	392	000	00	$610,484.89	$0.00	$610,484.89	
						Total:	**$31,678,418.00**	**$0.00**	**$31,678,418.00**	

Randolph County School System (760) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

To determine the most important needs resulting from the disruption of educational services during COVID-19 and school closure, the Randolph County School System (RCSS) has established a process for stakeholder collaboration to collect, analyze, and communicate information regarding student learning gaps resulting from this disruption. As a continuation of the process started in March of 2020, the RCSS has throughout the beginning of the 2021-2022 school year with an emphasis on determining areas of need with respect to learning loss and supporting continuous improvement. As a follow-up to this survey, another digital device stakeholder survey was conducted in September, 2021. The survey was completed by 5,339 students and parents. The survey results show that 14% of RCSS students do not have access to high speed internet and 44% of students do not have access to a device at home. The survey also reinforced our knowledge of areas that lack connectivity in our rural public school unit geographic area. To better support our staff and teachers for the 2021-2022 school year, professional development through the Canvas Training Portal was made available to staff over the summer. Staff from the Digital Teaching and Learning division continues to provide support to schools with the use of Canvas to enhance remote, virtual and blended instruction. RCSS also applied for a school number to establish a Virtual Academy for the 2021-2022 school year to support the need for an all remote environment. The K-8 virtual academy, The Virtual Academy at Randolph, currently serves 183 K-8 students in a 100% online capacity. The RCSS also saw a need to establish a process for students in grades 9-13 to access a completely online environment if needed/desired. Students in grades 9-13 who wish to be completely virtual access online courses through iLearn Randolph, NCVPS, Career and College Promise courses at Randolph Community College and our Apex Learning platform. Currently, 128 students in grades 9-13 are completely virtual. As a district Curriculum and Instruction Team, our focus for the 2021-2022 school year surrounds the need to help schools identify and address learning loss that has occurred. Our focus encompasses the need for data driven decision making, an intense focus on core instruction, conversations surrounding continuous improvement in Professional Learning Communities and the importance of the Multi-Tiered System of Support (MTSS) process. Each principals' meeting has involved

professional development in one of the areas in an effort to support identification of student needs and allocation of resources to address the needs. We have begun the process with a focus on data analysis, the use of our Data Smart system and trying to make sense of the 2020-2021 data that was released in September. This process has also begun a conversation surrounding the need for high quality formative assessment to pinpoint the areas in which students did not perform well and as a means of continuous checks for progress toward mastery. Although statewide testing data for 2020-2021 is very different from our normal set of data, the RCSS is working to utilize this data as well as data from formative assessments, grades, MTSS data, mClass, iReady, competency- based assessments, discipline, and attendance to identify areas of concern and areas of celebration.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data Analysis The Randolph County School System currently serves 15,464 students in grades PreK-13. Of the 15,464 students, 1,787 students qualify for services under Exceptional Children, 971 students qualify for English Language services,and 343 students are being served by our PreK funding.   466 students are enrolled in our online courses through iLearn Randolph in 19 different courses, and 344 students are accessing community college courses this fall through our local community college, participating in 650 courses.   The RCSS has seen an increase in our number of hispanic students, but a decrease in our number of immigrant students.   We have also seen a rise in the number of students classified as autistic. School Performance data from the 2020-2021 school year showed that the district had a 42.9% grade level proficiency, which means 58.1% of our scores on EOGs and EOCs were not proficient. 58.6% of students were not proficient in math grades 3-8 and 60.0% of students were not proficient in reading grade 4-8. Grade 3 showed 50.6% of students were not proficient. Science grades 5 and 8 showed only 33.5% of students were not proficient. English II scores showed 48.9% of students were not proficient. Math 1 and Math 3 showed 84.8% of students were not proficient and 67.1% of students were not proficient, respectively. In Biology, 63.7% of students were not proficient. The RCSS still has four low-performing schools. Their identification was made in 2018-2019 and continues due to lack of testing data due to the COVID-19 pandemic. We also continue to have 26 TSI schools, 25 of which are TSI in the SWD category. Preliminary mClass data for K-3 shows 82% of kindergarten students fall below grade level. First grade data shows 70% of students are below grade level and 66% of second graders were below grade level. Finally, 62% of third graders performed below grade level. Since data regarding proficiency by domains for individual students is no longer available and mClass data is showing a large number of students performing below grade level, a need for focused, intensive, formative assessment is key to determining the areas of learning loss and need for learning acceleration. Training on development of formative assessment, analysis of formative assessment data, and response to interventions is needed for teachers and staff. With the resulting formative assessment data, schools can determine areas of need for both learning acceleration and resource allocation. RCSS can also utilize this data to refine core instruction to meet the needs of all student groups while determining professional development needs and the need for additional resources. Supporting PLC discussions surrounding data and core instruction will help to define interventions needed and align with the MTSS process. The RCSS has continued to survey stakeholders on availability of devices and connectivity. The data shows a continued need to provide hotspots and devices to a portion of our students and staff, particularly when quarantined to reduce potential learning loss. The system continues to share information with stakeholders regarding access to discounted

internet access where available and to work with families in areas where access is limited due to the rural nature of our county. A need for a virtual option (as described in part A) was evident based on previous data, therefore the district created a virtual academy and a virtual option for high schools. Along with the platform for the Virtual Academy at Randolph, more training is needed for teachers who will provide instruction solely through an online platform. This training will help teachers better assist students in learning in a remote environment and would also support teachers at traditional schools with assisting students in learning in a blended environment. Additional seats in NCVPS and Apex are also needed to support the virtual requests for high school. The district also needs more intense training for staff on the use of digital devices in a classroom and in situations where schools are one-to-one. Our data also continues to indicate a need for additional training and support for the use of our LMS, Canvas. Our Digital Teaching and Learning staff continue to provide small group and one-on-one support as well as access to Instructure's training portal. Social/emotional support for students are a dominant needs as well. In response to this need, the district is working to purchase a curriculum platform focused on social/emotional education. Currently, select schools will have access to the platform, but RCSS knows there is a need across all schools to offer this type of support. Attendance also continues to be an area of concern for RCSS. Although schools are in session (in-person) five days a week for the 2020-2021 school year, preliminary attendance data shows a district attendance rate of 94.9%, under the normal pre-pandemic rate of 96.0% or above. This data definitely could be indicative of some absences linked to sickness, but further analysis and tracking is needed to determine patterns and needs.

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.

$ 7,083,148.00 * 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;

The RCSS will work to implement regular use of high quality formative assessments to gather data regarding learning loss and to pinpoint areas of need and determine academic progress or the lack thereof. Formative assessments will inform instruction, drive PLC conversations surrounding strategic planning, resource allocation and differentiated opportunities for students. The formative assessments include, but are not limited to, NC Check-ins, mClass, iReady, Ellevation, teacher made formative assessments, Panorama (SEL screener), the Brigance, the Woodcock Johnson, MTSS process.

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

Through the data collected from the formative assessments, the RCSS will be able to identify the specific needs of students and provide the appropriate evidence-based activities to address these needs. Examples of these evidence-based activities include, but

are not limited to, small group instruction, scaffolding, differentiation, hands-on activities, problem-based learning activities, classroom talk, rigorous questioning strategies, immediate feedback, targeted vocabulary teaching, peer tutoring, guided practice, targeted classroom design and opportunities for student engagement and response.

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

Parents/Families: Communication with parents/families has become more important than ever before. The RCSS uses parent conferencing through both in-person and virtual means, the SchoolMessenger communication system, district and school webpages, Class Dojo, Remind, the PowerSchool parent portal, parent information nights, teacher Canvas Pages, IEP meetings, transition meetings, Title I parent information sessions, Social Worker outreach, Student Advocate meetings, Public Health Department collaboration, Partnership with Children collaboration, information mailings, PeachJar communication system, email communication, communication via our business partners and local cable news video communications.

* (D) Tracking student attendance and improving student engagement in distance education;

Attendance in school is essential for student success. The RCSS uses several different methods to track and monitor student attendance. Attendance is taken in the PowerSchool Student Information system where various reports exist that allow for analysis of this data. Schools monitor attendance by doing regular attendance audits and implement strategies for improving attendance such as collaboration with distance education entities like NCVPS, Randolph Community College, Internships, and iLearn Randolph virtual teachers, positive two-way communication between counselors, student advocates and social workers with parents and students concerning attendance, regular mailings of attendance letters, and individual student conferences regarding attendance.The RCSS has increased the number of distance learning opportunities for students such as the establishment of a virtual learning academy, the increased use of NCVPS, iLearn and College and Career Promise courses, and through the increased use of Canvas, our learning management system. We have also purchased and implemented various digital tools to help foster better student engagement in distance learning. These tools include Kami, Google Suites, Screencastify, and the Pearson Learning platform for the virtual learning academy.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Formative assessment data, summative assessment data, and teacher grade data can be used to identify potential learning loss that may have occurred due to the pandemic. The PowerSchool information system, our Data Mart System, iReady, mClass, WIDA access system and the state assessment data system contain various reports that offer us the ability to compare student performance pre and post-pandemic.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline

for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	Update furniture to replace fabric with hard surface furniture for cleaning purposes to reduce the transmission of Covid 19 and support student health needs.	January 2022-December 2024	To reduce the transmission and exposure of infectious disease and to allow flexible seating to provide adequate social distancing.	$ 445,270.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	In an effort to minimize the spread of Covid-19, custodial positions are needed to continue the enhanced cleaning of our school facilities.	January 2022- December 2024	Minimize the spread of Covid-19 and enhance the cleanliness of the school facilities.	$ 1,000,000.00
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				$
	* ⦿ Yes ◯ No	In an effort to provide students and families with virtual learning options during Covid 19, BCSS	January 2022- December 2024		$ 10,000,000.00

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | | Covid 19, RCSS will continue funding of the virtual academy, NCVPS courses, iLearn course development and implementation. To address the needs of students with disabilities RCSS will-Hire registered behaviour technician for autism/behavior team. -Learning loss will be addressed through the purchase of subscriptions to be used with small group instruction, assess oral reading progress, provide differentiated instruction for students with disabilities. -Hire EC program specialists to support ELA and Math instruction. -Hire additional teacher assistants for | | Increased student achievement on formative assessments, progress monitoring, and summative assessments in low-income, minorities, English learners, students with disabilities, and homeless and foster care students. | |

		assistants for self-contained classrooms to address the increased number of student behaviors being experienced during Covid-19 Purchase CTE pathway kits for 6th grade students to aid in transition to middle school. The RCSS will hire a Heath Science I and II teacher for high schools in highly impacted areas of low wealth and by Covid 19. -PD for PowerSchool team to enhance data collection, analysis and reporting. -Purchase instructional materials to support differentiation for student needs in grades K-5. -Hire 3 part-time interpreters to support EL			

		families in their unique educational needs. -Provide PLC training for district and school staff to increase student achievement across all subject areas. Provide professional training for Canvas course development to support student engagement in distance learning. -Provide AVID PD and training for 6 school teams. -Purchase instructional materials to support differentiation for student needs in grades 6-8. -Hire interventionists at all elementary and middle schools to address the needs of low-income, minority, ESL and EC students experiencing			

		learning loss.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

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LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⊙ Yes ○ No	In an effort to be prepared for possible school closure, educational technology purchased will be to provide remote instruction for students.	January 2022-December 2024	Minimize learning loss in the event of long term school closure. Seamless transition from in-person to remote instruction to reduce the impact with the unique needs of special populations.	$ 1,000,000.00
EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⊙ Yes ○ No	-Continue to purchase educational technology tools to support virtual learning in conjunction with our Learning Management System, Canvas. -Update Media Center Collections. -Purchase and install interactive panels and monitors in 2nd through 12th	January 2022-December 2024	Increased access to educational technology will allow low income students, minority students, students with disabilities, English learners, students experiencing homelessness and foster care the opportunity to utilize educational resources to reduce learning loss.	$ 10,000,000.00

grade classrooms to increase student engagement and support in-person and virtual learning. - Purchase Chromebooks and accessories to bring all schools to 1-to-1 access to support in-person and virtual learning. - Replace unsupported teacher devices to support in-person and virtual learning. -Provide PD on teaching using a 1-to-1 initiative. -Hire an additional information systems technician to support additional hardware and software used to provide in-person and virtual instruction and 1-to-1 initiative. - Upgrade existing wiring to support in-person and

		virtual instruction, along with the 1-to-1 initiative.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No		January 2022-December 2024	SEL Survey data is used to provide Teacher/Student comparison data, subgroup data, Individual student data, and resources to meet student needs. Results can be used to drive/measure NCStar Goals for SEL. Playbook/Interventions/strategies provided to address needs found through surveys. Survey data can measure SEL at the district, school, classroom and individual student level.	$ 150,000.00

		Panorama for All Schools in RCSS. Panorama provides a survey for students and staff that can be taken multiple times during the year to determine SEL needs. The survey measures various topics in 3 core areas 1) Student Skills & Competencies, 2) Student Supports & Environment and 3) Adult SEL. The data collected from the surveys can be disaggregated by student subgroups and drill down to individual students. Panorama continues to support students/teachers through access to a variety of professional development, instructional strategies, and interventions			

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	-Summer Learning should include the purchase of additional APEX, NCVPS and iLearn offerings for high school students -Provide summer enrichment activities for low income students, minority students, students with disabilities, English learners, students experiencing homelessness and foster care to reduce summer regression and provide opportunities to reduce learning loss.	January 2022- December 2024	To provide opportunities for increased number of credits earned toward graduation and provide summer enrichment opportunities to minimize learning regression and increase student achievement.	$ 2,000,000.00

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				$
				Total ESSER III Allotment	$ 24,595,270.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.

*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Budget

Asheboro City Schools (761) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
761	181	1	No	Yes	3.35 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$3,352,988.00	$3,352,988.00
Carryover Amount:	$6,780,838.00	$6,780,838.00
Allotment Plus Carryover:	$10,133,826.00	$10,133,826.00
Total Budgeted:		$10,133,826.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/05/2021 04:46 PM	Admin, NCCCIP

⊟ Budget History
☑ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/5/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina

11/10/2021 9:50:54 AM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
		☑		3-5110-121-000-000-00	0	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
10/29/2021 10:03 AM			Duncan, Jessica	3-5110-121-000-000-00	0	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
10/29/2021 9:57 AM	Approved (Pending)		Duncan, Jessica			
10/27/2021 9:06 AM	Received		Admin, NCCCIP			
10/25/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		☑		3-5110-180-000-000-00	0	Returned to PSU upon their request to correct benefits.
10/25/2021 3:22 PM	Denied (Pending)		Letchworth, Tina			
10/25/2021 3:22 PM			Letchworth, Tina	3-5110-180-000-000-00	0	Returned to PSU upon their request to correct benefits.

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Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/22/2021 8:50 AM	Received		Admin, NCCCIP			
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 10:53 AM	Approved (Pending)		Charles, Alex			
9/10/2021 8:51 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$301,415.00	$0.00	$301,415.00		The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the

										responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
ⓘ	Salary	3	5110	180	000	00	$0.00	$2,625,000.00	$2,625,000.00	Retention bonus due to COVID-19 labor shortages	
ⓘ	Other	3	5110	211	000	00	$23,058.25	$200,812.50	$223,870.75		
ⓘ	Other	3	5110	221	000	00	$66,763.42	$0.00	$66,763.42		
ⓘ	Other	3	5110	231	000	00	$43,205.50	$0.00	$43,205.50		
ⓘ	Other	3	5110	311	000	00	$334,884.00	$0.00	$334,884.00		
ⓘ	Other	3	5110	312	000	00	$66,976.00	$0.00	$66,976.00		
ⓘ	Other	3	5110	411	000	00	$489,597.93	($124,241.23)	$365,356.70	Adjusting for bonuses	
ⓘ	Other	3	5110	413	000	00	$267,907.00	($67,907.00)	$200,000.00	Adjusting for bonuses	
ⓘ	Other	3	5110	418	000	00	$33,488.00	$0.00	$33,488.00		
ⓘ	Equipment	3	5110	462	000	00	$1,272,405.00	$0.00	$1,272,405.00		
ⓘ	Equipment	3	5110	541	000	00	$2,243,722.00	$0.00	$2,243,722.00		
ⓘ	Salary	3	5260	121	000	00	$0.00	$35,000.00	$35,000.00	Adding talent development	
ⓘ											

Other	3	5260	211	000	00	$0.00	$2,677.50	$2,677.50	
Salary	3	5330	143	000	00	$66,500.00	$0.00	$66,500.00	
Other	3	5330	211	000	00	$5,087.25	$0.00	$5,087.25	
Other	3	5330	311	000	00	$334,884.00	$0.00	$334,884.00	
Other	3	5330	411	000	00	$535,814.00	($185,814.00)	$350,000.00	Adjusting for bonuses
Salary	3	5350	122	000	00	$186,000.00	$0.00	$186,000.00	
Salary	3	5350	181	000	00	$53,581.00	$0.00	$53,581.00	
Other	3	5350	211	000	00	$18,327.94	$0.00	$18,327.94	
Other	3	5350	221	000	00	$11,868.19	$0.00	$11,868.19	
Other	3	5350	411	000	00	$3,348.00	$0.00	$3,348.00	
Salary	3	5420	116	000	00	$130,850.00	$0.00	$130,850.00	
Other	3	5420	211	000	00	$10,010.03	$0.00	$10,010.03	
Other	3	5860	418	000	00	$10,046.00	($514.21)	$9,531.79	Adjusting for bonuses
Other	3	5870	311	000	00	$0.00	$65,000.00	$65,000.00	On Track Press Inc. principal coaching
Salary	3	6110	113	000	00	$66,976.00	$0.00	$66,976.00	
Other	3	6110	211	000	00	$5,123.66	$0.00	$5,123.66	
Other	3	6110	221	000	00	$14,835.18	$0.00	$14,835.18	
Other	3	6110	231	000	00	$6,647.00	$0.00	$6,647.00	
Salary	3	6400	152	000	00	$24,000.00	$0.00	$24,000.00	
Other	3	6400	211	000	00	$1,836.00	$0.00	$1,836.00	
Other	3	6400	221	000	00	$5,316.00	$0.00	$5,316.00	
Other	3	6400	231	000	00	$6,647.00	$0.00	$6,647.00	
Salary	3	6550	171	000	00	$10,125.00	$0.00	$10,125.00	
Other	3	6550	211	000	00	$774.56	$0.00	$774.56	

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	Salary	3	6620	180	000	00	$0.00	$520,000.00	$520,000.00	Retention bonus due to COVID-19 labor shortages
ⓘ	Other	3	6620	211	000	00	$0.00	$39,780.00	$39,780.00	
ⓘ	Salary	3	7200	174	000	00	$10,125.00	$0.00	$10,125.00	
ⓘ	Salary	3	7200	180	000	00	$0.00	$120,000.00	$120,000.00	Retention bonus due to COVID-19 labor shortages
ⓘ	Other	3	7200	211	000	00	$774.56	$9,180.00	$9,954.56	
ⓘ	Other	3	8100	392	000	00	$117,919.53	$114,014.44	$231,933.97	

Total: $6,780,838.00 $3,352,988.00 $10,133,826.00

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Grant Details

Asheboro City Schools (761) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1.) The Asheboro City School (ACS) District Leadership Team began the initial planning and data collection process. Each principal led a needs assessment data collection activity with their school leadership team identifying their top needs to reduce the impacts of COVID-19. These needs assessments were analyzed by the district leadership team to determine the most important educational needs. Classroom educator groups were provided opportunities to give feedback on resources purchased from the CARES (ESSER I funds). Classroom educators also provided feedback for additional resources needed to best combat the learning disruptions as we shifted fully to in-person instruction. Parent and student surveys were conducted on the effectiveness of remote instruction and to determine the effects of closure and impacts of COVID-19. These surveys aided in identifying the needs of our remote learners, present and future. They also addressed the impacts caused by the disruption of educational services. The ACS Board of Education were provided opportunities to hear the plan and provide feedback and direction. The board approved the plan at the April 15, 2021 meeting. 2.) ACS will use the following data to assess learning gaps that have occurred as a result of the disruption of educational services. We collected and compared data from the year prior to closure (18-19), the year of closure (19-20), and the year of a combination of reentry plans, including plans C, B and A (20-21). By comparing across these years, we are able to measure the amount of learning loss in areas that show participation, engagement, and performance. Data used to assess learning gaps: a.) Student Attendance b.) Student Classroom Performance c.) Student Performance on Issued Assessments d.) Student Reading Performance on Diagnostic Screeners We will address the learning gaps by focusing on the allowable areas of: a.) addressing learning loss b.) long-term closure c.) education technology d.) summer learning e.) improve air quality Details of the plans for each of these areas are included in Part D of this application.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

1.) Student Attendance   a.) Comparison of attendance through PMR 6 in 2019, 2020, & 2021 -During the first six months of the 2020-2021 academic year, all schools in Asheboro City have experienced a drop in attendance. Three schools have seen an ADA decrease of greater than 5%: Charles W. McCrary (-6.5%), Donna Lee Loflin (-6.8%), and North Asheboro Middle School (-5.9%). This results in a loss of instructional time for our students. 2.) Student Classroom Performance   a.) Grades 3-5 Core Course (ELA, Math, Science, & Social Studies) grades for Quarter 3 for 2019, 2020, & 2021 - During the 2020-2021 academic year, students in grades three, four, and five have experienced a decrease in classroom performance as evidenced by earned grades in their core courses. Also, a five-fold rise (2.5% to 12.8%) in the percent of students earning less than a 60% during the third quarter of the current academic year. The number of students not meeting classroom expectations demonstrates a need for providing catch-up instruction and remedial opportunities for our students.   b.) Grades 6-8 Core Course (ELA, Math, Science, & Social Studies) grades for Quarter 3 for 2019, 2020, & 2021 - During the 2020-2021 academic year, a higher percentage of middle school students have not met classroom performance expectations in their core academic subjects of English/Language Arts, Mathematics, Science, and Social Studies. The percentage of students earning a failing grade in a core subject during the third quarter has increased by 28.3%. Without the foundational knowledge and experience in these subjects, students will not have a sufficient understanding of grade level content standards and will require additional support to engage with content at the next grade or course.   c.) Grades 9-12 first semester classes passed for Fall 2019 & Fall 2020 - During the first semester of the 2020-2021 academic year, 586 high school students did not earn a passing grade in one or more courses. This represents a decrease in the successful completion of academic credits of nearly 20%. These students will require support with repeating elements of a subject for the purpose of improving skills, engaging in enrichment activities, providing credit recovery opportunities, or repeating a course for credit if they are to successfully complete their graduation requirements within four years of entering grade nine. 3.) Student performance on issued assessments (BOG3, NC Check-Ins, EOCs)   a.)Beginning-of-Grade 3 Reading Test comparison 2019 to 2020 - The Beginning-of-Grade 3 Reading Test (BOG3) is a standardized test administered to establish a baseline measure of students reading skills. The BOG3 is linked to the Read to Achieve Program and is aligned to the North Carolina Standard Course of Study for English Language Arts. In the fall of 2020, 273 of the enrolled 354 grade 3 students participated in the BOG3 assessment. Of the students participating in the BOG3, there was a 5% decrease in the demonstration of third grade reading proficiency. Students not demonstrating proficiency will need additional instructional opportunities and support in reading and English language arts to successfully meet the grade level standards established in the Read to Achieve Program and to be prepared to engage in future academic content.   b.)Comparison of the North Carolina Check-In 2 performance from 2020 & 2021 - Due to COVID-19 restrictions, the first round of NCCI assessments were not administered during 2020-2021. The second round of NCCI was administered to students in-person or remotely in February. In comparison to the 2020 administration, there was a decrease in subject performance on all assessments and in all subject areas. In mathematics, most schools had more than a 10% decrease in the overall subject performance. For example, grade seven mathematics subject percent correct slipped from 43.3% to 30.8% and 46.5% to 36.8% in our two middle schools, respectively. Similar decreases were observed in the science assessments in grade 5. Grade 8 assessed different strands within science, so a comparison was not available. Reading/Language Arts results also evidence a decrease in performance, but with a smaller magnitude. The decrease in mid-year performance in reading/language arts, mathematics, and science demonstrates learning loss across grade levels and subjects in grades 3-8. Students will need additional instructional opportunities and support to address gaps in learning and skill development.   c.)Comparison of the Fall 2019-20 to Fall 2020-21 End-of-Course Assessments - In

the spring of 2020, the EOCs were not administered due to the COVID-19 closure of schools. Fall administration of the EOCs in 2019-2020 and 2020-2021 evidence a decrease in course level proficiency in all four assessment subjects. Students who are not proficient, according to the achievement level descriptors, demonstrate inconsistent understanding of grade level content standards and will require support before engaging in content at the next level. 4.) Student Reading performance (iReady)   a.) Comparison of mid-year elementary Reading performance in 2020 & 2021 - Elementary students in ACS are formally assessed at the beginning, middle, and end of the year in reading. In 2019-2020, this assessment was administered using the IStation platform. Starting in 2020-2021, reading assessments were administered using the i-Ready platform. As each platform has independent assessment protocols and norms, the data may not be directly comparable. The MOY i-Ready assessments for 2020-2021 were administered in January of this year. The assessments in Kindergarten evidence an improvement (61% to 48%) from the IStation assessments the previous year. Reading performance data in grades 1-5 showed a decrease in performance from the IStation to the i-Ready assessments. These decreases in reading performance will require additional instructional opportunities and interventions.

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.

$ 2,279,948.34 * 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;

In grades K-8 reading and mathematics, we will be administering i-Ready, a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting diagnostic data and personalized Instruction, i-Ready reduces complexity and makes differentiated instruction achievable in every classroom. i-Ready enables educators to confidently determine each student's on-grade level proficiency based on state and national standards and then delivers online lessons that provide tailored instruction and practice for each student to accelerate growth. In grades K-5 reading, we will also be administering Literacy Footprints, a literacy assessment that includes anecdotal notes for reading behaviors and sequenced lessons to address vocabulary, comprehension and writing needs to build toward on-grade-level readers. We would like to review and select diagnostic assessments and universal screeners to implement with our high school students. Currently, we do not have these assessments in place at the high school level.

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

We will implement AVID to meet the comprehensive needs of our students by incorporating system-wide proven strategies for academic success to help our students get back on track and to provide focused attention to targeted students that have experienced academic loss. AVID strategies help students access rigorous grade level content by supporting their academic work

with strategies to develop organization, collaboration, inquiry, reading and writing. Within four years, we will have AVID fully-implemented at every school. During the 2021-2022 school year, grades 4,5, and 7 will implement AVID. In 2022-23, grades 3, 6, and 7 will implement AVID, The following two years grades K-2 and 9-12 will implement AVID and have these evidence-based strategies in place K-12 district-wide. Beginning in middle school, AVID also provides focused attention for targeted students during an elective course. We will identify students that need this elective based on their academic learning loss. The students remain in the elective course receiving additional support, tutorials, speakers, and curriculum every year until graduation. An AVID coach will be utilized to support the program, professional development of the school-wide strategies and students in the elective course. We will implement digital resource subscriptions and curriculum to help students access a more engaging, hands-on curriculum. Examples of curriculum and curriculum materials include: Science of reading elementary curriculum, Springboard ELA for middle school students, Didax hands-on algebra kits for middle and high school teachers that teach algebra concepts, manipulatives for elementary mathematics teachers, science kits and resources for inquiry-based instruction, high-interest classroom texts for students, cutting-edge textbooks that are culturally-responsive, and a variety of other helpful resources. Digital resource examples include: Science Techbook, Scholastic Scope, Apex Learning for high school credit recovery, Discovery Streaming, EdPuzzle, SeeSaw, decodable texts for the science of reading, and a variety of other digital resources to help strengthen our core and meet the needs of diverse learners.

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

We will be utilizing the ACS Family/Community Specialist along-side the Director of Equity & Inclusion to spearhead a Family Resource Center in the northern and southern sections of our district. We will be buying books and resources for the Family Resource Centers and conducting classes on a regular basis at the centers for families and students. Topics for families will range from student advocacy, how to make the most of a parent conference, SEL support, a child in crisis, organization and time management, and understanding grade level expectations to help my child be successful. Student classes will be similar in nature and there will also be STEM opportunities, ACT Test Prep courses, and tutoring available for students. Every department and school will participate in these topics on a rotating basis in order to address all students (EC, 504, EL, low-income, racial and ethnic minority students, students with disabilities, and homelessness). We also plan to investigate and implement Family Engagement On Demand (or similar platforms) to assist with resources for our parents in a digital platform. We would also like to contract to have a second Family Engagement Specialist for the district that focuses on our Hispanic population to effectively support the families of our Hispanic and English Learner families with distance learning and learning loss.

* (D) Tracking student attendance and improving student engagement in distance education;

Regular attendance will be prioritized within each school and encouraged throughout the community. School administrators shall monitor and analyze attendance data to develop and implement strategies for reducing chronic absenteeism. Such strategies should involve engaging students and parents, recognizing good and improved attendance, providing early outreach to families of students missing school, and identifying and addressing barriers to attendance. The ACS PowerSchool Coordinator will track our distance education (virtual learning) student attendance daily and provide reports to principals and the Curriculum & Instruction department for students that have 3 consecutive absences or more than six absences in a quarter. These students will be flagged and the MTSS team, along with the school counselor and mental health specialist, will develop a plan for the student. The plan will encompass strategies for the parents/guardians to support their child/children to ensure student attendance and participation in virtual learning. A counselor will be dedicated for the students in the Virtual Learning Academy. This counselor will track attendance, participation, and

performance and do weekly contacts checking in with these identified students and their families. Social and Emotional Learning lessons and support will be provided by the mental health specialist team. An additional mental health specialist will be hired to assist with the support needed in response to COVID-19.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

We will be hiring transition classroom teachers and interventionists for the district to address students identified with the greatest academic learning loss and track their growth and academic progress throughout the year. The transition classroom teachers will work in the elementary schools to teach the current year's grade level standards while filling in the learning gaps of the previous year. Students will maintain rigorous expectations while receiving scaffolding and support for important standards that build on the new standards. These classrooms will not be considered retention classrooms; rather they are on grade level classrooms with additional support for the previous year's content. Class sizes for these classrooms will be decreased. Interventionists will be utilized for students in grades K-12 throughout the district. Interventionists will address learning loss for prioritized standards for students. The intervention sessions will focus on remediation and intervention using evidence-based resources and strategies. Intervention resources will need to be reviewed and purchased for some grade levels and subjects in order to implement with students and track progress and growth. For example, materials from the 95% Group company are being reviewed to fill intervention and progress monitoring needs for advanced phonics, vocabulary, fluency and comprehension.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No	All of our schools have HVAC needs due to the age of the systems and air quality. We have chosen two of our elementary schools to replace HVAC units to improve the quality of air and reduce the risk of virus transmission. The two schools chosen have external units that can be replaced without disturbing instruction. These replacements will enhance air quality by introducing outside air systems, updating the control systems, UV germicidal light systems in the air handlers, and more precise temperature control.	Replacements will be scheduled based on equipment and installer availability during 2021-2023.	By monitoring building automation systems we can verify in trend, temperatures, humidity levels, outside air exchange, and system run times.	$ 1,843,722.00

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	Replacing carpets to increase preparedness and to reduce virus transmission.	Carpet replacement should take place within the 2021-2023 school years.	Cleaner air and floors to reduce virus transmission.	$ 400,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No		Devices and equipment will be ordered by July 2021. Virtual Learning Coordinator August 2021.	Attendance data and usage reports for LMS and tools purchased.	$ 39,065.27

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		We will be updating teacher devices that will allow us to be able to accommodate serving students in a remote learning environment. We will be providing devices to paraprofessionals and other support staff in order to support student learning and assist with tracking student engagement and communications with families on student attendance and social-emotional learning needs and summer learning. We will be redesigning our virtual learning academy. Funds will be used to purchase additional technology for teachers in the virtual learning academy. Funds will also cover the expense of a coordinator for this academy.			

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	Student devices will be purchased to upgrade out of date devices and devices that no longer provide adequate connectivity and accessibility for instructional programs and materials utilized in our classrooms. Technological hardware and software to aid remote, blended, and face-to-face instruction will be purchased and utilized to enhance instruction and interaction between students and between students and teachers.	Devices and education technology will be ordered by October 2021.	Tracking number of students served with adequate connectivity and accessibility. Usage reports for tools purchased.	$ 1,315,030.57
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No		Summer camp will begin 6-14-2021 and end 7-29-2021. (The week of July 5th will not be utilized).		$ 529,090.27

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.		An in-person summer camp will be offered for six-weeks during the 2021 summer months to all students in grades K-12 that will address learning loss due to COVID-19. This direct response to COVID-19 will focus instruction in the prioritized standards for reading, math and science. Summer camp will utilize certified teachers with a proven track record of successful academic outcomes. Teacher Assistants, EC Specialists, ESL teachers and reading specialists will also be utilized to meet students unique learning needs. The camp will run for 150 hours of instruction, emphasizing reading, math, science, social-emotional learning and enrichment.		Standardized assessments will be utilized for K-8 and EOC students to determine student improvement over the course of camp. Track the number of high-school students to achieve graduation credit recovery during summer camp. In addition, student achievement and engagement will be measured by: -Daily attendance -Exit student & family survey	
	* ◉ Yes ○ No	Retention/Recruitment bonus- Bonus to current employees and future employees due to current labor shortage issues.	Retention/incentive bonus- FY22 Talent Specialist-FY22 Executive Coaching-FY22		$ 3,726,969.55

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.		Bonus for all staff including substitutes. Talent Specialist- Working with K-3 teachers to cultivate academic potential by fostering creativity, curiosity, and critical thinking thru access to academic content. Responding to outstanding potential with intentional differentiation of curriculum and instruction. Partnering with teachers to increase capacity for talent development. Better meet the needs of our students in response to the pandemic since there was a lack of talent development while students were not in school at full capacity. Executive Coaching- Coaching for principals for effective leadership and decision making skills during high-stress situations such as the pandemic	Retention/Recruitment bonus- Reduction in job vacancies and increase in employee retention Talent Specialist- Increase in the number of students on grade level. Increase in students identified for AIG in underserved populations. Executive Coaching- Personal development and leadership skills

Total ESSER III Allotment	$ 7,853,877.66

Part E: Assurances

Check **all**assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Richmond County Schools (770) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:10:32 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Richmond County Schools (770) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$7,257,461.00	$7,257,461.00
Carryover	$14,649,463.77	$14,649,463.77
Total	$21,906,924.77	$21,906,924.77

Budget

Richmond County Schools (770) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
770	181	1	No	No	2.31 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$7,257,461.00	$0.00
Carryover Amount:	$14,649,463.77	$14,649,463.77
Allotment Plus Carryover:	$21,906,924.77	$14,649,463.77
Total Budgeted:		$14,649,463.77
Total Remaining:	$7,257,461.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/01/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/1/2021 4:47 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 8:46 PM	Approved (Pending)		Letchworth, Tina			
9/25/2021 8:33 AM	Received		Admin, NCCCIP			
9/23/2021 4:45 PM	Denied	✔	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		✔		3-5110-192-000-772-00	0	Budget denied to allow for correction of receipt of 2/3 of the overall installment and carryover amount at this time. Only carryover populated amount should be in budget. Once 1/3 is received by the state and released to the districts, an amendment for the application and budget to reflect full ESSER III PRC 181 amount will be completed. The federal level released the funds in installments to us, so the funds are being released to the PSUs by finance in this manner.
9/22/2021 5:00 PM	Denied (Pending)		Letchworth, Tina			
9/8/2021 1:10 PM	Received		Admin, NCCCIP			
8/20/2021 4:48 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/17/2021 10:32 PM	Approved (Pending)		Letchworth, Tina			
7/29/2021 9:17 AM	Received		Admin, NCCCIP			

11/9/2021 7:06:21 PM

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	192	772	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5110	211	772	00	$7,650.00	$0.00	$7,650.00		
ⓘ	Other	3	5110	221	772	00	$22,270.00	$0.00	$22,270.00		
ⓘ	Other	3	5110	411	772	00	$88,200.00	$0.00	$88,200.00		
ⓘ	Equipment	3	5110	462	779	00	$105,000.00	$0.00	$105,000.00		
ⓘ	Salary	3	5260	121	772	00	$50,000.00	$0.00	$50,000.00		
ⓘ	Other	3	5260	181	772	00	$1,650.00	$0.00	$1,650.00		
ⓘ	Other	3	5260	211	772	00	$3,951.23	$0.00	$3,951.23		
ⓘ	Other	3	5260	221	772	00	$11,502.46	$0.00	$11,502.46		
ⓘ	Other	3	5260	231	772	00	$7,046.00	$0.00	$7,046.00		
ⓘ	Other	3	5260	311	772	00	$15,000.00	$0.00	$15,000.00		
ⓘ	Salary	3	5270	121	785	00	$40,000.00	$0.00	$40,000.00		
ⓘ	Other	3	5270	181	785	00	$1,650.00	$0.00	$1,650.00		
ⓘ	Other	3	5270	211	785	00	$3,186.23	$0.00	$3,186.23		
ⓘ	Other	3	5270	221	785	00	$9,275.46	$0.00	$9,275.46		
ⓘ	Other	3	5270	231	785	00	$7,046.00	$0.00	$7,046.00		
ⓘ	Salary	3	5320	131	785	00	$25,600.00	$0.00	$25,600.00		
ⓘ	Other	3	5320	211	785	00	$1,958.40	$0.00	$1,958.40		
ⓘ	Other	3	5330	143	772	00	$100,000.00	$0.00	$100,000.00		

11/9/2021 7:06:21 PM

ⓘ	Other	3	5330	211	772	00	$7,650.00	$0.00	$7,650.00	
ⓘ	Other	3	5330	311	772	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	5330	418	772	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Other	3	5330	418	785	00	$35,000.00	$0.00	$35,000.00	
ⓘ	Other	3	5350	192	772	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Other	3	5350	211	772	00	$7,650.00	$0.00	$7,650.00	
ⓘ	Other	3	5350	221	772	00	$22,270.00	$0.00	$22,270.00	
ⓘ	Other	3	5350	333	000	00	$4,000.00	$0.00	$4,000.00	
ⓘ	Other	3	5350	411	000	00	$57,655.17	$0.00	$57,655.17	
ⓘ	Other	3	5350	451	000	00	$4,400.00	$0.00	$4,400.00	
ⓘ	Salary	3	5360	126	000	00	$2,240,000.00	$0.00	$2,240,000.00	
ⓘ	Other	3	5360	211	000	00	$171,360.00	$0.00	$171,360.00	
ⓘ	Salary	3	5840	131	785	00	$105,000.00	$0.00	$105,000.00	
ⓘ	Other	3	5840	181	785	00	$4,950.00	$0.00	$4,950.00	
ⓘ	Other	3	5840	211	785	00	$8,411.18	$0.00	$8,411.18	
ⓘ	Other	3	5840	221	785	00	$24,485.87	$0.00	$24,485.87	
ⓘ	Other	3	5840	231	785	00	$21,138.00	$0.00	$21,138.00	
ⓘ	Salary	3	5860	152	779	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	5860	181	779	00	$1,000.00	$0.00	$1,000.00	
ⓘ	Other	3	5860	211	779	00	$3,901.50	$0.00	$3,901.50	
ⓘ	Other	3	5860	221	779	00	$11,357.70	$0.00	$11,357.70	
ⓘ	Other	3	5860	231	779	00	$7,046.00	$0.00	$7,046.00	
ⓘ	Other	3	6550	423	000	00	$285,000.00	$0.00	$285,000.00	
ⓘ	Other	3	6570	532	773	01	$0.00	$5,000,000.00	$5,000,000.00	Reduce due to last 1/3 of allotment not dropping

ⓘ	Other	3	6570	532	773	02	$0.00	$2,000,000.00	$2,000,000.00	Reduce due to last 1/3 of allotment not dropping
ⓘ	Other	3	6570	532	773	03	$0.00	$2,511,575.00	$2,511,575.00	Reduce due to last 1/3 of allotment not dropping
ⓘ	Other	3	6580	311	773	01	$8,500,000.00	($8,500,000.00)	$0.00	Correct purpose code to 6570
ⓘ	Other	3	6580	311	773	02	$3,000,000.00	($3,000,000.00)	$0.00	Correct purpose code to 6570
ⓘ	Other	3	6580	311	773	03	$3,000,000.00	($3,000,000.00)	$0.00	Correct purpose code to 6570
ⓘ	Other	3	6580	422	773	00	$2,200,000.00	($2,200,000.00)	$0.00	Reduce due to last 1/3 of allotment not dropping
ⓘ	Other	3	6920	311	781	00	$0.00	$30,000.00	$30,000.00	Add legal services for support and guidance of ESSER funds accountability
ⓘ	Salary	3	6940	151	781	00	$140,000.00	$0.00	$140,000.00	
ⓘ	Other	3	6940	181	781	00	$3,000.00	$0.00	$3,000.00	
ⓘ	Other	3	6940	211	781	00	$10,939.50	$0.00	$10,939.50	
ⓘ	Other	3	6940	221	781	00	$31,846.10	$0.00	$31,846.10	
ⓘ	Other	3	6940	231	781	00	$21,138.00	$0.00	$21,138.00	
ⓘ										

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	6940	311	781	00	$150,000.00	($30,000.00)	$120,000.00	Decrease to add legal services for support and guidance of ESSER funds accountability	
ℹ	Equipment	3	6940	462	781	00	$10,000.00	$0.00	$10,000.00		
ℹ	Other	3	8100	392	000	00	$162,040.17	($50,842.00)	$111,198.17		
						Total:	**$21,552,224.97**	**($7,239,267.00)**	**$14,312,957.97**		

348 - Richmond Senior High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5110	121	772	00	$40,000.00	$0.00	$40,000.00		
ℹ	Salary	3	5110	135	772	00	$110,000.00	$0.00	$110,000.00		
ℹ	Other	3	5110	181	772	00	$3,300.00	$0.00	$3,300.00		
ℹ	Other	3	5110	211	772	00	$11,727.45	$0.00	$11,727.45		
ℹ	Other	3	5110	221	772	00	$34,139.91	$0.00	$34,139.91		
ℹ	Other	3	5110	231	772	00	$21,138.00	$0.00	$21,138.00		
ℹ	Salary	3	5350	131	772	00	$20,000.00	$0.00	$20,000.00		
ℹ	Other	3	5350	192	772	00	$59,520.00	$0.00	$59,520.00		
ℹ	Other	3	5350	211	772	00	$6,083.28	$0.00	$6,083.28		
ℹ	Other	3	5350	221	772	00	$17,709.10	$0.00	$17,709.10		
ℹ	Salary	3	5850	149	772	00	$9,920.00	$0.00	$9,920.00		
ℹ	Other	3	5850	211	772	00	$758.88	$0.00	$758.88		
ℹ	Other	3	5850	221	772	00	$2,209.18	$0.00	$2,209.18		
						Total:	**$336,505.80**	**$0.00**	**$336,505.80**		

Grant Details

Richmond County Schools (770) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1) District leaders began regular (weekly or bi-weekly) COVID Relief fund meetings January 2021. The individuals included are the Superintendent, Associate Superintendent of Auxiliary Services, Assistant Superintendent of Human Resources, Executive Director of Curriculum and Instruction, Chief Finance Officer, Director of Student Services, Director of Technology, Director of Maintenance, Director of CTE, and the Director of Federal Programs. Other leaders joined as needed. Principals along with their School Improvement Teams completed a COVID Relief funds survey to determine needs for the remainder of 2020-2021 and for 2021-2022. Principals completed and submitted software evaluations. The Director of Technology, Executive Director of Curriculum and Instruction, and the Director of Federal Programs met with each principal to discuss technology needs in their schools along with other identified needs. District leaders have weekly COVID meetings to discuss data and identify needs. These meetings have occurred all year. Other stakeholders are invited as needed (i.e. Director of Social Services, Lead Nurse, etc.). The local school board members participated in work sessions to provide feedback on and approve the plan. 2) The district will use the following data to identify and address learning gaps resulting from the impact of COVID19 on educational services. The district will use the following data to identify and address learning gaps resulting from the impact of COVID19 on educational services. EOGs, EOCs, NC Check-in assessments, universal screener data, projected retention data, failure rates, graduation rate, drop out

rates, attendance, risk assessment data (i.e. suicide, depression), school re-entry rates throughout 2020-2021, pre-post assessments, MTSS Tier II/III data The district will provide a summer learning program that will focus on academics, specifically learning loss, as well as enrichment and social/emotional learning. The program is designed to attract students by featuring various themes that promote high levels of engagement. Incentives will be provided for the most effective teachers and to other personnel that will be directly involved with students. Beginning with the 2021-2022 school year, the district will use funds to provide high quality tutoring during the school day and afterschool for all k-8 students that have had significant learning loss due to COVID-19. On-going formative and summative assessments will be conducted to identify individual student needs. Tutors will work with students that are most at-risk based on various data points included above. For our high school students, RCS will offer non-traditional credit recovery and academic support services throughout the school year offered outside of the regular school day (i.e. "twilight" credit recovery, Saturday sessions, etc.). Beginning with the 2021-2022 school year, our k-8 classrooms will use an educational software program for both reading and math to address learning gaps. The program provides a universal screener as well as diagnostic assessments so that our teachers can provide intervention and remediation instruction that is targeted to specific skills for each learner. With both reading and math using this program consistently for k-8 classrooms, our district will be able to analyze the data comprehensively and this data can go with each student to the next grade level. This vertical piece will be instrumental in helping teachers continue to provide consistent, targeted instruction each year. RCS will use various software programs to track attendance (k-12) and our cohort graduation rate (9-12). Non-instructional student support personnel (i.e. social workers, counselors, nurses) will be involved in summer planning for 2021-2022 scheduling to ensure purposeful pathways are created and transitions are supported with the social and emotional needs necessary. A universal screener will be employed in all schools to identify social emotional learning gaps that exist, then developing responsive lessons that address those gaps. A pilot group of middle school students will be targeted this summer featuring the screener and prescribed interventions. Counselors in grades K - 8 will use a research based SEL program next year and other evidence-based resources to provide school wide instruction which will also be supported by core instruction teachers. Additionally, all student support personnel will focus on attendance and the lack of regular attendance as a contributing factor to continued learning loss through lack of access to the provided curriculum. Home visits, administrative meetings, targeted intervention plans and court action, when necessary, will all be strategies employed to encourage regular school attendance and subsequently academic and social success. For our traditional high school (NGA and RSHS), RCS will employ an academic coach to do the following: work with teachers in grades 9-12 to promote alignment with high quality instruction and lesson planning overall; provide model lessons that incorporate ways to engage students; facilitate PLCs to support data analysis that will lead to an increase in student achievement overall; monitor along with administration and teachers the CGR; and provide one-on-one support for teachers as needed.

Part B: Data Analysis

Multi-year trend data for the Richmond County Schools district shows an increase in grade level proficiency for end-of-grade assessments; however, the district continues to lag behind the state average. The trend for both reading and math over the past several years has increased each year. From 2015-2016 to 2018-2019, reading increased from 48.9% to 52% and math from 51.5% to 57%. In 2018-2019, the state average in reading was 58% compared to 52% in RCS and in math 59% compared to 57% in RCS. For the school years, 2019-2020 and 2020-2021, data is limited as compared to previous years. NC Check-In 2 data from January 2020 shows a similar trend to previous years in reading; however, math in the middle schools decreased significantly. Overall, reading and math proficiency for NC Check-In 2 was 52% and 44%, respectively. For 2020-2021 school year, results from universal screening data show a proficiency of 30% in elementary reading at the beginning of the year with an increase to 47% by mid-year. Middle school reading has one data point beginning mid-year of 32% proficient. A universal screener was administered to students in grade 3 through 8 at the beginning of the year and mid-year. The proficiency dropped from 63% to 61% (Figure 5). It is important to note that middle school students were virtual until near the end of fall semester. Another important factor to consider is that participation and results for both elementary and middle school students are highly affected by virtual learning. In the spring of 2021, 23.5% of elementary students in Kindergarten through 2nd grade have been identified as below grade level and 8.6% are projected to be recommended for retention. In a normal year, approximately 4% are retained in K-8. In grades 3-5, the percentage of failures for the 3rd 9-week grading period are: 29.8% Reading; 33.1% Math, 22.3% Science; and 25.4% Social Studies. In grades 6-8 for the same period are: 32.3% ELA; 32.5% Math; 31.4% Science; and 27.4% Social Studies. In grades 9-12, 53.5% of students failed one or more courses. The graduation rate has not had any measurable increases over the past 5 years and is significantly below the state average. Although the rate increased from 80.9% (2018-2019) to 84.1% (2019-2020), this increase can be attributed to the decision for seniors to not be negatively impacted by the stay at home order. In March 2021, attendance data was analyzed and compared to data from March 2020. Data was categorized in 3 groups; 10-19 days, 20-49 days, and 50+ days. Although, the percentage of students missing 10-19 days only increased by 2.2%, the percentage in the 20-49 days category and the 50+ days group increased drastically (Figure 11). The middle and high school attendance data shows an even more drastic increase in the 20-49 and 50+ days categories. Throughout the school year, the Director of Student Services monitors student email content flagged by the security system. During the timeline of September 2020 to January 2021, 40% of all emails with an alert were categorized as suicidal ideation and/or anxiety/depression. In terms of social emotional supports for our students, our district has an MOU in place with 2 mental health providers to provide services to our students in school if that is the best fit for the family. Counselors referred 78 students for services this year with about 49% of families following through with the referral process resulting in services being provided. This can be echoed by the fact that 81 referrals to the Data Review Teams in our schools were made based on behavioral concerns. Some of those referrals were combined with academic needs as well, but some were stand-alone mental health/social

emotional learning needs. When elementary counselors were asked for the approximate percentage of students they see based on mental health needs and/or concerns, averages across schools ranged from 10% - 95%. In the high school setting, the percentages are much higher ranging from 33% - 99%. Both of these professional counselor judgements support the need for additional nurses, additional social workers and the use of a social emotional curriculum in our schools.

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.

$ 2,929,892.76 * 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;

K-8 Math and reading programs that have a universal screener, diagnostic assessments, and interventions for targeted support for all students will ensure reliable data that also differentiates for all learners. These will be used at beginning of the year, middle of the year, and end of the year. Skill-based instruction will be a focus area. Check-in data will be analyzed and based on these data, schools will employ tutors, both face-to-face and online to support standards-based instruction and help all learners increase in achievement and growth. K-5 and 6-8 students will utilize standards-based Math and Science workbooks that provide students practice opportunities that are aligned with district pacing guides and state standards.

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

Evidence-based resources will be utilized for social and emotional learning support in K-8. For example, Second Step SEL curriculum will be implemented in all K-8 settings to reinforce the 5 essential CASEL competencies among student groups. Students have experienced losses academically as well as socially. The Second Step curriculum will help to re-acclimate students to school structure using positive decision making and personal/social accountability standards. Small group instruction that focuses on the academic needs of students will be incorporated into the plan for tutors. This evidence-based strategy will be a natural part of classroom instruction as well. For 9-12 students, an available online tutor from a research-based company will support CORE instruction as supplemental instruction to the classroom

teacher. The RCS science department will upgrade and update the science equipment to support teachers and students in conducting high-quality standards-aligned science inquiry labs. This will increase student engagement and allow for a more socially responsive approach to science instruction. At this high school level, after school programs will be offered to assist students completing graduation requirements as a dropout prevention method as well as keeping students in their 4-year graduation cohort group. Additional electives will be offered to encourage student expression, a strategy that will support the critical need of social/emotional learning. For students that remain virtual for the 2021-2022 school year, RCS will employ teachers (remote learning facilitators) to work with these students after regular school hours to support their asynchronous learning. These teachers will create office hours to support learning for remote learners. Reading and math software for our k-8 students that implements a universal screener, diagnostic assessments for all students, and interventions to support each learner's needs. This software meets children where they are with their reading and math skills (not standards) and accelerates their growth through individualized, daily differentiated instruction. RCS will employ an academic coach for our high school students in grades 9-12. This academic coach will facilitate PLCs, support school data analysis, model lessons for all teachers, and support teacher professional development with areas for improvement. Researching and sharing best practices for teachers will be another vital responsibility for this coach. The academic coach will also work with the administration team to monitor the cohort graduation rate and find strategies for increasing the overall graduation rate for the high school. For our 9-12 high school students, we plan to offer more engaging and exciting elective course options for the 2021-2022 school year. These include: theater, public speaking, African American studies, 3 new PE courses and American Sign Language. The social and emotional needs of our learners and getting them back into the building is a huge priority for all of our students. These courses offer a fresh start for high school students in a variety of ways. RCS Summer Camp will be a 6-week program for our k-8 students and a 30 day program for our high school students. This camp will include high quality instruction with certified teachers in every core subject classroom. We will also offer enrichment activities that include: STEM, 4-H activities with nature, STEM and field trips, as well as, a local organization that is centered around the social and emotional needs of students with arcade and gaming rooms for increased socialization, podcast and music rooms to explore the arts, and outdoor activities to ensure physical activity is a priority. Our k-8 schools will focus on reading and math with the enrichment activities planned and our high schools will focus on credit recovery programs that support students with a certified teacher, in-person learning with EOC courses, and an elective course that offers PE, CTE, or another engaging course.

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

The student support staff at each school (nurse, social worker and counselor) have a plethora of resources available for families upon request. The student support team works collectively to help meet the immediate Maslow-level needs of students, but also works to remove barriers for families. Specifically, the school social worker serves as a liaison between families and needed community resources. Our Homeless Liaison has created a comprehensive Resource Guide which lists all service agencies available in our county and in surrounding counties when a specialized service.

We are working with two agencies this year to provide in-school mental health services to our students once the guardian agrees to those services. To date (in the midst of pandemic) 78 students have been referred for services across all schools with about 49% of families following through to secure services.

* (D) Tracking student attendance and improving student engagement in distance education;

Our school social workers systematically monitor attendance via PowerSchool reports and work closely with families on improving regular school attendance. They submit monthly reports to the district outlining letters sent, and they keep a running contact log to document home visits, phone calls and any other means of communication. Our district is also investigating an Attendance Tracking Service which sends letters at regular intervals to families outlining absences, individual versus group comparison data, the importance of regular attendance and data to support how regular school attendance leads to positive learning outcomes for students. The service also provides the same information in text form for families.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The high school academic coach position to be added will be responsible for supporting the tracking of student academic progress. This coach will facilitate PLCs and data-driven analysis. This position will support the identification of which data points should be identified and used for targeted high school student supports and interventions. The Gifted and Talent Development position will support k-2 classrooms with tracking student academic progress. This position will help to address some of the local identification disparities that are a result of COVID. This position will evaluate and compare grades of our k-2 students pre-pandemic and post-pandemic and help build critical thinking and problem solving in the k-2 classrooms to ensure even our most gifted students are supported as at-risk learners. Summer program planning for each summer will include assessments that measure student achievement and growth for the beginning of summer and the end of summer. Using competency based assessments will allow our district to analyze academic progress. Our EC department will hire two additional psychologists to analyze assessment data and academic progress data for EC students that have experienced learning loss. They will support schools tracking and identifying the growth and learning loss of students through the pandemic.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ○ No	Update 7/29/2021 *For the FHE project, classrooms will be added as part of the gym project to increase social distancing. *In the original application, 6-8 classrooms were in the plan for the RSH gym/classroom project; however, there will be room for 10 classrooms in the space provided (increase social distancing). *In the original application, 4-6 classrooms were in the plan for the MSS; however, there will be room for 8 classrooms in the space provided (increase social	2021-2024	Class enrollment in new classrooms/gyms Increased number of preK slots and pre-post assessment data	$ 9,500,000.00

distancing). *Amend budget to correct code (6570 532) - Facilities Planning, Acq & Con - Improvements to Existing Sites rather than 6580 311 - Maintenance - Contracted Services Original *Gym and 6-8 classrooms added to the existing building at the high school to allow appropriate social distancing *Addition of touchless toilets, sinks, and water stations *One K-5 school will move to an existing building to allow appropriate social distancing which will allow RCS to open a preK center. Current preK classes (most classes are in trailers) will move to the new center which will allow appropriate social distancing in addition to an

		opportunity to increase the number of preK classes in RC in an effort to decrease gaps and learning loss for our most at-risk population *Upgrade preK center to meet required standards *Additional classrooms (4-6) added to the existing building at Mineral Springs School to provide appropriate social distancing *Gym to be added to the existing building at Fairview Heights Elementary School to allow for physical activity to promote SEL -- the only option for students at this time is dependent on the weather			

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	*Air purification equipment to retrofit existing units to improve indoor air quality for students and staff due to COVID.	2021-2023	6,593 Students + Staff served by HVAC	$ 1,000.00
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				$

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | * ⦿ Yes ◯ No | ESL Teacher to work with elementary students (approximately 150 students depending on enrollment) to close academic gaps that were disproportionately widened by COVID | 2023-2024 | ACCESS scores Documentation of PD activities Teacher schedules Language Acquisition educational software data Student grades/attendance data | $ 61,157.68 |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ○ No	*3 school nurse positions due to increased need for health checks, record keeping, student monitoring due to COVID *Technology technician to continue to improve and maintain the continuity of technological system based on the increase in hardware, software, and connectivity due to the COVID and the need for online learning	2023-2024	Daily district data tracker for staff and students Daily absentee report of substitute coverage Quarterly regional nursing reports Local health department data reporting as requested/required Time and effort documentation	$ 237,290.24
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ● No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	Student devices to have more access to online programs with specific interventions to meet the individual needs of students including Tier II and III interventions to improve academic achievement lost due to COVID	Summer 2023	Inventory of devices distributed Number of students to engage online during remote learning days User reports of online program intervention	$ 105,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	*Part-time social workers to assist school worker staff with tracking attendance, linking families to needed resources and removing barriers that have increased in need due to COVID	2023-2024	Monthly reporting Court filings Attendance letters Professional notes	$ 27,558.40
	* ◉ Yes ○ No	Update 9/24/2021 Cost of summer school addresses learning loss Summer school added to learning	Summer 2022 and 2023	EOGs, EOCs, failure reports, course completion, pre-post tests, attendance	$ 1,420,641.09

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.		added to learning loss *6 Week K-12 Summer Learning Program for most at-risk students *Staffing: Teachers: K-3 (math and reading) 4-8 (math, ELA, and science), Encore teachers (physical activity and enrichment), 9-12 (credit recovery, biology, Math I, Math III, English II, and electives), Other personnel: Site Coordinators, Teacher assistants, custodians, bus drivers, nurses, counselors, cafeteria staff, school resource officers, principals Child nutrition expenses: Breakfast and lunch will be provided for all students. Resources: Software programs for targeted interventions/support (K-8), STEM activities that include interdisciplinary			

		interdisciplinary connections with core subjects, reading articles/books and other project-based activities and supplies. SEL lessons/programs to support needs daily, support of counselors in working directly with students to rebuild and strengthen relationships, software and certified staff members for credit recovery (9-12), elective courses and resources to include CTE and PE courses			
	* ⦿ Yes ◯ No	Update 9/22/2021 Add legal services as support for accountability of COVID funds (contracted services for support with accountability approved in original application) Original *Administrative	2021-2024	Time and effort documentation Contract and documentation of services	$ 366,923.60

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.		assistant to manage all COVID related funds - Due to COVID, and the additional amount of funds flowing through the district, this position will serve in doing: - Assist in completing reports to include gathering information, creating, and updating reports, getting appropriate signatures and meeting deadlines. - Maintain all files/spreadsheets with current and accurate records of budgets. - Process purchase requisitions and purchase orders and maintain up-to-date inventory records for federal expenditures. *Due to the increased accountability of COVID funding, RCS will contract with a highly			

		qualified consultant who will provide support and guidance for the RCS Federal Programs office in regards to federal compliance measures, reporting, and fiscal and programmatic compliance matters and will serve as a resource to staff by helping analyze and oversee programs to ensure compliance; provide checks/balance processes along with support based on needs of the COVID funds.			

	Total ESSER III Allotment	$	11,719,571.01

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. *I assure that the PSU will:*

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.

*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Richmond County Schools (770) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Pam Patterson

Richmond County Schools (770) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, September 22, 2021

Richmond County Schools (770) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

There are no new applicants.

GAN Information

Richmond County Schools (770) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/9/2021 7:06:21 PM

GAN Organization Data

Richmond County Schools (770) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058973

* Address:

P.O. Drawer 1259 Hamlet, NC 28345

* Superintendent:

Dr. Jeffrey Maples

Key Personnel:

* Pam Patterson

Public Schools of Robeson County (780) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:10:35 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Public Schools of Robeson County (780) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$33,074,571.00	$33,074,571.00
Carryover	$66,929,809.00	$66,929,809.00
Total	$100,004,380.00	$100,004,380.00

Budget

Public Schools of Robeson County (780) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
780	181	0	No	No	1.15 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$33,074,571.00	$0.00
Carryover Amount:	$66,929,809.00	$66,929,809.00
Allotment Plus Carryover:	$100,004,380.00	$66,929,809.00
Total Budgeted:		$66,929,809.00
Total Remaining:	$33,074,571.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/15/2021 2:11 PM	Approved (Pending)		Letchworth, Tina			
9/9/2021 9:02 AM	Received		Admin, NCCCIP			
8/26/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		☑		3-5110-121-000-000-00	0	Budget being returned at the request of the district.
8/26/2021 10:42 AM	Denied (Pending)		Letchworth, Tina			
7/29/2021 10:08 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$618,572.50	$0.00	$618,572.50		
ⓘ	Salary	3	5110	135	000	00	$4,977,270.00	$0.00	$4,977,270.00		
ⓘ	Salary	3	5110	142	000	00	$4,640,000.00	$0.00	$4,640,000.00		
ⓘ											

	Other	3	5110	211	000	00	$783,041.96	$0.00	$783,041.96	
ⓘ	Other	3	5110	221	000	00	$2,219,130.66	$0.00	$2,219,130.66	
ⓘ	Other	3	5110	231	000	00	$1,182,962.00	$0.00	$1,182,962.00	
ⓘ	Other	3	5110	418	000	00	$1,280,000.00	$0.00	$1,280,000.00	
ⓘ	Equipment	3	5110	541	000	00	$5,000,000.00	$0.00	$5,000,000.00	
ⓘ	Equipment	3	5110	542	000	00	$5,250,000.00	$0.00	$5,250,000.00	
ⓘ	Salary	3	5320	131	000	00	$1,110,000.00	$0.00	$1,110,000.00	
ⓘ	Other	3	5320	211	000	00	$84,915.00	$0.00	$84,915.00	
ⓘ	Other	3	5320	221	000	00	$240,648.00	$0.00	$240,648.00	
ⓘ	Other	3	5320	231	000	00	$63,260.00	$0.00	$63,260.00	
ⓘ	Salary	3	5350	196	000	00	$8,415,074.90	$0.00	$8,415,074.90	
ⓘ	Other	3	5350	211	000	00	$643,753.23	$0.00	$643,753.23	
ⓘ	Other	3	5350	221	000	00	$1,824,388.24	$0.00	$1,824,388.24	
ⓘ	Salary	3	5420	116	000	00	$2,389,800.00	$0.00	$2,389,800.00	
ⓘ	Other	3	5420	211	000	00	$182,819.70	$0.00	$182,819.70	
ⓘ	Other	3	5420	221	000	00	$518,108.64	$0.00	$518,108.64	
ⓘ	Other	3	5420	231	000	00	$265,692.00	$0.00	$265,692.00	
ⓘ	Salary	3	5840	146	000	00	$1,071,000.00	$0.00	$1,071,000.00	
ⓘ	Other	3	5840	211	000	00	$81,931.50	$0.00	$81,931.50	
ⓘ	Other	3	5840	221	000	00	$232,192.80	$0.00	$232,192.80	
ⓘ	Other	3	5840	231	000	00	$113,868.00	$0.00	$113,868.00	
ⓘ	Other	3	5840	317	000	00	$400,000.00	$0.00	$400,000.00	
ⓘ	Other	3	5840	319	000	00	$660,000.00	$0.00	$660,000.00	
ⓘ	Salary	3	5860	146	000	00	$1,011,600.00	$0.00	$1,011,600.00	
ⓘ	Other	3	5860	211	000	00	$77,387.40	$0.00	$77,387.40	
ⓘ										

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	Other	3	5860	221	000	00	$219,314.88	$0.00	$219,314.88
ℹ	Other	3	5860	231	000	00	$189,780.00	$0.00	$189,780.00
ℹ	Equipment	3	6550	541	000	00	$2,200,500.00	$0.00	$2,200,500.00
ℹ	Other	3	6570	522	000	00	$11,500,000.00	$0.00	$11,500,000.00
ℹ	Other	3	6570	523	000	00	$7,055,054.05	$0.00	$7,055,054.05
ℹ	Other	3	6940	418	000	00	$30,000.00	$0.00	$30,000.00
ℹ	Other	3	8100	392	000	00	$397,743.54	$0.00	$397,743.54
						Total:	**$66,929,809.00**	**$0.00**	**$66,929,809.00**

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Grant Details

Public Schools of Robeson County (780) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

A team of district stakeholders including District Leadership (Superintendent & Cabinet) including members from Student Support Services, Curriculum and Instruction, Maintenance, Technology, and Human Resources, select principals and SIT chairs from elementary, middle and high schools across the district, and a member from the Lumbee tribe convened to review the district data including academic data, attendance data, social and emotional data and building needs to determine how to address student learning gaps resulting from the disruption in educational services. An important piece in the recovery from the COVID-19 pandemic will include meeting the needs of all student subpopulations, and especially the most vulnerable subpopulations. Addressing these needs will require the restructuring or capacity building of school programs, which will not only address the academic needs of the child but the needs of the whole child. Data was collected from a variety of sources to help clearly define the Public Schools of Robeson County students learning loss and needs as we move forward to ensure we address the needs of the whole child. Data sources include IReady, K-8 Check-In #2, and EOCs. To provide a more comprehensive overview of the whole child, attendance data and data from Gaggle (a system that identifies suspicious items by reviewing students' online activity to ensure student safety and well-being) were included. The IReady Reading data showed that

the student learning gap increased by 10% from 62% (Pre-COVID) to 72% of students one or more grade level behind. The IReady Math diagnostic showed that the student learning gap increased by 12% from 64% (Pre-COVID) to 74% of students one or more grade level behind. The Check-In (3-8) data revealed that 60% of students were not meeting the standards in reading, math, and science (5 & 8). High School EOC Data (Fall 2020 EOC Score Comparison to State) Based on the PSRC fall results compared to state fall results, there is a significant difference. Virtual & Face-to-Face Student Numbers Attendance Daily Average (K-12): 8,000 Face-to-Face or 38% Total Enrollment= 20,988 Teachers working Remotely: 100/2000 A total of 111 staff have resigned or retired since January 2021. Gaggle Data (March 9, 2021- Current) - Implementation of Gaggle began March 9, 2021. The Public School of Robeson County (PSRC) Receives notification for all Possible Student Situations and Questionable Content. These notifications are addressed using the PSRC workflow for addressing each notification. Possible Student Situations (PSS): An immediate threat to the student, including but not limited to: violence; suicide; rape; or harmful family situations. Questionable Content (QCON): Not an immediate threat to a student, but content that is cause for concern and should be brought to an administrator's attention. This includes but is not limited to: a cyber-bullying event; pornographic images; graphic, violent or sexually related stories; or files not associated with an assignment. Gaggle Incident type: 29% Questionable Content and 3% Possible Student Situations Gaggle Content Categories of Actionable Items by Grade Level: High School (20% Suicide Self-Harm, 5% Harassment, 15% Violence Toward Others, 47% Nudity & Sexual Content, & 13% Drugs and Alcohol), Middle School (35% Suicide Self-Harm, 5% Harassment, 30% Violence Toward Others, 30% Nudity & Sexual Content, & 5% Drugs and Alcohol), and Elementary School (45% Suicide Self-Harm, 5% Harassment, 25% Violence Toward Others, 20% Nudity & Sexual Content, & 5% Drugs and Alcohol). Though children and staff had to leave the school building following the onset of the COVID-19 pandemic, the virus itself revealed the significant need for increased investment in capital improvement and maintenance in our school infrastructure. The costs of capital improvement and maintenance are steep. The 2020-21 DPI Facility Needs Survey Results are included below to show school needs and potential cost to address the needs of not only HVAC, additions and renovations to building and playgrounds to allow for social distancing, new windows to increase ventilation, and touchless sinks, toilets, paper towel dispensers, etc. to help reduce the transmission of the virus and increase the safety of the students. With in-person instruction 4 days a week and the number of students returning to the building increases, efforts to mitigate the spread and transmission of infection remain a priority. The district needs touchless faucets, toilets, paper towels dispensers and water fountains to prevent and reduce the spread of the virus. Based on our 2021 NCDPI Building Facility Survey and BAISCA, LLC report indicated the average age of buildings is 68 years. Aging HVAC systems and window systems can increase COVID transmission risk due to poor air quality and ventilation. PSRC has identified that all school/district building units are not performing optimally. As a result, air purifiers will be purchased to help improve air quality in all buildings. In addition, 3 buildings will have their HVAC systems replaced based on the highest need. Outdoor classrooms will be added, playgrounds updated/replaced, 2 field houses renovated, and one auditorium renovated to ensure social distancing is able to be

maintained to reduce the risk of transmission. As a result of the data reviewed and information shared by the stakeholders, the following needs were identified: -Need for certified teachers in hard to staff areas -Targeted support for students and staff on Tier I, II, and Tier III needs -Professional development to school personnel on providing tiered mental health -Facility improvements necessary for upgrading ventilation, air conditioning systems, sanitation, lighting, space -Social-Emotional Learning Resources, Professional Development & Curriculum -Stipend to retain high-quality staff

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

There are many possible factors contributing to the loss of learning during COVID-19. The IReady, Check-Ins, and EOC data show that at least 70% of the student population are one or more years behind in reading and math. This with the compounding factors of being a high poverty and low-performing district has put the students at even higher risk of falling further behind. Attendance data showed that on average 38% of students returned for face-to-face instruction. Based on stakeholder feedback, many students that continued remote learning did not fully participate in classroom instruction. A number of high school students started working full-time jobs and continue to do so while juggling their classes. In addition, schools across the district had anywhere from 1 to 14 teachers that continued to work remotely for medical reasons when schools returned to face-to-face instruction. Teachers continue to have to manage to teach online and remote at the same time. This and a number of other factors compounded the continued issue of finding teachers for the hard-to-staff areas including Math, K-6, EL, EC, and Science. So COVID-19 magnifies pre-existing achievement gaps. The effects are inversely related to overall achievement: students with lower achievement have greater losses. This means that we can no longer assume common starting points and fixed pace of learning. The Learning in a Pandemic presentation by the Department of Education examined 20 states in the study attending the traditional 180 days of school and their learning loss or not attending the school over that school year. For example, the average loss of learning was 64%, or in other words, as if they had not attended school for 116 days of reading instruction. With math, the worst-case scenario was 232 days of loss of learning for some students (as if they did not attend school for 232 days at this time). As suggested by the data collected from Gaggle once we returned to campus, student mental health needs continue to be at the forefront when addressing the whole child. The mental health toll on students resulting from the COVID-19 pandemic has been immense, and as students continue to endure the severe difficulties brought by the pandemic and accommodating crises a portion of ESSER dollars to mental health services. Resources to strengthen connections between children, educators, and families by providing intentional social-emotional support through the use of a social-emotional learning curriculum and professional

development on social-emotional learning for teachers in kindergarten through eighth grade. This will be an essential component of the tiered mental health supports and interventions being provided through counselors and Public School of Robeson County community partners. Additional social workers will be hired to support the growing mental health needs due to the pandemic based on the results from Gaggle. After review of the NCDPI Facility Needs Survey, it was determined that our schools need a number of renovations to ensure that the air quality of the buildings and buses is at the level needed for the safety of our students including outdoor classrooms. In addition, some schools will need additions to their building to allow for students to be able to continue to physically distance when all students return to campus. A further evaluation is being conducted to help prioritize the schools based on the highest need. In order to ensure. continued district guidelines following the district reopening plan for busing, additional buses are required to reduce the transmission of the virus. Nurses and nurse extenders will be utilized to help continue to support the needs of the whole child by ensuring student medical needs are met and to help mitigate the spread and transmission of COVID 19 in order to reduce learning loss. Additional Assistant principals will be hired to support tracking COV-ID 19, monitoring transcripts and attendance, and track graduation in order to reduce learning loss. Additional School psychologists will be hired to assess learning loss needs of students due to remote learning To continue to provide tools necessary for hybrid learning, PSRC will purchase additional hardware and software to support students' needs based on the data. As a result, additional staff will be needed to support the technology needs due to the purchases.

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.

$ 26,167,590.00 * 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;

IReady assessment is being utilized in the district to assess student needs. The I-Ready Assessment suite: Pinpoints students' strengths and knowledge gaps at the sub-skill level Delivers individualized learning paths in i-Ready

Personalized Instruction Saves time by automatically grouping students and offering targeted instructional recommendations Helps educators spot trends across student groups Includes a wide range of accessibility features to maximize usability for all students This assessment will be utilized within the MTSS framework in PSRC to ensure student needs are addressed as they are supported in Tier I, II, & III.

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

PSRC will implement a comprehensive plan for supporting student needs based on the data from IReady, Classworks, EOG/EOC, and formative assessments. These activities will include professional development in MTSS which will include such topics: use of data, problem-solving, interventions, and support. Academic Coaches will be hired to help support teachers as they work with students to address learning loss due to COV-ID at each K-8 school. In addition, targeted support will be provided to students through target after-school tutoring, and interventionists (K-2). PreK-5 teachers will participate in the Science of Reading professional development. Additional professional development will be provided by the C&I supervisors targeting specific needs in ELA, math, and science to support differentiated instruction based on the data. Teachers will be paid a stipend to teach if they teach students virtually in addition to face to face due to the continuing needs of COV-ID and student safety. A SEL curriculum will be implemented Prek-12 not only through the counselors but also through teacher-led lessons. In addition, the Three Signature SEL practices along with the SEL Playbook will be utilized to embed SEL in the lesson plans. Interventionists will be utilized in K-1 to work with at-risk students based on learning loss. Professional development will be provided to Principals and Assistant Principals to help develop leadership skills to support student learning loss. In addition, professional development will be provided to teachers and teacher assistants on the Science of Reading to help support the students' learning loss in reading. Professional development will be used on how to effectively use an online tiered intervention program to help pinpoint learning gaps, deliver math, reading, and language arts instruction at the right level and gain real-time insight into student progress. A stipend will be paid for participation in the professional development. Additional teacher assistants will be hired to support differentiated instruction to support needs due to learning loss.

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

Parent information sessions will be held throughout the year during Parent Nights, parent conferences, and online courses on how to effectively support students based on the data. Parent liaisons will also be utilized to reach out and support families based on the needs. Information is also shared through the PSRC and school social media platforms, emails, phone calls, school newsletters, and resources shared based on needs identified. Social workers and guidance cousins will also provide support with social-emotional learning and mental health needs. Through the collaboration of the District Mental Health Team, SCORE, and community partners online sessions on mental health will be provided to help provide continued support on how to support not only the students but also the families.

* (D) Tracking student attendance and improving student engagement in distance education;

Attendance is an important predictor of student success, in addition to serving as a daily wellness checkpoint for students. Chronically absent students are at risk of lower academic achievement and educational attainment. Without daily face-to-face interactions, monitoring student attendance in remote learning during extended school closures serves as the primary means for ensuring student well-being in a time of unprecedented disruption to home and family life. The following strategies are being employed to: Schedule a weekly touchpoint between the teacher and students as a wellness and attendance check. Track student attendance during live instruction. Track student completion and submission of assignments. Prioritize wellness and social and emotional learning over participation in remote learning. In addition, social workers will continue to follow up to address any student concerns that arise as a result of students lack of attendance.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Student progress will be tracked through IReady assessments, formative assessments, Check-Ins, Credit Recovery, EOGs, EOCs, and attendance. In addition, PowerSchool will be utilized to review students' grades and progress. MTSS teams will review students' data on a monthly basis to ensure student needs are addressed and any additional support is provided to students through Tier II & Tier III supports. A progress monitoring tool will be purchased to help clearly identify student needs due to learning loss.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Facility improvements to school field houses (physical education classroom) to help mitigate the transmission of the virus and facilitating social distancing based on the district re-entry plan. At the any given time there can be as many as 150 student in the the building. As a result, in order to maintain social distancing based	July 2021-September 2024	- Facility Needs Assessment - Reduction in Number of COVID 19 cases and site closures -Monitor class size, attendance data and documentation of proper social distancing.	$ 4,500,000.00

		on re-emtry plan. Rennovations will be necessary. Add additional outdoor learning environments to reduce the risk of virus transmission and allow student to social distance based on the district re-entry plan.				
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ● Yes ○ No		July 2021-September 2024	Data from indoor air quality and capacity reports from updated HVAC systems, documentation of upgraded systems and controls to ensure efficiency and the introduction of fresh air throughout school facilities, maintenance records and reports, and physical inventory and monitoring.	$ 16,287,532.70	

		Facility improvements necessary for upgrading ventilation and air conditioning systems to help mitigate the transmission of the virus. Upgrade windows to enhance air quality in buildings. Add air purifiers to buses to improve air quality to reduce transmission of the virus.			

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No		June, 2021-September, 2024	- Increased instructional time - Increased student learning as measured by summative and formative assessments. - Increase in effective communication to EC families - Reduce number of students referred for EC	$ 400,000.00

		Based on the data, there is an increased gap learning gap for reading and math by 10%. As a result, we will: - Employ school psychologists to assess learning loss needs of students as a result of remote learning during COVID and help clearly identify student needs to address learning loss.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No		June, 2021- September, 2024		$ 5,520,000.00

		- Employ nurses and nurse extenders to help mitigate the spread and transmission of COVID 19 - Employee assistant principals to support with tracking COV-ID 19, monitoring transcripts and attendance, and graduation track in order to reduce learning loss		- Reduce the number of COV-ID cases and site closures - Increased level of safety in school zones. - Decreased or Elimination of virus transmission - Timely and adequate replenishment of supplies at the district and school level -Decreased stakeholder anxiety as it relates to a safe environment for work and learning - Increased instructional time (reduced absences)	
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	Employees - Employee additional technology staff to help support the implementation of purchased hardware and software to address continued hybrid learning as a result of COVID. -Purchase and manage additional hardware and software needed to support students and teachers in a hybrid learning environment and address student learning loss as a result of COVID	June 2021- September 2024	- Centralized technology for students and staff -Increased student learning as measured by summative and formative assessments - Increased positive perceptions about learning and the instructional opportunities.	$ 10,330,000.00

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	Gaggle Reports indicate an increase mental health needs including suicidal ideations, as a result additional staff and support are needed to support student mental health needs as a result of COVID. - Employee additional social workers to help support mental needs of students due to COV-ID - Purchase SEL Curriculum to help support mental needs of students due to COV-ID	June 2021-September 2024	- Reduction in Mental Health Referrals - Increased Student Attendance - Increased student learning as measured by summative and formative assessments - Increased positive perceptions about learning and the instructional opportunities - Decrease in the number of Gaggle Alert due to Mental Health Needs	$ 1,630,000.00

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				$
	* ◉ Yes ○ No		June 2021-September 2024	- Reduce the number of COV-ID cases - Increased student learning as measured by summative and formative assessments - Lower/elimination of viral transmission - Increased instructional time (reduced absences)	$ 2,094,686.30

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.		When students return to class, schools will need additional buses in order to help continue maintain social distancing based on the district re-entry plan. - Purchase buses to ensure social distancing guidelines can be met and reduce the risk of viral transmission. - Indirect Cost			
			Total ESSER III Allotment	$	40,762,219.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Public Schools of Robeson County (780) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Erica Setzer Jennifer Freeman

Substantially Approved Dates

Public Schools of Robeson County (780) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 29, 2021

Public Schools of Robeson County (780) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Public Schools of Robeson County (780) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Public Schools of Robeson County (780) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058999

* Address:

P.O. Drawer 2909 Lumberton, NC 28359

* Superintendent:

Dr. Freddie Williamson

Key Personnel:

* Jennifer Freeman
* Erica Setzer

Budget

Rockingham County Schools (790) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
790	181	0	No	No	2.95 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$9,240,109.00	$0.00
Carryover Amount:	$18,694,882.00	$18,694,882.00
Allotment Plus Carryover:	$27,934,991.00	$18,694,882.00
Total Budgeted:		$18,694,882.00
Total Remaining:	$9,240,109.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/01/2021 04:47 PM	Admin, NCCCIP

⊟ Budget History
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 9:21 AM	Approved (Pending)		Charles, Alex			
9/4/2021 8:40 AM	Received		Admin, NCCCIP			
8/23/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☑		3-5110-121-000-000-00	0	The application does not address hiring regular education teachers.
8/23/2021 3:35 PM	Denied (Pending)		Charles, Alex			
7/29/2021 10:09 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$999,999.00	$0.00	$999,999.00		
ⓘ	Salary	3	5110	142	000	00	$384,649.00	$0.00	$384,649.00		
ⓘ	Salary	3	5110	183	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ											

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	Other	3	5110	211	000	00	$113,575.58	$0.00	$113,575.58	
ⓘ	Other	3	5110	221	000	00	$321,871.68	$0.00	$321,871.68	
ⓘ	Other	3	5110	231	000	00	$227,736.00	$0.00	$227,736.00	
ⓘ	Other	3	5110	311	000	00	$202,332.98	$0.00	$202,332.98	
ⓘ	Other	3	5110	352	000	00	$75,000.00	$0.00	$75,000.00	
ⓘ	Other	3	5110	411	000	00	$1,821,219.43	$0.00	$1,821,219.43	
ⓘ	Other	3	5110	418	000	00	$300,000.00	$0.00	$300,000.00	
ⓘ	Equipment	3	5110	462	000	00	$3,000,000.00	$0.00	$3,000,000.00	
ⓘ	Salary	3	5120	142	000	00	$360,000.00	$0.00	$360,000.00	
ⓘ	Other	3	5120	211	000	00	$27,540.00	$0.00	$27,540.00	
ⓘ	Other	3	5210	312	000	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Other	3	5210	411	000	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Salary	3	5360	116	000	00	$40,000.00	$0.00	$40,000.00	
ⓘ	Salary	3	5360	126	000	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Salary	3	5360	142	000	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Salary	3	5360	146	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Salary	3	5360	147	000	00	$2,500.00	$0.00	$2,500.00	
ⓘ	Salary	3	5360	151	000	00	$1,000.00	$0.00	$1,000.00	
ⓘ	Salary	3	5360	171	000	00	$40,000.00	$0.00	$40,000.00	
ⓘ	Salary	3	5360	173	000	00	$40,000.00	$0.00	$40,000.00	
ⓘ	Salary	3	5360	174	000	00	$40,000.00	$0.00	$40,000.00	
ⓘ	Salary	3	5360	176	000	00	$40,000.00	$0.00	$40,000.00	
ⓘ	Salary	3	5360	180	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	5360	211	000	00	$69,117.75	$0.00	$69,117.75	
ⓘ	Other	3	5810	311	000	00	$77,200.00	$0.00	$77,200.00	
ⓘ										

	Other	3	5830	312	000	00	$100,000.00	$0.00	$100,000.00
ⓘ	Other	3	5840	411	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	6110	411	000	00	$25,047.26	$0.00	$25,047.26
ⓘ	Other	3	6540	411	000	00	$675,000.00	$0.00	$675,000.00
ⓘ	Other	3	6570	523	000	00	$5,000,000.00	$0.00	$5,000,000.00
ⓘ	Equipment	3	6580	461	000	00	$1,000,000.00	$0.00	$1,000,000.00
ⓘ	Equipment	3	6580	541	000	00	$1,500,000.00	$0.00	$1,500,000.00
ⓘ	Other	3	6810	312	000	00	$40,000.00	$0.00	$40,000.00
ⓘ	Other	3	6840	312	000	00	$20,000.00	$0.00	$20,000.00
ⓘ	Other	3	8100	392	000	00	$341,093.32	$0.00	$341,093.32

Total: $18,694,882.00 $0.00 $18,694,882.00

Grant Details

Rockingham County Schools (790) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1A) Parent, Student, Teacher, Administrator Advisory Boards will provide feedback. RCS Teacher Working Conditions Survey has over 700 responses as of 4-20-21. Title I parent survey. iReady diagostic data and mClass data inform our instructional focus for at risk learners. SEL Screening data reveals needs for improvement in emotional regulation and social skills instruction for grades K-12. BETA Triage log from 2020-2021 school year indicates, 184 suicide and threat assessments have occurred and a need for crisis response is needed for summer support. 1B) Diagnostic assessments will provide achievement levels for students identifying learning gaps CASA-used to analyze learning gaps MTSS process will monitor and target needed interventions for closing learning gaps Remediation focussed on specific learning skills Research based interventions to target remediation of students 2 or more grade levels behind CCRG courses (high school) to assist students transitioning Community College Remedial support programs-iReady, Achieve 3000, Apex Tutorials, USA Test Prep, Course Recovery classes to aid in building skills CTE Credit Recovery Options needed Investment Grade Audit for facilities, 10 Year Capital Plan Needs Survey

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data breakdown ADDRESSING LEARNING LOSS:- iReady diagnostic information, Mclass and EOG test results, Multiple SEL surveys to address the needs of staff and students, Reading EOY Diagnostic shows the following data: 25% above grade level, 19% on grade level, 31% 1 grade level below, 11% 2 grade levels below, 15% 3 or more grade levels below Math EOY Diagnostic shows the following data: 22% above grade level, 19% on grade level, 38% 1 grade level below, 10% 2 grade levels below, 10% 3 or more grade levels below FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION:-Dr. Parks has surveys HVAC,

Custodial Needs and School preparedness for reopening Improve Air Quality: HVAC survey, collaboration with Johnson Control regarding energy efficiency and air quality needs COORDINATION OF PREPAREDNESS AND RESPONSE: SEL Survey data (staff and students), PPE equipment surveys and capital project prioritization list PROVIDING PRINCIPALS/LEADERS WITH RESOURCES: Updates from CDC and DHHS to all leaders. NC School Kit Guidance communication. Survey of school needs for teaching resources. Provided hot spots and 1:1 chromebook distribution for e learning needs IMPROVING PREPAREDNESS AND RESPONSE: RCS Covid Tracking App for contact tracing, records of stakeholder communication in response to preparedness and response to Covid. RCS continues to need to provide updates and support for COVID-19 and collaboration with local agencies and district. TRAINING TO MINIMIZE VIRUS TRANSMISSION: Data documenting training of Principals and training of schools staff. Custodial training specific to Covid 19.

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.

$ 3,738,976.40 * 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;

In response to COVID related learning loss, RCS will: - Continue utilization of iReady assessments in reading and math to provide individualized learning paths - Continue utilization of Achieve3000 assessments and learning platform to individualize reading instruction - Utilize Read to Achieve assessment for K-3 literacy - Acquire universal screening and diagnostic tools for secondary schools; -stipend for MTSS secondary team to develop tools for high schools to identify students at risk in ELA and math and collect data to further define specific standard and skill concerns; stipend for MTSS teams to develop intervention curriculum protocol; - Provide professional development to support teachers in the utilization of data to support student growth and achievement - Provide stipends to teacher leaders to create and implement professional development at school sites -Provide National Board Certification core proposition training and materials as a continuation of quality instruction professional development. Provide refresher courses and new teacher courses to continue this implementation to address strong core instruction. -Provide progress monitoring for SEL and skill attainment of students related to resiliency and emotion regulation. -Continue implementation of easyCBM progress monitoring for students receiving Tier II and Tier III supports through MTSS processes ($18,000)- Provide technology to all PK-12 students to access web-based platforms/assessments, including items mentioned above. - Provide assessments to address PK-12 student needs in speech-language aquisition, early literacy, and psycho-educational needs for students who have at-risk factors. - Provide a stipend or contract with Covid Lead & Lead School Nurse when they are working after hours and weekends. - Audiological equipment to assist with hearing screenings/evaluations ; Contracted hours (stipends) to support schools with MTSS implementation. Would provide technical and coaching support, facilitate data review sessions, attend to MTSS

compliance/paperwork, and provide assistance with installation of MTSS ECATS. (2 years). - Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. - Newsela for grades 6-12 -iReady Reading /Math for grades 3-8 - Media Allotment for each school -Zoom, SeeSaw, Screen Castify, Lucid, Pear Deck, Canvas Studio, Discovery Science, Discovery Techbooks - USA Test Prep -Expand Canvas to grades 4-5 - APEX Tutorials and Credit Recovery - Achieve 3000 - Wilson Reading, Fundations Materials - Professional Development budget for each school - Stipends for digital/personalized learning coaches - Materials for SPLASH program - Cultural Arts allotment for band, music, and art - Training for Modern Classroom - MTSS DIstrict allotment - Translation and interpretation services ELL - School instructional supplies allotment - Training to address CCRG legislation - CCP textbook allotment - Media Center allotment for replacement of novels/books -Funds for additional teachers and tutors -Funds to encourage attendance; provide incentives for teachers with 1 or fewer absences -Funds to hire 4 additional school counselors to support middle/high transition -Explore coaching supports for alternatively licsensed teachers and support for the Beginning Teacher Program -Create an attendance incentive for teachers to promote our teachers in the classroom to minimize and mitigate learning loss -Provide funds to support the cultural arts and other extracutticular programs to engage and encourage students to get in volved in their daily school activities to promote connectivity and engagement.

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

In response to COVID related learning loss, RCS will: -Implementation of evidence based programs for reading and math: Wilson Reading, Transmath, Number Worlds -Progress monitoring for students using: EASY CBM, Informal assessments for IEP goals (teacher designed), iReady, Achieve, McClass, Raz KidsHeadsprout, Styer Fitzgerald Curriculum progress monitoring for middle school, Functional Skills Classes, Care Assessment Books for High School -Professional Development for using evidence based practices: Transmath, Math Foundations, Reading Research to Practice, Foundations of Mathematics, Autism, Online modules in NCEES, DPI offered ASD PD, District provided PD on evidence based practices for ASD, Adolescent Literacy -Specially Designed Instruction Observations: Use SDI observation tool for EC Leadership Team to observe EC teachers and complete data collection on use of evidence based practices, accommodations, modifications, etc. as on the SDI observation tool. Utilize competency based progressions and mastery checklists Seesaw Learning targets (NC aligned) -Student supports Evidence based literary with student supports Discovery Education-Grade level and differentiated Informational texts with translation and read aloud capabilities Newsela (Secondary)- translation and read aloud capabilities, differentiated USATestPrep- Remediation study sets; Resources and professional development opportunities for SISP personnel to support our special populations of students (low income, minority, homeless, etc.) with educational recovery from pandemic; -Google collaboration tools Docs Slides Translation feature in gmail and google -Technology: Use recorded mini-lessons for students to review and refer to standards based examples Zoom for migrant and ESL supports/tutoring -Health and Wellness Student Supports Develop Individualized Health Plans for students who have chronic conditions Follow/adhere to McKinney-Vento Act Provide no cost meals to students Provide vision and health screenings to students grade K-5 and 8 Provide SEL lessons and supports to all students Ensure health assessments and immunization compliance -Enrichment Supports that target student academic proficiency Tutoring (During and/or afterschool) Small group instruction Differentiation Personalized Learning MTSS INtervention programs for secondary

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

n response to COVID related learning loss, RCS will: -Provide support documents to assist parents with understanding and using digital platforms and resources -Provide access to food sources through our Child Nutrition Program (via public pick up) -Provide technology asssistance through our HelpDesk -Provide technology resources such as hotspots, devices, and troubleshooting assistance -Provide transportation to students and making transportation available for tutoring and other afterschool activities -Providing access to mental health services to address social and emotional learning needs -Provide parent informational meetings and parent engagement activities to support student learning -Provide translation services for EL students -Provide supports to address at risk populations such as homeless and migrant students and families -Maintain our Digital Resources Parent Site for information on passwords and access to digital resources -Provide information on the resources and activities associated with our Parent Resource Centers -Provide teachers (who are contracted) to support student learning in our eLearning Academy -Continue assistance and information regarding COVID-19 safety protocols -Inform parents of vaccine information, the necessary health screeners such as dental, hearing, eye exams -Inform parents and students of the available resources at the high school Student Health Centers -Provide parent training sessions on digital resources such as CANVAS, SeeSaw, Zoom, etc -Provide regular online webinars to reduce face to face meetings, while still communicating important information to families -Inform parents and students of our testing diagnostics and benchmarks to inform student progress and prepare them the EOG/EOC -Inform parents of how schools are supporting students with 504s and IEPs in a virtual environment -Inform parents of the high school pathway options such as high school academies, Career & College Promise. Apprenticeships, etc

* (D) Tracking student attendance and improving student engagement in distance education;

n response to COVID related learning loss, RCS will: 1. Developing an App for summer attendance; 2. social workers to make home visits and be a part of the staffduirng the summer camp months 3.Contract Staff to make home visits to disengaged students. 4.Track those students in virtual learning with daily check up on attending zooms and active engagement in the classroom learning. 5. Schedule meetings with students to ensure the students are attending through distance learning. 7. Social workers identify those students who need extra assistance maybe through tutoring sessions (extra). 7. Transportation arranged for students needing to attend summer program or experiencing difficulty with distance learning. 8. Review built-in digital anatyics to see active engagement for online programs. 9. After hour opportunities for students to meet with content teachers for support. (Contract subject expert teachers)

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

n response to COVID related learning loss, RCS will: - through use of data mart monitoring system - iReady BOY, MOY, EOY diagnostic assessment reports - Achieve 3000 BOY & EOY ready set evaluation reports -Read to Achieve BOY, MOY, EOY benchmarks and progress monitoring - Fundations Unit tests and progress monitoring - Apex Tutorial pre-assessment and post assessment reports - RCS Ready coursework in APEX on ACT performance mastery tasks - mastery of skills on ACT WorkKEYs - formative assessment data from classroom teachers - NC Check-in growth - SchoolNet assessment data - MTSS progress monitoring for students receiving tier II and tier III interventions - data dives into student performance on EOCs and EOGs -Review individual student reports from EOG/EOCs - student success and failure rates -student grades in sequenced content areas (English I, II, II, Math I, II, etc.) - cohort graduation progress reports in data mart - absenteeism reports - student dropout reports - IEP goal progress and student performance task data - DEP goal progress for AIG students - counselor student visitation reports identifying

student struggles due to COVID trauma factors - crisis reports for trauma impacted students BETA team- five members working in the summer to support crisis response and suicide/threat assessments. The would recevie a contract for their work per hourly rate plus 20% to work during the 6 weeks summer Accerlation Academy time.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ○ No		June 2021 - September 2024		$ 4,350,000.00

		In response to minimize COVID related virus transmission, RCS will assess needed HVAC, & facility repairs and improvements in our 22 school campuses and other support buildings. Automation, replacement windows, generators, touchless water fountains, Preschool Cot Sheet replacements for DCDEE Requirements due to flame retardant material Install/ repair building automation systems (BAS) throughout the district to improve indoor air quality (IAQ) and overall control of HVAC equipment. Improve building envelope to reduce unconditioned air and moisture infiltration, which can cause indoor environmental health hazards (windows, doors, skylights, insulation). Install generator at Technology Center to ensure accessibility for virtual learning and cloud based applications. Install touchless water fountains to reduce exposure to SARS-COV-2 and provide drinking water to students.		Monitor the temperature and humidity in affected spaces to maintain District's comfort and energy standards. Conduct thermal imaging to verify building envelope improvements. Document length of time for any power interruptions and monitor generator status utilizing the building automation system (BAS). Verify installation and operation of the water fountains at each location.	

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No	In response to minimize COVID related virus transmission and improve air quality in our campuses, RCS will assess needed repairs and improvements via having site assessments from Johnson Controls to identify needed HVAC repairs and replacements. RCS has identified 15 school sites that are in need of immediate repairs and all other campuses are also in need of improved systems to better support air quality. Replace and/or install HVAC equipment throughout the district that have exceeded its useful life, including: Chillers, AHUs, terminal units, RTUs, HPs, ERVs, OAUs, hydronic heating, and associated equipment and piping.	June 2021 - September 2024	Monitor the temperature and humidity in affected spaces to maintain District's comfort and energy standards.	$ 4,350,000.00

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	In response to COVID related school disruptions, the RCS CARES Planning team will continue the following: - Meetings with our local health department, state agency calls, and DPI Updates -School Nurse Meetings to review logistics and support -Continue District and Administrator Meetings with COVID-19 Updates -Continue website, social media, and professional developments for COVID-19 - RCS will continue to collaborate with Operations/Logistics Department for coordination of necessary PPE and cleaning supplies -Provide COVID-19 helpline for direct COVID-19 consultation support -Provide COVID-19 nursing supports for schools	June 2021 - September 2024	Local Health Department Health Department Agendas, Nurse Agendas, Disrict and Administrator Agendas, RCS Website, Professional Developmental Materials and Documents,COVID-19 Helpline Google Document Log	$ 50,000.00
	* ● Yes ○ No		June 2021 - September 2024		$ 750,000.00

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ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.		In response to COVID related school disruptions & learning loss, RCS will provide: -Instructional materials to address learning loss for special at risk populations -PD for staff with special student populations -Screening/Assessment tools to identify specific needs and educational services -Monitoring tools to monitor progress & intended outcomes -Additional in-school or after-school support services -Early Childhood interventions & services -Recruitment of qualified staff (classified & license) to support special need populations -High quality technical tools & devices -Transportation/nutritional services for specialized programs -Social/emotional support services -Funds to support basic needs for students to be prepared to learn -Transitional activities to ensure students are prepared for next steps (Pre-k to K, Elem. - Middle, Middle - High) -9th grade academies to meet the needs of special populations -Use of educational programs that support the communication to families		-Student Academic Progress: Progress monitoring data, benchmark data, intervention data, EOG results, EOC results and graduation and dropout rates -Retention of Highly Qualified staff -Risk and threat assessments and referrals for further follow up, log of social emotional lesson delivery/instruction,

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	In response to COVID related school disruptions & learning loss, RCS will provide the following: RCS CARES Planning team will continue to efforts to improve and provide updates in this areas: - Continue to use RCS COVID APP to track cases -Continue Tracing efforts for identified cases -Explore diagnostic testing -Adjust RCS procedures in alignment with NC Strong Schools Tool Kit/Reference Guide for Suspected, Confirmed, and Presumptive Cases and NC DHHS/CDC guidance -Update communications (focus on prevention, safety protocols) for staff, students, and families - GAGGLE technology monitoring tool	June 2021 - September 2024	RCS COVID-19 App; RCS Case Count Chart, RCS Cares Planning documents, Record of Communication Procedures and Information	$ 20,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◉ Yes ○ No		June 2021 - September 2024	-Improve/Promote Employee Well-Being and Belonging Survey - Social-Emotional Survey Data - Surveillance System to track and trace infectious diseases	$ 20,000.00

		In response to COVID related school disruptions & learning loss, RCS will provide the following: -Ensure there are supplies of PPE for staff, students, etc. -Development of a communication plan for decreasing transmission of virus, sanitation guidelines, and the development of staff training for employees and info ambassadors surrounding all infectious diseases. -Translation of infectious disease info for families into multiple languages. -Increasing the use of infographics and development with RCS specific info on decreasing the spread of infectious diseases. -Explain in training the environment, behavioral, or social factors that are contributing to the emergence, re-emergence, or persistence of the infectious disease explained in staff professional development of public school system training system. -Develop and maintain a surveillance system of all infectious disease -Develop task force to host focus groups on understanding infectious disease protocols. (Consult w/ Health Dept.)			

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SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ◯ No	In response to COVID related school disruptions & learning loss, RCS will: - Ensure there is adequate supply of PPE for school staff, students, etc. - Purchases will include PPE such as masks, face shields, gloves, -Purchase of disinfectants, cleaning machines such as sprayers and other equipment to assist with building cleanings - Schedule frequent and scheduled daily cleanings of high touch surfaces and high traffic areas	June 2021 - September 2024	RCS Safety Team will monitor the RCS Safety Checklist for compliance with the cleaning protocols	$ 411,023.60
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ◯ No		June 2021 - September 2024		$ 200,000.00

| | | In response to COVID related school closures, disruptions, potential closures, & learning loss, RCS will provide: -Accessibility to services that include high quality technology and online educational services -Programs that support communication between school and home (DOJO,Google Classroom, CANVAS) -Use of USDA waivers to allow for the selection of food distribution sites to serve daily meals to students -High quality professional staff development geared towards service delivery and IEP compliance on a virtual platform -Transportation Services -Online Screening/Assessment needs -Online Tele-Therapy -SEL services and check ins -Digital Safety and Tip Line to monitor student communications for student and adult safety (GAGGLE) -Educational Parent Online Zoom and Webinars -Outreach Intervention Services | | Student Academic Progress: Progress monitoring data, benchmark data, intervention data, EOG results, EOC results and graduation and dropout rates IEP service delivery logs IEP service delivery logs GAGGLE data reports Participation logs for teletherapy sessions delivered Zoom registration report for parent educational webinars Number of families impacted by meal service | |
| | * ⦿ Yes ◯ No | | June 2021 - September 2024 | | $ 1,000,000.00 |

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		In response to COVID related school disruptions, potential closures, & learning loss, RCS will provide: Funds will be used to purchase up-to-date equipment for classrooms to include laptops, interactive projectors, document cameras and charging solutions. Ipads will be purchased for K-2 classrooms, students with special needs and/or accessibility issues. These devices will also be used for formative, reading & readiness assessments and remediation. Additional devices will be purchased to outfit Project Labs & provide remediation computers,& chromebooks for one-to-one student initiative. Software purchases will include Adobe & other project based, remediation and acceleration software. Software purchased will be assessed for standards alignment, ability to differentiate, and student success data availability. Connectivity devices (wifi units) will be purchased for low-income students to use outside of school for tutoring, ESL,EC support & acceleration activities. Library book purchases		Destiny data (Equipment database), Circulation data (Media), Student data, Student benchmark data, Student connectivity data (Survey)	

| MENTAL HEALTH SERVICES: Providing mental health services and supports. | *   ◉ Yes

 ○ No | In response to COVID related school disruptions, potential closures, & learning loss, and social/emotional and mental health needs, RCS will: RCS will continue to implement a full continuum of mental health services for each and every student by providing: -Develop in-person social emotional curriculum (SEL) for all students (K-12) during Summer Acceleration -Provide social emotional learning opportunities to all students on a daily basis during Summer Acceleration Academy -Provide crisis response through RCS Beta Mobile Crisis Team during Summer Acceleration Academy -Provide Specialized Instructional Support Personnel (SISP) to address student and staff SEL/MH needs during Summer Acceleration Academy -SISP staff will provide consultation support for SEL curriculum during Summer Acceleration Academy -SISP provide individualized and/or small group counseling supports -SISP provide continued collaboration with families to address barriers to student engagement | June 2021 - September 2024 | SEL Audit Checklist, SEL Lesson Verification Log, BETA Traige Log, Recommendation Summary from BETA, SEL Curriculum Development Agendas, Time Sheets for SISP Staff, SISP Data Log, Second Steps and Zones of Regulation Kits | $ 750,000.00 |

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	In response to COVID related school disruptions, potential closures, & learning loss: -Up to 150 hours of in person summer programming to address learning gaps in PK-12 based on end of year data from EOG's, EOC's, iReady diagnostic, Achieve3000 level set, MClass assessment, credit recovery needs for high school students, report cards -Provide enrichment activities during summer programming -Provide CTE camp for hands-on enrichment experiences -Provide maker space experiences at the middle school level -Procurement & utilization of iReady/Achieve3000/NewsELA assessments to progress monitor students & provide individualized learning paths -Small group & differentiation through certified teachers & experienced support staff during summer programming and during school year -In school & after school tutoring programs to support students who are at-risk -Hire tutors/outreach personnel for migrant, EL, and students experiencing foster care or homelessness -Provide transportation for summer programs	June 2021 - September 2024	-20-21 EOY to 21-22 BOY data - Student/Parent Surveys - Participation rate - Summer and tutoring - Attendance - Individualized learning pathway progress -MTSS documentation of tiered supports - Check-in data, common assessment data	$ 1,000,000.00

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	In response to COVID related school disruptions, need to recruit school staff, need to incentivize the teacher profession, potential closures, & learning loss, social/emotional and mental health needs, RCS will: - Establish a Teacher Apprenticeship Program within CTE to create a pipeline for future teachers - Consider a potential attendance bonus incentive for teachers - to ensure high quality teachers can mitigate learning loss - Create an incentive bonus of $4000 per employee to retain teachers and staff. Due to Covid-19, the Rockingham County School system is experiencing unprecedented labor shortages across multiple classifications of employment. In an effort to retain our employees and compete with private sector wages and bonuses, a retention bonus will be paid to those individuals currently employed as of October 1, 2021. Bonus funds will be prorated based on days of employment and paid in two installments to employees (Nov. 30, 2021 and Aug. 31, 2022). Additionally, a prorated recruitment/signing bonus will be paid to new hires who are	June 2021 - September 2024	-RCS will monitor enrollment in our Apprenticeship program to include future teachers - Needs assessment data to inform additional high school academies and programs - Securing additional information for ELL families through translation services -Securing additional supports for homeless/at risk youth -Monitoring parent engagement through participation in engagement sessions based on student/familiy need	$ 2,054,882.00

| | | employed or approved for hire by the RCS Board of Education, between October 2, 2021 and January 10, 2022. Furthermore, in an effort to attract substitute employees, a $500 bonus will be paid to those substitutes who work a required number of days (20) between October 1, 2021 and January 31, 2022. - Expansion of HS academies and other CTE endeavors - Secure translation services for ELL students/families - PD/Training with Social Workers to address needs of homeless youth - Transportation to address summer learning needs associated with at risk youth - Incorporating family engagement programs within our federal funding sources to focus on parent engagement, homework assistance, personal/health care - Coaching supports for alternative licensed teachers - Tuition assistance to support new teacher program - Additional guidance counselors -Create a scholarship program for teachers to achieve National Board Certification ($2,200 for 10 teachers per year of funding). -Funds to designate a permanent substitute teacher at each of | | | |

		our 22 schools. -Funds ($7000) to purchase an online training module for recruiting and training new substitute teachers/employees. Using the APP Garden application to train new substitute teachers as well as orient the new subs to RCS. AppGarden is an online, self paced program used to train prospective Substitute Teachers. AppGarden offers both onboarding and Effective Teacher Training modules that can be completed quickly and effectively. Once the modules are completed, participants are given a certificate of completion and can start substituting as soon as possible. AppGarden customizes the modules to what our district needs and allows us to streamline the process of application to substitute in our district. Due to the recent shortage of substitute teachers, we have not only contracted to begin with AppGarden but paid for a set amount of training modules (75 individuals) so that prospective substitutes can complete the training for free. -Funds devoted for cultural arts needs			

	Total ESSER III Allotment	$	14,955,905.60

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

* ✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
* ✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ✔	Funds shall not be transferred into or out of this allotment category.
* ✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Rockingham County Schools (790) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:10:46 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	$15,095,217.00	$15,095,217.00
Carryover	$30,544,141.00	$30,544,141.00
Total	$45,639,358.00	$45,639,358.00

Budget

Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
800	181	0	No	No	2.44 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$15,095,217.00	$45,604,051.00
Carryover Amount:	$30,544,141.00	$0.00
Allotment Plus Carryover:	$45,639,358.00	$45,604,051.00
Total Budgeted:		$45,604,051.00
Total Remaining:	$35,307.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/02/2021 04:45 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/31/2021 9:51 AM	Approved (Pending)		Dryman, Timothy			
7/12/2021 2:17 PM	Received		Dryman, Timothy			
7/12/2021 1:53 PM	Approved (Pending)		Dryman, Timothy			
6/17/2021 8:12 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5350	121	000	00	$1,500,000.00	$0.00	$1,500,000.00		
ⓘ	Other	3	5350	211	000	00	$114,750.00	$0.00	$114,750.00		
ⓘ	Other	3	5350	221	000	00	$365,550.00	$0.00	$365,550.00		
ⓘ	Other	3	5350	231	000	00	$197,400.00	$0.00	$197,400.00		
ⓘ	Other	3	5350	411	000	00	$2,550,933.30	$0.00	$2,550,933.30		
ⓘ	Salary	3	6110	135	000	00	$1,800,000.00	$0.00	$1,800,000.00		

11/9/2021 3:36:27 PM

Other	3	6110	211	000	00	$137,700.00	$0.00	$137,700.00
Other	3	6110	221	000	00	$438,660.00	$0.00	$438,660.00
Other	3	6110	231	000	00	$197,400.00	$0.00	$197,400.00
Other	3	6110	418	000	00	$1,594,332.90	$0.00	$1,594,332.90
Other	3	6540	325	000	00	$35,623,263.06	$0.00	$35,623,263.06
Other	3	8100	392	000	00	$1,084,061.74	$0.00	$1,084,061.74
					Total:	**$45,604,051.00**	**$0.00**	**$45,604,051.00**

Grant Details

Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The district held a Needs Assessment meeting with each department to explain ESSER II and it allowable expenses and requirements. Each department completed a Needs Assessment to determine its top needs in order to move to a five-day a week school day as it pertains to COVID with the reduction, prevention, and in response to. The committee included district leaders, school leaders, etc. The PSU will assess and address student learning gaps using both formative and summative assessments as well as teacher evaluations of students academic performance. Specific assessment will be used to determine learning loss for special populations such as AIG, EC, ELLs, as well as students identified as Neglected and Delinquent. The Rowan-Salisbury Operation/Facility department departments assess facilities needs at each school site to assess needed repairs. Additional assessment have been conducted to target air quality at each school and to outline what measures need to be taken at each site to help prevent and/or reduce the spread of viruses, especial COVID19.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data from various sources such as ExactPath, MCLASS data, and NC Check-Ins have all shown that there has been significant impact on learning loss due to the COVID-19 pandemic and the shutdown of schools. As a 1:1 district, Rowan-Salisbury was quick to start remote learning for grades 3-12 as all students had devices. We were not able to assume remote learning K-2 until devices were secured and students were issued their iPads. MClass data shows that students K-2 have experienced academic gaps and little growth. All data points indicate that students have declined in math skills and achievement. Rowan Salisbury concludes that this is a direct correlation that high yield math instruction requires face-to-face instruction and interaction which students did not get during the time of school closure.

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.

$ 10,604,051.00   * 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;

Rowan-Salisbury Schools will address learning loss through various avenues. For students K-12, summer school opportunities will be offered with a 3 week literacy/reading camp being held the month of June and math camp being held throughout the month of July. Credit recovery will be available to all high school students to help students regain the skills and mastery of content to get credit for their courses. Both exceptional children and English learners will receive additional support during the summer months at the camps as certified ESL and EC teachers will be staffed to assist these students with their specific learning needs. Additional support will be provided throughout the schools year for English Learners as additional staff will be hired to help increase service time for all English Learners to 225 minutes a week and for English Learners who are newcomers, level 1 and level 2 proficiencies will receive an additional 225 minutes to help with language acquisition which is needed to successfully navigate academic language

and content mastery. Tutoring will also be offered throughout the upcoming school year for students who need it specifically to target literacy and math. Enrichment opportunities will also be provided for CTE students as well as AIG students. There will be an increase in instructional support for all Pre-K programs in the district to help assist with jump starting learning and closing academic gaps .

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

Evidence-based activities will be implemented to meet the comprehensive needs of students in order to address learning loss and to close academic gaps. Sheltered Instruction Observation Protocol (SIOP) strategies will continue to be used throughout the district to support learning, specifically English Learners. Other evidence-based instructional strategies such as Marzano's high yield strategies, Competency-based education, Orton-Gillingham, LETRS, Do the Math, will be some of the specific evidence-based activities used to address academic gaps and learning loss for students. Leveled Literacy Interventions (LLI) will be used all elementary schools to address struggling readers and to provide effective instructional strategies.

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

Each school has provided parent workshops/training to help parents to promote literacy at home. Specific reading strategies have been highlighted to help parents know what to promote reading and reading comprehension. A yearly Parent Teacher Magazine is made available to parents, both hard copy and online, that provides resources both at the district level as well as the school level for parents. The district also provides "90 second solutions" which is a series of short videos that are available to parent to assist them when they are working with their students at home in the areas of math and reading. To support distance learning, the parent section of the websites provides specific instruction and user-friendly videos to assist parents with using Canvas and iStations. School specific apps have been downloaded on every students' device to help parents navigate the remote learning piece of instruction. The district also worked with various community agencies to help find child care for remote learning days that would also assist with remote learning at their sites.

* (D) Tracking student attendance and improving student engagement in distance education;

Students engagement was a priority for the Rowan-Salisbury Schools System not only during the school closures but even before. Rowan-Salisbury has been afford the opportunity to be North Carolina's first Renewal District and one advantage of this initiative was calendar flexibility. RSS had conducted "E-Learning Days" each quarter of the school year prior to COVID-19. This allowed our staff to invest in engaging remote instruction before it became essential. Collaborative planning and sharing sessions, both grade level and content specific, have been held to assist teacher with ideas to promote engagement. Professional development prior and during COVID19 shutdown was offered to all staff on how to engage students academically but also to promote Social and Emotional Learning as well. Attendance

was tracked at the school level and school's guidance counselors along with district social workers assisted in ensuring that students had/have all that need to successfully participate in remote learning. Our technology department has provided families with hotspots to assist with internet connectivity to help support distance education.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Data from various sources such as ExactPath, MCLASS data, and NC Check-Ins have all shown that there has been significant impact on learning loss due to the COVID-19 pandemic and the shutdown of schools. As a 1:1 district, Rowan-Salisbury was quick to start remote learning for grades 3-12 as all students had devices. We were not able to assume remote learning K-2 until devices were secured and students were issued their iPads. MClass data shows that students K-2 have experienced academic gaps and little growth. All data points indicate that students have declined in math skills and achievement. Rowan Salisbury concludes that this is a direct correlation that high yield math instruction requires face-to-face instruction and interaction which students did not get during the time of school closure

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	Schools will receive upgrade/updated ventilation systems to help with air quality and to reduce contamination. Replacement of doors and windows will be made to help minimize the drafts that can help spread viruses and contagious diseases.	June 2021-December 2021		$ 7,000,000.00

				Air quality tests as well sanitation assessments will be conducted to measure effectiveness. With the updates/repairs this will have a direct impact of staff and students well being and health. Absence data will be collected and compared to previous years to verify the impact of these strategies. Surveys will also be used to collect data to determine the impact of these measures.	

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	HVAC systems will be repaired/replaced to ensure good air quality and to reduce the spread of viruses. Buildings Envelopes will be assessed to determine the if the envelopes seals have been breached. Repairs will be made to address water drainage/leakage and air seals that are compromised.	June 2021-August 2024	Air quality tests as well sanitation assessments will be conducted to measure effectiveness. With the updates/repairs this will have a direct impact of staff and students well being and health. Absence data will be collected and compared to previous years to verify the impact of these strategies. Surveys will also be used to collect data to determine the impact of these measures.	$ 12,940,090.00

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⦿ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

| LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | * ○ Yes ◉ No | | | | $ |

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ◉ No				$ [____]
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$ [____]

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				$
	* ○ Yes ◉ No				$

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.					
				Total ESSER III Allotment	$ 19,940,090.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts	
Type	**Contact(s)**
Funding Application Contact [Select at least 1 contact(s)]	Jerri Hunt

Substantially Approved Dates

Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, August 20, 2021

Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

789538159

* Address:

P.O. Box 2349 Salisbury, NC 28145

* Superintendent:

Dr. Tony B. Watlington

Key Personnel:

* Jerri Hunt

Rutherford County Schools (810) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:10:48 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Rutherford County Schools (810) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$7,268,132.00	$7,268,132.00
Carryover	$14,704,098.00	$14,704,098.00
Total	$21,972,230.00	$21,972,230.00

Budget

Rutherford County Schools (810) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
810	181	0	No	Yes	3.26 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$7,268,132.00	$0.00
Carryover Amount:	$14,704,098.00	$14,704,098.00
Allotment Plus Carryover:	$21,972,230.00	$14,704,098.00
Total Budgeted:		$14,704,098.00
Total Remaining:	$7,268,132.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/08/2021 04:48 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/8/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/1/2021 4:20 PM	Approved (Pending)		Perrotta, Paul			
9/29/2021 12:08 PM	Received		Admin, NCCCIP			
9/23/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Perrotta, Paul
		☑		3-5110-121-000-000-00	0	Over budgeted, returned to PSU.
9/23/2021 1:36 PM	Denied (Pending)		Perrotta, Paul			
8/4/2021 8:10 AM	Received		Admin, NCCCIP			
7/29/2021 9:19 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$1,784,858.30	$0.00	$1,784,858.30		
ⓘ	Salary	3	5110	135	000	00	$302,141.80	$0.00	$302,141.80		

ⓘ	Salary	3	5110	142	000	00	$1,983,076.11	$0.00	$1,983,076.11
ⓘ	Other	3	5110	143	000	00	$75,001.39	$0.00	$75,001.39
ⓘ	Other	3	5110	211	000	00	$317,098.41	$0.00	$317,098.41
ⓘ	Other	3	5110	221	000	00	$991,877.60	$0.00	$991,877.60
ⓘ	Other	3	5110	231	000	00	$381,637.68	$0.00	$381,637.68
ⓘ	Other	3	5110	344	000	00	$248,000.00	$0.00	$248,000.00
ⓘ	Other	3	5110	411	000	00	$113,969.97	$0.00	$113,969.97
ⓘ	Other	3	5110	418	000	00	$133,980.00	$0.00	$133,980.00
ⓘ	Salary	3	5320	131	000	00	$125,366.90	$0.00	$125,366.90
ⓘ	Other	3	5320	211	000	00	$9,590.57	$0.00	$9,590.57
ⓘ	Other	3	5320	221	000	00	$30,551.91	$0.00	$30,551.91
ⓘ	Other	3	5320	231	000	00	$6,579.96	$0.00	$6,579.96
ⓘ	Other	3	5350	331	000	00	$200,000.00	$0.00	$200,000.00
ⓘ	Other	3	5350	411	000	00	$251,816.41	$0.00	$251,816.41
ⓘ	Salary	3	5360	126	000	00	$2,327,914.00	$0.00	$2,327,914.00
ⓘ	Salary	3	5360	131	000	00	$100,326.00	$0.00	$100,326.00
ⓘ	Salary	3	5360	142	000	00	$130,052.00	$0.00	$130,052.00
ⓘ	Salary	3	5360	149	000	00	$33,442.00	$0.00	$33,442.00
ⓘ	Other	3	5360	211	000	00	$198,267.59	$0.00	$198,267.59
ⓘ	Salary	3	5830	131	000	00	$460,992.22	$0.00	$460,992.22
ⓘ	Other	3	5830	211	000	00	$35,265.91	$0.00	$35,265.91
ⓘ	Other	3	5830	221	000	00	$62,182.80	$0.00	$62,182.80
ⓘ	Other	3	5830	231	000	00	$19,739.88	$0.00	$19,739.88
ⓘ	Salary	3	5840	131	000	00	$92,355.96	$0.00	$92,355.96
ⓘ	Other	3	5840	211	000	00	$7,065.23	$0.00	$7,065.23
ⓘ									

	Other	3	5840	221	000	00	$22,507.15	$0.00	$22,507.15	
ⓘ	Other	3	5840	231	000	00	$6,579.96	$0.00	$6,579.96	
ⓘ	Salary	3	6400	152	000	00	$725,858.00	$0.00	$725,858.00	
ⓘ	Other	3	6400	211	000	00	$55,528.13	$0.00	$55,528.13	
ⓘ	Other	3	6400	221	000	00	$176,891.61	$0.00	$176,891.61	
ⓘ	Other	3	6400	231	000	00	$46,059.72	$0.00	$46,059.72	
ⓘ	Other	3	6400	418	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	6540	411	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Salary	3	6580	175	000	00	$96,025.64	$0.00	$96,025.64	
ⓘ	Other	3	6580	211	000	00	$7,345.96	$0.00	$7,345.96	
ⓘ	Other	3	6580	221	000	00	$23,401.45	$0.00	$23,401.45	
ⓘ	Other	3	6580	231	000	00	$6,579.96	$0.00	$6,579.96	
ⓘ	Equipment	3	6580	541	000	00	$999,000.00	$0.00	$999,000.00	
ⓘ	Salary	3	6610	153	000	00	$105,199.10	$0.00	$105,199.10	
ⓘ	Other	3	6610	211	000	00	$8,047.73	$0.00	$8,047.73	
ⓘ	Other	3	6610	221	000	00	$25,637.02	$0.00	$25,637.02	
ⓘ	Other	3	6610	231	000	00	$6,579.96	$0.00	$6,579.96	
ⓘ	Other	3	8100	392	000	00	$385,478.72	$0.00	$385,478.72	
ⓘ	Other	3	8200	399	000	00	$1,484,227.29	$0.00	$1,484,227.29	
						Total:	**$14,704,098.00**	**$0.00**	**$14,704,098.00**	

11/9/2021 12:33:04 PM

Rutherford County Schools (810) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Multiple meetings were held across all areas of the educational spectrum involving teachers, principals, district level personnel and school board members to discuss learning gaps created by the COVID-19 pandemic and the best ways for Rutherford County Schools to address them. The data points listed below were used to assess student learning gaps. Measures of Academic Progress (MAP) results from Winter 2020 (last Pre-Covid data point) Measures of Academic Progress (MAP) results from Winter 2021 (First Post-Covid data point) Istation assessment data PowerSchool grade performance Credit accrual of high school students fall 2020 Student Attendance Student engagement of remote instruction during the 2020-2021school year Easy CBM data for tier III students Counselor referrals Additionally, RCS understands the need to be proactive in the reduction, response and prevention of transmission of Covid-19 in our schools. Rutherford County Schools intends to address learning gaps created from the disruption in educational services through a multifaceted approach. Additional teachers at all levels of instruction will be employed to reduce class size and provide more small group and individualized instruction. A robust summer learning plan will be incorporated that serves students who are not performing at grade level. Special populations and

the social-emotional learning of all students will be addressed. Air quality within buildings will be examined, maintenance upgrades to reduce the spread of COVID - 19 will be employed.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The data reveal what common sense has told us. Due to interrupted instruction, students' academic performance has suffered within Rutherford County Schools. NWEA Measures of Academic Progress (MAP) test data was analyzed from winter of 2020 and compared to data from winter of 2021 for grades three through eight. The significance of this data for our school system is that MAP from winter 2020 is the last data point we have for this grade band before the Covid-19 pandemic. MAP data from winter 2021 is the first district data point after school closures and learning interruptions. The data is striking and reveals the power of school and the educational loss that occurs when students are not in school on a regular basis. Math scores for grades three through eight were universally lower in winter 2021 than in winter 2020. Grade level decline in projected End-of-Grade proficiency ranged from 20 percent to 23 percent. Middle school math scores also showed declines ranging from 18 to 21 percent in expected proficiency on the EOG. Reading scores for grades three through eight show students overall scoring lower in winter 2021 than in winter 2020. Grade level decline in projected End-of-Grade proficiency ranged from as small as 3 percentage points in third grade to 14 percentage points in fourth grade and 15 percentage points in fifth grade. Middle school reading scores also showed the least change of any area. Sixth grade reading proficiency is predicted stable while seventh grade showed a 4 percentage point decline in projected EOG proficiency. Eighth grade revealed an expected 8 point fall in EOG expected proficiency. Istation data for K-3 students show nearly twice as many students not performing on grade level in reading. Additionally, more third grade students have not met RTA requirements. This data indicates a need for a more robust reading camp experience is needed for the summer of 2021. Credit accrual data obtained through PowerSchool indicates a sharp increase in the number of high school students not earning credit in courses in which they were enrolled in the fall of 2020. Among high school students, the percentage failing to earn credit in more than one course tripled during the fall semester. As a result, extensive course recovery must be offered in order to catch students up, while still moving forward with regularly scheduled courses. School closures and alternative schedules have produced irregular school attendance. Students having to balance growing up during a global pandemic has created additional stress points. With increased stress and isolation, an increase in social-emotional issues is inevitable. For this reason, Rutherford County Schools will use ESSER funds to temporarily increase the number of counselors providing service to our schools.

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.

$ 5,429,456.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Administering and using high-quality assessments that are valid and reliable is a critical piece that drives instruction for Rutherford County Schools. Administrators use data to place students into the appropriate classroom. Teachers use data to accurately assess students' academic standing and progress towards meeting academic goals. Data assists all educators in helping to meet students' academic needs, including differentiating instruction for the multiple learning ranges in any given classroom. Annual assessments are used to determine overall student knowledge and proficiency on grade level or course material. EOG and EOC data is analyzed and compared to current and previous data to gather a more complete picture. Measures of Academic Progress (MAP) Growth reports are used as a quarterly assessment (fall, winter, spring) to provide a lens into how a student is progressing in their current class environment. More frequent assessments are used to progress monitor students. A Multi-tiered System of Support (MTSS) is in place at every school. Students whose academic history have them placed in tier II or tier III are progress monitored using Easy Curriculum Based Measures (CBMs), K-3 assessment data (for the 2020-2021 school year, RCS used Istation) and other brief assessments to determine how well individual students are responding to instruction. English Learners (ELs) are monitored using ACCESS testing annually as well as mini-assessments given by teachers. EC students receive all support and accommodations provided in their individualized Education Plans (IEPs) to provide maximum opportunity for academic growth.

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

Rutherford County Schools understands that critical learning gaps exist for the students we serve due to the Covid-19 Pandemic, resulting school closures, disjointed and often irregular school attendance and time students have missed with a qualified instructor. For this reason, when the district when the district planning teams looked how to best address these learning gaps through evidence-based activities to meet the comprehensive needs of all students, the

district has placed a premium on reducing class size, providing recovery opportunities an enabling schools to have the personnel to construct groups and classes to meet the needs of so many students in different places in their learning. An immediate top priority is the reduction of class size in grade four and five while eliminating combination classes throughout every elementary school. The state of North Carolina mandates class size for kindergarten through third grade, with those numbers shifting down in some grade levels for the 2021-2022 school year. However, with no class size restriction in grade four and five, student enrollment has been larger, averaging 25-26 students per class. ESSER funding is allowing for the hire of additional teachers to bring the student teacher ratio in fourth and fifth grade closer to 20:1. These smaller classes will allow for the teacher to spend more time with each student and address learning gaps that exist. Another elementary priority was eliminating combination classes. With much academic recovery work to be accomplished, Rutherford County Schools wants to ensure that no classroom teacher is responsible for teaching more than one set of grade level standards. This will enhance the teacher's ability to meet students where they are and move them towards grade level. Additionally, the district values MTSS groups and believes that providing small group instruction specifically targeted to students performing in the same learning band is a key method for addressing learning needs. For this reason, teacher assistants will be hired for second through fifth grade with one assistant allotted for every 56 students. The district wants to provide a resource to work with students individually or in small groups throughout the day to reteach and fill learning gaps. Ensuring the effectiveness of MTSS will help fill learning gaps for students. Therefore, Rutherford County Schools plans to hire an MTSS Coach to work with all schools to limit disparities and ensure high functioning programs. Elementary education is proposing to add a comprehensive English Language Arts (ELA) program for kindergarten through fifth grade. Currently, the district uses a variety of tools and products to teach the standards. A comprehensive program aligned to North Carolina standards would enable better alignment between classrooms and schools while also providing a more clear roadmap to daily instruction. Rutherford County Schools is proposing to add core subject teachers in middle grades to provide smaller class size and allow for reteaching to happen throughout the year. For the same learning loss reasons as in elementary, there is an overwhelming need to move students forward with grade level content while still providing remedial instruction to students. High schools face the same needs for core area instruction as middle school students while additionally needing to offer credit recovery options for students who are not making adequate progress to graduate with their cohort. Additional teaching positions are planned to be allotted to provide course recovery offering during the traditional school day. Course recovery is previously something that was only offered afterschool at the traditional high schools. It is critical to understand that while everyone has been affected by Covid-19, our most vulnerable populations have often suffered unnoticed. Special populations will be served through the addition of Exceptional Children's (EC) teachers. These students have lost direct instructional time with their EC teacher. Additional teachers will allow for increased EC time for students. One additional English Learner (EL) teacher will be added to support EL students. Rutherford County has historically had a small EL population. However, many students from this population have missed significant amounts of school during the 2020-21 school year. 19 Teachers K-5 for class size reduction

and the elimination of combination classes 15 Teachers 6-8 for core subject class size reduction and academic recovery 19 Teachers 9-12 for class size reduction in core areas and credit recovery 1 English Learner Teacher to provide students increased services 9 Teachers k-12 for exceptional children to reduce class size 40 Teacher Assistants K-5 for a 1:56 ratio for grades 2-5. 1 MTSS Coach 1 Math Coach 1 social worker to work with parents and students who have become disconnected with school during the pandemic Comprehensive ELA curriculum K-5

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

Rutherford County Schools has strived to provide excellent, consistent communication to families for years. This has never been more important than the last 14 month. During this time, remote learning was the only option for all students during stretches of learning where in-person instruction was not available. During other points, hybrid models where students were on campus part of the week permeated the need for increased communication with parents and families on how they can effectively support their student(s). The district has and continues to reach out to parents through a myriad of platforms and approaches to reach as many parents and caregivers as possible. Frequent school messenger voice messages, school Facebook postings, district wide social media postings, Remind app, parent and student Canvas accounts, emails, calls and letters filled pathways in which the district communicates with parents. Clear communication of expectations and steps needed to ensure the least disruption to student learning are constant. Parents were provided clear expectations related to remote learning expectations that included teacher Zoom schedules, virtual office hours, a consistent time (4:00pm Friday) when lessons for the following week. The method of communicating with parents has changed with technology. Communication is more frequent and instantaneous than ever before. Our district has learned that traditional communication methods are not the most effective in 2021. The response has been a move towards technological ways of communication that reach parents. Our translation services department saw an unprecedented increase in material needing translating and parents calling for assistance. As a result, the district added an additional employee for the primary purpose of assisting schools with communication to our Spanish speaking parents.

* (D) Tracking student attendance and improving student engagement in distance education;

Rutherford County Schools has worked diligently to track student attendance both in -person and specifically virtually over the past 14 month. These data have helped frame the formulation of the district comprehensive approach to address student needs moving forward. The district is leveraging all of its resources to maintain contact with every student and encourage attendance every day whether in-person or remote. Graduation Coaches are in contact with every high school student to explain in detail where he or she stands in regards to progressing towards graduation. Currently, three social workers serve the school district, one for high schools, one for middle and one serves elementary schools. The district plans to hire an additional social worker due to the increase in students and families needing services due to the pandemic. Social workers make contact with families who have students not attending

school or attending infrequently. Social workers make home visits to explain compulsory attendance and work with families to support better student attendance habits. Outreach Specialists work with underprivileged and homeless students. Rutherford County Schools realizes that pandemic homeless counts are misleading or false data for the district. The data show a slight decrease in homelessness during the pandemic. This is a trend seen across the state. The district expects a rapid rise in McKinney-Vento students once moratorium on evictions are lifted. Outreach Specialists provide food, clothes and personal hygiene essentials to students while working with families to ensure students are in school. The technology department is investing in additional hotspots to provide enhanced internet access to students around the county. In order to provide cyber security for the access points and provide content filtering for student accessing the hotspots, software products are being purchased for internet access points. Asavie Moda and MDM are both being purchased for content filtering purposes. SSIT software is being purchased for cyber security and to ensure that students can access high speed internet in a safe environment for them to learn and to ensure that equipment Rutherford County Schools is deploying is resistant to hackers and malware. In order to provide both in-person and remote learning students greater time on task, additional help desk technicians will be employed to trouble shoot technology issues for students and staff. Improving student engagement in distance education has been an ongoing goal of Rutherford County Schools since March of 2020. The district has set and published expected criteria for students who may wish to participate in remote learning during the 2021-2022 school year. Attendance and academic requirements are as follows: Attendance Participation shall be limited to those students whose school attendance satisfies the requirements of Board policy 4400 ("Attendance"). Students who accumulated excessive absences as provided in Section D of policy 4400 during the 2020-2021 school year are ineligible for participation in the remote learning program during the 2021-2022 school year. Students participating in the remote learning program during the 2021-2022 school year who accumulate excessive absences as provided in Section D of policy 4400 shall be removed from the remote learning program and reassigned to the face-to-face learning program. Academic Success Participation shall be limited to those students who demonstrate academic success in the remote learning environment. For the purpose of determining eligibility, academic success means demonstrating (1) progress sufficient for promotion to the next grade level (grades K-8) or (2) progress sufficient to earn units of credit in all enrolled high school courses (grades 9-12). Students who did not demonstrate academic success during the 2020-2021 school year are ineligible for participation in the remote learning program during the 2021-2022 school year. Students participating in the remote learning program during the 2021-2022 school year who do not demonstrate academic success shall be removed from the remote learning program and reassigned to the traditional face-to-face learning program.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Rutherford County Schools continuously tracks multiple data points to measure student learning outcomes. There are no schools in Rutherford County identified as low performing by the state of North Carolina. Additionally, 17 out of 18 schools receiving growth scores met or exceeded growth in both the 2017-18 and 2018-19 school years. The district is extremely proud of the educational performance of its students. Much of this success can be attributed to knowing where students are academically, where learning gaps are and what instruction needs to be provided in order to close those gaps. Measures of Academic Progress (MAP) results from Winter 2020 was the last nationally normed reliable data point for most students in the district. All students kindergarten through eighth grade and some high school students take the MAP test three times per year (fall, winter, spring). AS a result this data has become an important benchmark for the district to understand where our students were before Covid-19. With schedules changing rapidly between Plan A, Plan B and Plan C, MAP testing did not occur during the fall of 2020. However, all elementary and middle schools completed MAP testing in the winter window to provide the district with a set of nationally normed data since returning to school. The district was able to make a rough comparison of student aptitude this winter compared to the previous winter. Predictably RIT and proficiency scores were lower. Rutherford County Schools will continue to use MAP data for an assortment of purposes including student placement in small groups, remediation targets and to inform teaching and reteaching. Learning loss in high school is most easily identified through student ability to accrue credits towards graduation. High school students take four classes in the fall and four classes in the spring each year. Year of year data comparing the number of courses where students did not meet the threshold to earn credit tripled from the fall semester of 2019 to the fall semester of 2020. Maybe more so than any other statistic underscores the negative effect the Covid-19 pandemic has had on students. Rutherford County Schools has instituted several changes to help meet the needs of students, re engage them in learning and provide course recovery options. The district will use 2020 End-of Grade (EOG) and End-of Course (EOC) data to access students' knowledge. EOG and EOC scores from 2018 will be used as reference points to measure the effects of the pandemic. The data tell us this is a critical time for many students who have suffered as a result of the pandemic. Rutherford County Schools is using data to inform decisions to meet students' needs where they are as we strive to achieve levels even higher than they were before the pandemic.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No		July 1, 2022 - September 30, 2024	* Decrease in student absences due to illness * Decrease in staff absences due to illness	$ 1,310,000.00

		After careful research and review of the district's facility needs plan. Multiple items have been identified and marked for expeditious review in order to support school facility repairs and improvements to enable operation of schools while reducing the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. These include: door and window renovations, installation of easily disinfectable surfaces, no touch faucets and no touch entries.			

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	After review if the district's facility needs plan, it has been determine that air quality can be improved in multiple facilities through repairing, replacing and upgrading HVAC and HVAC related systems to reduce the transmission of Covid-19.	July 1, 2021 - September 30, 2024	Increased winter & summer energy efficiency Improved air quality within buildings	$ 1,210,000.00
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				$ 0.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	One Teacher for English Learners to reduce case load and provide additional support to combat learning loss due to Covid-19 Additional supplies for outreach specialist to provide resources to students experiencing homelessness due to Covid-19.	July 1, 2022 - September 30, 2024	Increased ACCESS test scores Increased EL attendance and report card grades Adequate resources for every student	$ 165,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ○ No	1 additional school nurse to increase the number of days schools have a nurse present on campus to provide increased reaction time to Covid-19.	July 1, 2022 - September 30, 2024	Increased response times for students with medical issues.	$ 125,770.00

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$ 0.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	PPE, sanitizer, supplies and equipment as needed to keep buildings clean and mitigate the spread of Covid-19.	July 1, 2022 - September 30, 2024	Reduction in the transmission of Covid-19 Reduced absences from staff and students	$ 300,000.00
	* ○ Yes ◉ No				$ 0.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.				

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ○ No	Hotspots and mobile internet access points for students participating in remote learning as a result of the Covid-19 pandemic.	July 1, 2022 - September 30, 2024	A larger percentage of students will have wifi access capability.	$ 248,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	K-12 Counselors - 3 full-time, 2 part-time for the 2022-23 and 23-24 school years to be paid from ESSER III funds to provide additional SEL support for students experiencing SEL issues from the Covid-19 pandemic experience.	July 1, 2022 - June 30 - 2024		$ 480,872.00

				Increased in students receiving counseling services both individual and small group An increased awareness of social emotional needs of students Increased attendance from providing social-emotional support to students.	
	* ⦿ Yes ○ No	Summer learning consisting of 150 hours of instruction taking place at all 18 school campuses across the district. Reading camp will incorporated into elementary school while academic recovery is focused on in middle school and course recovery	Summer 2022, 2023 and 2024	High school students completing course recovery Middle school students who did not achieve promotion standards during the school year will receive have the opportunity for academic recovery	$ 4,800,000.00

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.		course recovery is targeted in high schools. This Robust summer learning plan is estimated to support 20% of the students in Rutherford County Schools as the district looks to aggressively combat learning loss from the Covid-19 pandemic. All EC students will be invited to summer school Additionally, students identified for retention, meeting reading camp guidelines or tier III as designated by MTSS. Bus transportation will be provided for all students invited to summer school in order to boost attendance. Bus transportation and			

		food services will be provided for all students invited to summer school in order to boost attendance. This plan will be implemented using ESSER II funds in 2021 and using ESSER III funds in 2022, 2023 and 2024			
	* ⦿ Yes ◯ No	Support Services - Additional security cameras to cover additional entrances and areas being used to socially distance faculty staff and employees to reduce Covid-19 transmission Finance Position - To appropriately mange ESSER funds Maintenance Position - To increase effectiveness of	July 1, 2022 - September 30, 2024		$ 635,000.00

| 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. | | effectiveness of mitigation of Covid-19 Student Bus transportation for summer learning - All students invited will be offered transportation services Food services for summer learning - All participating students will be offered breakfast and lunch. | | Security cameras will increase the security of the school. This is a critically needed component due to social distancing. Schools are now using side entrances to distance students and employees that were not used previously. The maintenance position will provide oversight and expertise in air quality and HVAC systems to ensure work is completely correctly, effectively and efficiently. Finance position will ensure allowability for all the extra budgeting and payroll happening with ESSER fund | |

| | | Total ESSER III Allotment | $ | 9,274,642.00 |

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Rutherford County Schools (810) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Keith Silver

Substantially Approved Dates

Rutherford County Schools (810) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	**Substantially Approved Date**
FPMS-ARPA ESSER III PRC 181	Wednesday, September 29, 2021

Rutherford County Schools (810) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Rutherford County Schools (810) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at <u>NCDPI School Allotment Section</u>. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/9/2021 12:33:04 PM

GAN Organization Data

Rutherford County Schools (810) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

3237075

* Address:

382 W. Main Street Forest City, NC 28043

* Superintendent:

Dr. David Sutton

Key Personnel:

* Dr. Keith Silver

Sampson County Schools (820) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/9/2021 8:54:14 AM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/9/2021 8:54:08 AM	Tina Letchworth	**181 Amended** The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/5/2021 3:05:40 PM	melinda Vickers	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
S	11/5/2021 3:05:40 PM	melinda Vickers	Status changed to 'Chief Administrator Approved'.	S

11/9/2021 7:02:55 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/5/2021 3:02:53 PM	melinda Vickers	These are the changes that were made in Esser III for this revision This change was added in the other ESSA box: We will be offering a fall of 21 retention bonus to permanent part-time and permanent full time staff. The bonus amount will be prorated based on the percentage of employment. The bonus will also be prorated for cafeteria staff based on the bonus they are already slated to receive per 174. We will be hiring a person to help with the maintenance and tracking or ESSER funding, activities, purchase orders, and monitoring documents. This person will have 20% of their job allotted to these tasks and as such 20% of the salary will come from ESSER (about 22,000) Improve Air Quality: New HVAC units will be installed system-wide as we are able to do based on funding and timing. (We are reducing the number of HVAC units because we cannot get quotes in a timely manner to begin the work in a time frame that allows for finishing by the end of the grant cycle) We will also replace chillers in the following facilities: CES, PVES, MMS, HES all receiving 1 new chiller. MHS, UHS, RES will receive 2 new chillers. (UHS and MHS had an additional chiller adde4d to the scope of work) Bus cameras will be replaced that are non-functioning to help us contact trace on buses as drivers cannot enforce mask mandates while driving.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/5/2021 3:01:54 PM	melinda Vickers	These are the changes that were made in Esser III for this revision This change was added in the other ESSA box: We will be offering a fall of 21 retention bonus to permanent part-time and permanent full time staff. The bonus amount will be prorated based on the percentage of employment. The bonus will also be prorated for cafeteria staff based on the bonus they are already slated to receive per 174. We will be hiring a person to help with the maintenance and tracking or ESSER funding, activities, purchase orders, and monitoring documents. This person will have 20% of their job allotted to these tasks and as such 20% of the salary will come from ESSER (about 22,000) Improve Air Quality: New HVAC units will be installed system-wide as we are able to do based on funding and timing. (We are reducing the number of HVAC units because we cannot get quotes in a timely manner to begin the work in a time frame that allows for finishing by the end of the grant cycle) We will also replace chillers in the following facilities: CES, PVES, MMS, HES all receiving 1 new chiller. MHS, UHS, RES will receive 2 new chillers. (UHS and MHS had an additional chiller adde4d to the scope of work) Bus cameras will be replaced that are non-functioning to help us contact trace on buses as drivers cannot enforce mask mandates while driving.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/5/2021 3:00:10 PM	Cyndi Mesimer	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/5/2021 3:00:10 PM	Cyndi Mesimer	Status changed to 'Fiscal Representative Approved'.	S
	11/5/2021 2:59:01 PM	melinda Vickers	Status changed to 'Revision Completed'.	S
	10/20/2021 3:10:56 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

11/9/2021 7:02:55 PM

Sampson County Schools (820) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$8,619,064.00	$8,619,064.00
Carryover	$17,438,044.00	$17,438,044.00
Total	$26,057,108.00	$26,057,108.00

Budget

Sampson County Schools (820) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
820	181	1	No	Yes	2.49 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$8,619,064.00	$8,619,064.00
Carryover Amount:	$17,438,044.00	$17,438,044.00
Allotment Plus Carryover:	$26,057,108.00	$26,057,108.00
Total Budgeted:		$26,057,108.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 08:53 AM	Letchworth, Tina

➖ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 8:53 AM	Approved (Pending)		Letchworth, Tina			
11/8/2021 8:09 AM	Received		Admin, NCCCIP			
11/3/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		☑		3-6570-523-000-000-00	0	Budget being returned at the request of the PSU.
11/3/2021 3:47 PM	Denied (Pending)		Letchworth, Tina			
11/3/2021 3:47 PM			Letchworth, Tina	3-6570-523-000-000-00	0	Budget being returned at the request of the PSU.
10/27/2021 9:07 AM	Received		Admin, NCCCIP			
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/17/2021 10:33 PM	Approved (Pending)		Letchworth, Tina			
7/23/2021 8:59 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

						Amount	Amount	Amount	Justification	Comments
ⓘ	Salary	3	5110	181	000	00	$0.00	$704,400.00	$704,400.00	Funds needed for Retention bonuses.	
ⓘ	Other	3	5110	211	000	00	$0.00	$53,886.60	$53,886.60		
ⓘ	Other	3	5110	221	000	00	$0.00	$152,713.92	$152,713.92		
ⓘ	Other	3	5110	413	100	00	$268,010.00	$26,651.40	$294,661.40	Funds needed for elementary textbooks.	
ⓘ	Other	3	5110	413	200	00	$268,000.00	$26,661.41	$294,661.41	Funds needed for middle school textbooks.	
ⓘ	Other	3	5110	418	000	00	$210,270.00	$0.00	$210,270.00		
ⓘ	Equipment	3	5110	462	000	00	$3,954,600.00	$0.00	$3,954,600.00		
ⓘ	Salary	3	5120	181	000	00	$0.00	$43,200.00	$43,200.00	Funds needed for Retention bonuses.	
ⓘ	Other	3	5120	211	000	00	$0.00	$3,304.80	$3,304.80		
ⓘ	Other	3	5120	221	000	00	$0.00	$9,365.76	$9,365.76		
ⓘ	Salary	3	5130	126	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Salary	3	5130	126	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Salary	3	5130	181	000	00	$0.00	$62,400.00	$62,400.00	Funds needed for Retention bonuses.	
ⓘ	Other	3	5130	211	000	00	$0.00	$4,773.60	$4,773.60		
ⓘ	Other	3	5130	211	000	00	$7,650.00	$0.00	$7,650.00		
ⓘ	Other	3	5130	211	000	00	$7,650.00	$0.00	$7,650.00		
ⓘ	Other	3	5130	221	000	00	$0.00	$13,528.32	$13,528.32		
ⓘ	Salary	3	5210	181	000	00	$0.00	$114,000.00	$114,000.00	Funds needed	

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									for Retention bonuses.
ⓘ	Other	3	5210	211	000	00	$0.00	$8,721.00	$8,721.00	
ⓘ	Other	3	5210	221	000	00	$0.00	$24,715.20	$24,715.20	
ⓘ	Salary	3	5220	181	000	00	$0.00	$2,400.00	$2,400.00	Funds needed for Retention bonuses.
ⓘ	Other	3	5220	211	000	00	$0.00	$183.60	$183.60	
ⓘ	Other	3	5220	221	000	00	$0.00	$520.32	$520.32	
ⓘ	Salary	3	5230	181	000	00	$0.00	$1,200.00	$1,200.00	Funds needed for Retention bonuses.
ⓘ	Other	3	5230	211	000	00	$0.00	$91.80	$91.80	
ⓘ	Other	3	5230	221	000	00	$0.00	$260.16	$260.16	
ⓘ	Salary	3	5240	181	000	00	$0.00	$6,000.00	$6,000.00	Funds needed for Retention bonuses.
ⓘ	Other	3	5240	211	000	00	$0.00	$459.00	$459.00	
ⓘ	Other	3	5240	221	000	00	$0.00	$1,300.80	$1,300.80	
ⓘ	Salary	3	5260	181	000	00	$0.00	$7,200.00	$7,200.00	Funds needed for Retention bonuses.
ⓘ	Other	3	5260	211	000	00	$0.00	$550.80	$550.80	
ⓘ	Other	3	5260	221	000	00	$0.00	$1,560.96	$1,560.96	
ⓘ	Salary	3	5270	121	000	00	$410,608.20	($46,784.40)	$363,823.80	Funds needed for ESL
ⓘ	Salary	3	5270	181	000	00	$0.00	$30,000.00	$30,000.00	Funds needed for Retention bonuses.
ⓘ	Other	3	5270	211	000	00	$31,411.53	($1,284.00)	$30,127.53	
ⓘ										

	Other	3	5270	221	000	00	$89,019.86	($3,638.86)	$85,381.00	
ℹ	Other	3	5270	231	000	00	$18,978.00	($12,652.00)	$6,326.00	
ℹ	Salary	3	5310	181	000	00	$0.00	$7,200.00	$7,200.00	Funds needed for Retention bonuses.
ℹ	Other	3	5310	211	000	00	$0.00	$550.80	$550.80	
ℹ	Other	3	5310	221	000	00	$0.00	$1,560.96	$1,560.96	
ℹ	Salary	3	5320	181	000	00	$0.00	$10,800.00	$10,800.00	Funds needed for Retention bonuses.
ℹ	Other	3	5320	211	000	00	$0.00	$826.20	$826.20	
ℹ	Other	3	5320	221	000	00	$0.00	$2,341.44	$2,341.44	
ℹ	Salary	3	5330	121	000	00	$2,557,652.40	$0.00	$2,557,652.40	
ℹ	Salary	3	5330	181	000	00	$0.00	$54,000.00	$54,000.00	Funds needed for Retention bonuses.
ℹ	Other	3	5330	211	000	00	$195,660.41	$4,131.00	$199,791.41	
ℹ	Other	3	5330	221	000	00	$0.00	$11,707.20	$11,707.20	
ℹ	Salary	3	5340	181	000	00	$0.00	$27,600.00	$27,600.00	Funds needed for Retention bonuses.
ℹ	Other	3	5340	211	000	00	$0.00	$2,111.40	$2,111.40	
ℹ	Other	3	5340	221	000	00	$0.00	$5,983.68	$5,983.68	
ℹ	Salary	3	5350	141	000	00	$0.00	$4,800.00	$4,800.00	Funds needed for Retention bonuses.
ℹ	Other	3	5350	211	000	00	$0.00	$367.20	$367.20	
ℹ	Other	3	5350	221	000	00	$0.00	$1,040.64	$1,040.64	
ℹ	Salary	3	5360	126	000	00	$4,000,260.00	($1,000,260.00)	$3,000,000.00	Update plan to adjust

									future summer learning costs
ⓘ	Salary	3	5360	142	000	00	$610,512.50	$0.00	$610,512.50	
ⓘ	Salary	3	5360	171	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	5360	211	000	00	$356,549.10	($76,519.89)	$280,029.21	
ⓘ	Salary	3	5400	181	000	00	$0.00	$67,200.00	$67,200.00	Funds needed for Retention bonuses.
ⓘ	Other	3	5400	211	000	00	$0.00	$5,140.80	$5,140.80	
ⓘ	Other	3	5400	221	000	00	$0.00	$14,568.96	$14,568.96	
ⓘ	Salary	3	5410	181	000	00	$0.00	$24,000.00	$24,000.00	Funds needed for Retention bonuses.
ⓘ	Other	3	5410	211	000	00	$0.00	$1,836.00	$1,836.00	
ⓘ	Other	3	5410	221	000	00	$0.00	$5,203.20	$5,203.20	
ⓘ	Salary	3	5420	181	000	00	$0.00	$16,800.00	$16,800.00	Funds needed for retention bonus.
ⓘ	Other	3	5420	211	000	00	$0.00	$1,285.20	$1,285.20	
ⓘ	Other	3	5420	221	000	00	$0.00	$3,642.24	$3,642.24	
ⓘ	Salary	3	5810	181	000	00	$0.00	$19,200.00	$19,200.00	Funds needed for retention bonus.
ⓘ	Other	3	5810	211	000	00	$0.00	$1,468.80	$1,468.80	
ⓘ	Other	3	5810	221	000	00	$0.00	$4,162.56	$4,162.56	
ⓘ	Salary	3	5830	181	000	00	$0.00	$26,400.00	$26,400.00	Funds needed for retention bonus.
ⓘ	Other	3	5830	211	000	00	$0.00	$2,019.60	$2,019.60	
ⓘ										

	Other	3	5830	221	000	00	$0.00	$5,723.52	$5,723.52	
ℹ	Salary	3	5840	181	000	00	$0.00	$15,600.00	$15,600.00	Funds needed for retention bonus.
ℹ	Other	3	5840	211	000	00	$0.00	$1,193.40	$1,193.40	
ℹ	Other	3	5840	221	000	00	$0.00	$3,382.08	$3,382.08	
ℹ	Salary	3	5860	181	000	00	$0.00	$9,600.00	$9,600.00	Funds needed for retention bonus.
ℹ	Other	3	5860	211	000	00	$0.00	$734.40	$734.40	
ℹ	Other	3	5860	221	000	00	$0.00	$2,081.28	$2,081.28	
ℹ	Salary	3	5880	181	000	00	$0.00	$2,400.00	$2,400.00	Funds needed for retention bonus.
ℹ	Other	3	5880	211	000	00	$0.00	$183.60	$183.60	
ℹ	Other	3	5880	221	000	00	$0.00	$520.32	$520.32	
ℹ	Salary	3	6110	181	000	00	$0.00	$4,800.00	$4,800.00	Funds needed for retention bonus.
ℹ	Other	3	6110	211	000	00	$0.00	$367.20	$367.20	
ℹ	Other	3	6110	221	000	00	$0.00	$1,040.64	$1,040.64	
ℹ	Salary	3	6120	181	000	00	$0.00	$2,400.00	$2,400.00	Funds needed for retention bonus.
ℹ	Other	3	6120	211	000	00	$0.00	$183.60	$183.60	
ℹ	Other	3	6120	221	000	00	$0.00	$520.32	$520.32	
ℹ	Salary	3	6200	181	000	00	$0.00	$3,600.00	$3,600.00	Funds needed for retention bonus.
ℹ	Other	3	6200	211	000	00	$0.00	$275.40	$275.40	
ℹ										

	Other	3	6200	221	000	00	$0.00	$780.48	$780.48	
ⓘ	Salary	3	6300	181	000	00	$0.00	$3,600.00	$3,600.00	Funds needed for retention bonus.
ⓘ	Other	3	6300	211	000	00	$0.00	$275.40	$275.40	
ⓘ	Other	3	6300	221	000	00	$0.00	$780.48	$780.48	
ⓘ	Salary	3	6400	181	000	00	$0.00	$1,200.00	$1,200.00	Funds needed for retention bonus.
ⓘ	Other	3	6400	211	000	00	$0.00	$91.80	$91.80	
ⓘ	Other	3	6400	221	000	00	$0.00	$260.16	$260.16	
ⓘ	Salary	3	6540	181	000	00	$0.00	$74,400.00	$74,400.00	Funds needed for retention bonus.
ⓘ	Other	3	6540	211	000	00	$0.00	$5,691.60	$5,691.60	
ⓘ	Other	3	6540	221	000	00	$0.00	$16,129.92	$16,129.92	
ⓘ	Salary	3	6550	171	000	00	$0.00	$25,360.95	$25,360.95	Funds needed for retention bonus.
ⓘ	Other	3	6550	211	000	00	$0.00	$1,940.11	$1,940.11	
ⓘ	Other	3	6550	221	000	00	$0.00	$5,498.25	$5,498.25	
ⓘ	Other	3	6550	422	000	00	$139,657.70	$4,322.69	$143,980.39	Funds needed for transportation repair parts.
ⓘ	Other	3	6550	423	000	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Other	3	6550	424	000	00	$400,000.00	($22,802.20)	$377,197.80	Funds needed for oil for transportation.
ⓘ	Other	3	6570	522	000	00	$2,500,000.00	$6,500,000.00	$9,000,000.00	Funds needed for general

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									contract.	
ⓘ	Other	3	6570	523	000	00	$716,446.00	$1,283,554.00	$2,000,000.00	Funds needed for HVAC and then adjusted budget for retention bonuses.	
ⓘ	Salary	3	6580	181	000	00	$0.00	$21,600.00	$21,600.00	Funds needed for retention bonuses.	
ⓘ	Other	3	6580	211	000	00	$0.00	$1,652.40	$1,652.40		
ⓘ	Other	3	6580	221	000	00	$0.00	$4,682.88	$4,682.88		
ⓘ	Salary	3	6610	181	000	00	$0.00	$7,200.00	$7,200.00	Funds needed for retention bonuses.	
ⓘ	Other	3	6610	211	000	00	$0.00	$550.80	$550.80		
ⓘ	Other	3	6610	221	000	00	$0.00	$1,560.96	$1,560.96		
ⓘ	Salary	3	6620	181	000	00	$0.00	$3,600.00	$3,600.00	Funds needed for retention bonuses.	
ⓘ	Other	3	6620	211	000	00	$0.00	$275.40	$275.40		
ⓘ	Other	3	6620	221	000	00	$0.00	$780.48	$780.48		
ⓘ	Salary	3	6820	181	000	00	$0.00	$1,200.00	$1,200.00	Funds needed for retention bonuses.	
ⓘ	Other	3	6820	211	000	00	$0.00	$91.80	$91.80		
ⓘ	Other	3	6820	221	000	00	$0.00	$260.16	$260.16		
ⓘ	Salary	3	6940	113	000	00	$0.00	$25,734.48	$25,734.48	Funds needed for director salary.	
ⓘ	Salary	3	6940	181	000	00	$0.00	$4,800.00	$4,800.00	Funds needed for retention	

									bonuses.	
ⓘ	Other	3	6940	211	000	00	$0.00	$2,335.89	$2,335.89	
ⓘ	Other	3	6940	221	000	00	$0.00	$6,619.88	$6,619.88	
ⓘ	Other	3	6940	231	000	00	$0.00	$1,518.24	$1,518.24	
ⓘ	Salary	3	7200	181	000	00	$0.00	$55,500.00	$55,500.00	Funds needed for retention bonuses.
ⓘ	Other	3	7200	211	000	00	$0.00	$4,245.75	$4,245.75	
ⓘ	Other	3	7200	221	000	00	$0.00	$12,032.40	$12,032.40	
ⓘ	Other	3	8100	392	000	00	$345,108.30	$20,274.90	$365,383.20	

Total: $17,438,044.00 $8,619,064.00 $26,057,108.00

Grant Details

Sampson County Schools (820) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1)   K-12 classroom teachers, administrations, and support staff were allowed input through various means which include (but not limited to) a Microsoft Forms Survey, informal teacher discussions and asset inventories. All data collected was reviewed in a stakeholder meeting on April 26th with administrators, support staff, instructional staff as well as district leaders. Each level reviewed data from elementary, middle and high school. At this meeting needs were ranked according to academic priorities in areas of greatest need. Learning loss will be assessed through state assessments (EOGs, EOCs, POLs) and school diagnostics (which include: K-5 Istation, 6-8 I-Ready and 9-12 Edmentum). We will address these learning losses through summer learning extension program as well as K-12 interventionists based on the identified tiers of MTSS, Tier 2 and 3. Current assessment data for K-5 (Istation): Students in need of Intensive Interventions in Reading: K-32%, 1st Grade 31%, 2nd Grade 19%, Third Grade 21%, 4th Grade 33%, 5th Grade 30%. Students in need of Intensive Interventions in Math: K-18%, 1st Grade 18%, 2nd Grade 43%, 3rd Grade 39%, 4th Grade 38%, 5th Grade 44%. Current assessment data for 6-8 (iReady) Students in need of Intensive Interventions in 6th-8th Grade Reading: 40% Students in need of Intensive Interventions in 6th-8th Grade Math: 30% Chronically Absent students: 6% of student population 9th-12th: And for HS over 50% of the

students have failed 1 or more classes during COVID and will need credit recovery courses to complete for graduation before they graduate. We will address these learning losses through summer learning extension program as well as K-12 interventionists based on the identified tiers of MTSS, Tier 2 and 3. The summer learning extension program will be a 150-hour, K-12 summer school at all school sites. Students will be invited based on local promotion requirements as well as diagnostic data (listed above). K-8 schools will offer reading, math and science instruction daily with a focus on small group intensive interventions to close gaps for students. Class sizes will be intentionally small to again focus on intervening in areas of needs determined by screener data. The K-8 interventionists will be allotted to schools based on the number of intensive interventions needed at each school, each year. These interventionists will work with students during the school day in the areas of reading and math. They will use research-based interventions in the area of need of the student to address the skill deficit.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

From data collected from K-12 stakeholders the results showed the following needs: Equipment (including technology), Interventionists/MTSS Supports, Facilities Upgrades and Instructional Text/Digital Resources. The stakeholder feedback paired with the student assessment data detailed in Part A clearly justifies the need for intensive interventions by Interventionists and Summer Learning extension program. The gaps have increased in each grade level over 6% from K-3rd grade since COVID began last March. Students in need of intensive interventions increased at the following rate in each respective grade level: K- 6%, 1st 9%, 7%, 2nd 7% and 3rd 7%. For example, our first-grade students needing intensive interventions in March 2020 were 22% now 31% in May 2021. This data validates the fact that early literacy skills cannot effectively be taught in a remote learning environment. Our gaps are increasing due to the environment created by COVID and face to face instruction by interventionists who can drill down to the specific reading deficiencies of students. This direct assistance will help us to begin to reverse this trend. This same pattern holds true in middle and high schools were students not meeting local promotion standards has almost doubled to over 30% in the 6-12 area. The same needs hold true in middle and high school, engaging face to face instruction is needed to scaffold the lost instruction from this past school year.

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.

$ 5,382,603.87 * 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;

Diagnostics being utilized at SCS for each level are as follows: K-5 Istation, 6-8 i-Ready, 9-12 Edmentum/Exact Path. Each of these diagnostic tools are competency-based screeners, which screen for deficiencies of students. This data will be input into Panaroma, an educational platform that converges all data as an early warning system to indicate differentiated needs of students. This information will then be used to intervene strategically to meet the comprehensive needs of students. We will use interventionists K-12 for this protocol. This will allow us to decrease number of Tier 2 and 3 students demonstrating deficiencies caused by COVID-19. An additional way we will address learning loss is to utilize Virtual certified teachers through Elevate to make sure students in classrooms where we are unable to find qualified, certified teachers for in person instruction, we still have certified teachers available, virtually, to the students present in those classrooms in person. Panaroma will allow disaggregation of data as listed in learning loss description. Provide more direct instruction to ELL students in 9-12 while also providing increased communication with the ELL population.

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

As aforementioned these evidence-based activities will meet the needs of all subgroups. The strategies will be delivered by interventionists and supported by classroom teachers. Not only will these services be delivered during the school year, SCS will also be hosting a summer learning program for K-12 students (minimum of 150 hours) in face to face instruction to close learning gaps indicated by aforementioned assessments.

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

SCS will utilize the diagnostic assessments detailed above to notify parents of students academic progress. Panaroma also will enable us to provide an individualized academic and SEL profile for each student which will be addressed with the parent and strategies planned. Communication tools already in use include Remind, Blackboard Connect and SCS social media sites. All communications are translated in the students' native language. Increase direct to ELL

students lessening the negative gaps caused by COVID to include drop out. Increase communication with ELL parents/guardians about academic progress of students.

* (D) Tracking student attendance and improving student engagement in distance education;

Tracking of student attendance and progress will be improved using school dedicated LMS in collaboration with a classroom management tool to monitor student activity while online and in the classroom setting (both in person and remote). Panaroma alerts educators to attendance/engagement issues with individual students. Panaroma is an early warning system that plugs into PowerSchool and will alert stakeholders when an attendance issue is noted based on the thresholds input by district level. The first point of contact for an attendance issue will be the teacher; however, when an attendance issue continues even after the first teacher contact the administrators will be alerted and the individual problem-solving team will be convened to discuss. This team includes the guidance counselor, social worker and administrative team when addressing atttednance concerns.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Panaroma allows student academic data to be disaggregated by remote and face to face students in addition to alerting educators to any academic concerns/decline in student performance. This platform brings together social-emotional learning, MTSS, response to interventions, school climate, and student voice. This is a comprehensive student data tracking platform. It is the school's responsibility to ensure the student is receiving instruction at their level as well as on grade level standards. Diagnostic testing will demonstrate deficiencies of students and what interventions need to be utilized for each individual student. Benchmark and formative assessments on grade level will inform teachers on grade level mastery. Both of these data points will be reviewed by the MTSS teams to ensure students receive the instruction they need to scaffold instruction and close gaps created by COVID. Panaroma will be utilized to track the progress of core instruction as well as interventions.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	Adding additional classroom space focuses on class size reduction, that is the decrease in the number of students in a classroom, as a feasible means of social distancing in classrooms. Given the fixed area of the classroom, the physical distance between students depends on class size: the smaller class sizes, the greater students'	June 2024		$ 9,000,000.00

| | | physical distance. Mobile units will be added at each of the following schools - LHS (10), SES (6), MES (4), HMS (1) to increase classes available to distance students. We will be repairing or replacing roofing in the following places - C.E. Perry, CES, HHS, UMS, HMS, RSMS, Early Childhood Development center. Bus cameras will be replaced that are non-functioning to help us contact trace on buses as drivers cannot enforce mask mandates while driving. | | We also believe that as class sizes decrease, the slower the spread of Covid becomes. This may be directly related to the increase in social distancing in classrooms. By adding mobile units and reducing classroom size, we will also increase the time teachers can spend with each student. This time will be used to close achievement gaps and help many struggling students catch up on lost instruction due to Covid closures and remote learning. | |
| | | New HVAC units will be installed system-wide as we are able to do | June 2024 | | $ 2,000,000.00 |

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ○ No	we are able to do based on funding and timing. Most of our HVAC units do not have economizers or means of bringing in outside air. An economizer is a part of the outdoor system for most commercial buildings. The economizer evaluates outside air temperature even humidity levels. When the exterior air levels are appropriate, it uses the outside air to cool your building. HVAC economizers use logic controllers and sensors to get an accurate read on outside air temperature quality. As the economizer detects the right level of outside air to bring in, it		HVAC economizers improve indoor air quality through increased ventilation,. Many buildings, especially most of our older ones, weren't designed with modern ventilation in mind. An economizer can improve air quality by bringing fresh air and exhausting your building's stale or contaminated air. It is estimated that economizers cut down on sickness and transmission of COVID 19 by providing fresh clean air free from air pollutants.	

		utilizes internal dampers to control the amount of air that gets pulled in, recirculated and exhausted from your building. We will also replace chillers in the following facilities: CES, PVES, MMS, HES all receiving 1 new chiller. MHS, UHS, RES will receive 2 new chillers.			
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⦿ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⦿ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ◉ Yes ○ No	In order to provide uninterrupted instruction to students during long term closures, SCS will be purchasing digital textbooks (for all CORE subjects K-12) as well as a career development program to help complete graduation requirements for all students.	June 2024	This will ensure that educational services will continue to be provided consistent with all federal, state and local requirements.	$ 589,322.81
	* ◉ Yes ○ No	Student Devices will be purchased to allow for in person and remote students access to	June 2024		$ 4,164,870.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		access to instruction. Teacher devices will allow access and deliver content face to face and remotely. Interactive Displays will allow for greater visibility, sound, and ease of access to content both on campus and in remote instances. Classroom Mgmt software will be purchased to give teachers the ability to monitor the screens of students and keep them on task, as well as providing ease of accessing vetted content. Microsoft and FileWave licensing will allow the Technology Department to manage devices		100% of students and teachers will have devices less than 7 years old to ensure efficiency during instruction. 100% of classrooms will have interactive displays for in person and remote learning to ensure greater visibility to digital content. 100% of teachers will have the ability to manage student computers during instruction. 100% of staff and student computers will be managed and security measures implemented to enable cyber protection during instruction. Servers will be backed up.	

		deploy content to devices in a safe efficient way. Deployment of the Hyper-V Cluster on site at SCS will allow for servers to be hosted in the cloud and managed on-site, while also providing off-site and air gapped backups. Also included is anti-virus to ensure safety of the recovery backups. Educational software will be purchased to increase student engagement and allow for data disaggregation (Panaroma).			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$

| 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 | Face to Face, Summer Learning will be provided for a minimum of 150 hours to all K-12 students demonstrating deficiencies through the following indicators: 1) diagnostic screener data 2) not meeting state/local promotion requirements 3) course failure. K-8 will provide ELA, Math and Science instruction daily. Students will also have a daily recess and exploratory class. 9-12 will operate a credit course recovery summer school. Transportation and meals will be provided. | June 2024 | Lessen the negative academic and social-emotional impacts on students caused by COVID-19. | $ 2,700,000.00 |

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	Indirect Costs for allowable expenses We will be offering a fall of 21 retention bonus to permanent part-time and permanent full time staff. The bonus amount will be prorated based on the percentage of employment. The bonus will also be prorated for cafeteria staff based on the bonus they are already slated to receive per 174. We will be hiring a person to help with the maintenance and tracking of ESSER funding, activities, purchase orders, and monitoring documents. This person will have 20% of their job allotted to these	June 2024	Indirect Costs for district to maintain services charged at allowable rate	$ 2,220,311.32

	tasks and as such 20% of the salary will come from ESSER (about 22,000)		
		Total ESSER III Allotment	$ 20,674,504.13

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.

☑ **LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)**
An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Sampson County Schools (820) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	melinda Vickers	

Substantially Approved Dates

Sampson County Schools (820) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, November 5, 2021

Sampson County Schools (820) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

There are no new applicants.

GAN Information

Sampson County Schools (820) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Sampson County Schools (820) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100059047

* Address:

437 Rowan Road Clinton, NC 28328

* Superintendent:

Dr. David R. Goodin

Key Personnel:

* Melinda Vickers

Clinton City Schools (821) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/8/2021 2:38:52 PM	Charlene Jones	Status changed to 'Fiscal Representative Returned Not Approved'.	S
☐	11/8/2021 12:08:29 PM	William Vann	In Part D of PRC 181 additional funds were added the the 20% line item. In addition, narratives for Summer Learning, Nurses, SEL coordinator, HVAC, contracted services and custodial supplies were all amended. Please let me know if additional details need to be added. Thank you.	C
	11/8/2021 12:05:42 PM	William Vann	Status changed to 'Revision Completed'.	S
☐	11/1/2021 11:15:22 AM	William Vann	Interventionist could not be hired for Sampson Middle School and Clinton High School due to lack of qualified candidates. The budget will need to be amended to hire tutors for the middle school and to purchase Edmentum for Clinton High School. Funds will need to be moved from the custodial line to cover the cost of the purchases.	C
	10/14/2021 10:00:08 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Clinton City Schools (821) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,426,756.00	$2,426,756.00
Carryover	$4,906,379.00	$4,906,379.00
Total	$7,333,135.00	$7,333,135.00

Budget

Clinton City Schools (821) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
821	181	1	No	No	3.14 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$2,426,756.00	$0.00
Carryover Amount:	$4,906,379.00	$4,906,379.00
Allotment Plus Carryover:	$7,333,135.00	$4,906,379.00
Total Budgeted:		$4,906,379.00
Total Remaining:	$2,426,756.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	10/14/2021 10:00 AM	Admin, NCCCIP

⊟ Budget History
☑ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/14/2021 10:00 AM	Received		Admin, NCCCIP			
9/24/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/24/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
9/21/2021 7:46 PM	Approved (Pending)		Letchworth, Tina			
7/29/2021 8:33 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▼]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	121	000	00	$112,000.00	$0.00	$112,000.00		
ⓘ	Other	3	5270	211	000	00	$8,568.00	$0.00	$8,568.00		
ⓘ	Other	3	5270	221	000	00	$26,432.00	$0.00	$26,432.00		
ⓘ	Other	3	5270	231	000	00	$13,000.00	$0.00	$13,000.00		
ⓘ	Equipment	3	5860	462	000	00	$200,000.00	$0.00	$200,000.00		
ⓘ	Other	3	6540	311	000	00	$125,591.78	$0.00	$125,591.78		
ⓘ	Other	3	6540	411	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Equipment	3	6540	461	000	00	$50,000.00	$0.00	$50,000.00		

11/9/2021 7:00:49 PM

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	8100	392	000	00	$61,787.22	$0.00	$61,787.22		
						Total:	$697,379.00	$0.00	$697,379.00		

304 - Butler Avenue Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$300,000.00	$0.00	$300,000.00		
ⓘ	Other	3	5330	211	000	00	$22,950.00	$0.00	$22,950.00		
ⓘ	Other	3	5330	221	000	00	$67,050.00	$0.00	$67,050.00		
ⓘ	Other	3	5330	231	000	00	$39,000.00	$0.00	$39,000.00		
ⓘ	Other	3	5840	319	000	00	$50,000.00	$0.00	$50,000.00		
						Total:	$479,000.00	$0.00	$479,000.00		

308 - Clinton High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5840	319	000	00	$50,000.00	$0.00	$50,000.00		
						Total:	$50,000.00	$0.00	$50,000.00		

316 - Langdon C Kerr Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	00	$0.00	$150,000.00	$150,000.00	Move 1 position from the interventionist code to an instructional coach code.PRC	

										181: The budget will need to be amended to allow for a reading instructional coach at L C. Kerr (LCK) elementary. The coach will be hired to support teachers, disaggregate data, work with teachers to inform instruction thus improving student outcomes.	
ℹ	Other	3	5110	211	000	00	$0.00	$11,475.00	$11,475.00	
ℹ	Other	3	5110	221	000	00	$0.00	$19,500.00	$19,500.00	
ℹ	Other	3	5110	231	000	00	$0.00	$33,525.00	$33,525.00	
ℹ	Salary	3	5330	121	000	00	$300,000.00	($150,000.00)	$150,000.00	Move 1 position from the interventionist code to an instructional coach code.PRC 181: The budget will

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										need to be amended to allow for a reading instructional coach at L C. Kerr (LCK) elementary. The coach will be hired to support teachers, disaggregate data, work with teachers to inform instruction thus improving student outcomes.	
ℹ	Other	3	5330	211	000	00	$22,950.00	($11,475.00)	$11,475.00		
ℹ	Other	3	5330	221	000	00	$67,050.00	($33,525.00)	$33,525.00		
ℹ	Other	3	5330	231	000	00	$39,000.00	($19,500.00)	$19,500.00		
ℹ	Other	3	5840	319	000	00	$50,000.00	$0.00	$50,000.00		
ℹ	Equipment	3	6580	541	000	00	$2,500,000.00	$0.00	$2,500,000.00		
						Total:	**$2,979,000.00**	**$0.00**	**$2,979,000.00**		

320 - Sampson Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5840	319	000	00	$50,000.00	$0.00	$50,000.00		
						Total:	**$50,000.00**	**$0.00**	**$50,000.00**		

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330 - Sunset Avenue Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	5330	121	000	00	$300,000.00	$0.00	$300,000.00		
ℹ	Other	3	5330	211	000	00	$22,950.00	$0.00	$22,950.00		
ℹ	Other	3	5330	221	000	00	$67,050.00	$0.00	$67,050.00		
ℹ	Other	3	5330	231	000	00	$39,000.00	$0.00	$39,000.00		
ℹ	Other	3	5840	319	000	00	$50,000.00	$0.00	$50,000.00		
						Total:	**$479,000.00**	**$0.00**	**$479,000.00**		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Salary	3	6300	113	000	00	$122,000.00	$0.00	$122,000.00		
ℹ	Other	3	6300	211	000	00	$9,333.00	$0.00	$9,333.00		
ℹ	Other	3	6300	221	000	00	$27,667.00	$0.00	$27,667.00		
ℹ	Other	3	6300	231	000	00	$13,000.00	$0.00	$13,000.00		
						Total:	**$172,000.00**	**$0.00**	**$172,000.00**		

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Grant Details

Clinton City Schools (821) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

CCS annually revised comprehensive needs assessments (CNAs) are used to determine the most important needs of our PSU. Each school's SIP team consisting of teachers, teacher assistants, administrators, and parents participate in the annual revisions. A district CNA is also conducted annually. District level leaders including executive staff, directors, and coordinators as well as building level leaders use the NC Star platform to conduct these assessments. In addition to the CNA a facilities study was also conducted during the 2021 school year. In addition, throughout the 2021 school year administrators have monitored students for at risk criteria base on academics, Social Emotional Learning (SEL) data, attendance data, etc. Virtual parent focus groups were also conducted along with a connectivity survey in the spring of 2020. Students' IEPs were also reviewed. Contracted service providers were also surveyed for potential cost. Cleaning and sanitation guidelines were also updated and reviewed to address COVID 19 related issues. Principals also provided input to discuss COVID impacts at individual school sites. In order to assess learning loss we will review data from our K-8 I-ready diagnostic that is given three times a year in reading and in math. Student attendance data, EOG data, EOC data, and NC Check-in data will also be reviewed. This data will be utilized to identify students' present level of performance. This data will also help to identify the student's strengths and

weaknesses. Data will also be used to determine the effectiveness of the environment on the student's learning. Once data has been evaluated; an individualized instructional plan will be created to help extend the student's learning, select appropriate curriculum, and prescribe academic therapy to maximize strengths and support weaknesses. In order to address learning loss we will provide after school tutoring, hire interventionist and other support personnel such as SEL Coordinator, nurses, EL teacher etc. We will also provide a summer program per state guidelines of 150 hours of instruction. We will also increase internet connectivity and purchase additional Chromebooks to support student learning. School nurses and other healthcare personnel (HCP) will play an important role in safely keeping CCS schools open for in-person learning, in addition to supporting other in-person activities, during the COVID-19 pandemic. School nurses and other HCP routinely evaluate students for symptoms or exposures. They will also assist administrators and teachers in implementing mitigation strategies, contact tracing, and maintaining school-based clinics.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Our most recent diagnostic shows that only 33% of are students are proficient in reading. In math (K-8) we have an overall proficiency rate of 24%. Our high school 2021 fall test data shows that our students are 35.9% proficient in English 2, 12.12% proficient in NC Math 1, 28.26% proficient in Math 3, and 51.4% proficient in Biology (an increase of 10% from the 2019-2020 school year). As of January 20th we had an average of 30% of our student population that was chronically absent. In two of our elementary schools we had higher than average numbers of COVID cases which caused loss of instructional time due to quarantine.

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.

$ 3,224,951.44 * 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;

I-Ready data, NC Check-ins, EOG & EOC data will be used to provide system-wide data on student achievement as well as data by subgroups of learners. This data will provide valuable insights regarding the achievement and progress of all students, including efforts to promote equitable access to excellent educational opportunities and to narrow the achievement gap. I-ready and NC Check-in assessments will allow for continual snapshots of the student's progress across time before summative assessments are administered. This will allow administrators and teachers to implement proactive measures to help promote learning. These assessments will also help identify students' understanding, inform and improve the instructional practices of teachers, and help students track their own learning.

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

The SEL coordinator will provide outreach to families. They will also maintain our implementation of the Jesse Lewis Choose Love movement which is aligned to CASEL standards. Interventionist will also be used at each school to provide additional research based interventions and support in reading and math for students who have experienced learning loss due to COVID. The SEL coordinator will work closely to support all stakeholders in order to create more supportive environments as students and staff return to in-person learning after dealing with the stress, anxiety, etc. that the pandemic has caused. Our 2020-2021 Jesse Lewis Choose Love Survey data shows that 30% of our students do not know how to calm down when angry. Other data shows that our 30% students do not know how to stop being upset when someone does something to them. Survey data also shows that over 50% of our students try and get back at someone when they do something mean to them. 15% of our students, according to survey data, say that they have nothing to be thankful for. In grades 6-8 42% of our students reported that they did not know how to calm down when they were angry at someone. 47% of middle school students reported that they try to retaliate when someone is mean to them. 37% of our high school students reported that they did not know how to calm down when angry at someone. 31% of high school students reported that they tried to retaliate when someone did something mean to them. The 2020-2021 data has improved from the previous school year. However, in order to continue to see positive gains we are in need of additional SEL support.

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

The SEL coordinator will provide parent outreach and assistance to support students, parents, and families in distance learning environments. This coordinator will be expected to make phone calls, send emails, and do home visits where appropriate in order to make sure parents/guardians feel supported. The coordinator will send written correspondences in the form of emails, social media posts, and newsletters to reach a wide communication.

Resources will be gathered and posted explaining how parents can work with students at home. The primary resources will come from the Jesse Lewis Choose Love Movement, which we are currently implementing K-12. The SEL coordinator will additionally, work with counselors and teachers to share best practices for working with families directly of the students they teach.

* (D) Tracking student attendance and improving student engagement in distance education;

CCS is a Community Eligible Program (CEP) district. A vast majority of our students are low income. Therefore, we intend to have a 1-to-1 device ratio and ensure connectivity for all students. Clinton City Schools staff will track participation through submission of assignments. When a student is not present for a checkpoint, the teacher will follow up with the family by e-mail or phone and escalate calls to school leaders or support staff when a student is unreachable. Attendance monitoring will also take place during live virtual instruction. Resources such as recorded video instruction, online activities, and assignments will be accessible via Google Classroom. Other resources will be disseminated via mail or picked up at a central location. Some teachers gather students virtually via online platforms for a "morning meeting," which allows for wellness checks. Others offer "office hours" to students for asking questions about their work. Others offer small-group virtual instruction in core areas. Services such as speech, ESL, McKinney Vento, mental health therapy will also be available for students who have suffered from the results of the pandemic.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Formative data analysis through the use of I-Ready, Study Island, PowerSchools, EOG, and EOC data will be used to evaluate the progress of students pre and post pandemic. ACCESS testing will also be used to evaluate the progress of our EL students pre and post pandemic.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$ 0.00
	* ⦿ Yes ○ No		By Summer of 2022		$ 2,600,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		HVAC-L.C. Kerr Elementary School (LCK) No humidity or outside air controls due to the design of the current 2 pipe HVAC system with room unit ventilators (without outside air dampers). This solution creates situations where we have stagnate, overly humid air in many classrooms that could lead to an increased potential for airborne virus transmission. *$1,000,000.00 is needed for the H-VAC. The cost is more than the anticipated initial cost. The new budget for the H-VAC is $2.6 million		Heating, ventilation and air-conditioning (HVAC) systems are used to maintain indoor air temperature and humidity at healthy and comfortable levels. The impact of the new HVAC will be the reduced spread of COVID in indoor spaces by increasing the rate of air change and reducing air recirculation. Data from indoor air quality reports and capacity from updated HVAC system will be used to measure the impact of the new HVAC. Other data sources will be: maintenance reports & records	

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				$ 0.00
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No		Annually: 2021-2024		$ 160,000.00

| | | EL Teacher- According to our formative data collected during the 2020-2021 school year, EL students have been negatively impacted by COVID related learning loss. Adding an additional EL teacher will allow us to provide intensive services to increase ESL services in grades 3 through 8 at Sunset Avenue School (SAS) and Sampson Middle School (SMS). | | It is essential to continue sharing information about COVID-19 with English language learner (ELL) and immigrant families, especially as it changes. The impact of the new EL teacher will be increased sharing of information related to COVID, reduced class sizes, and improved social distancing. Data sources will be: communication logs, parent surveys, student teacher ratio, observations, academic data, and attendance reports. | |
| | * ◉ Yes ○ No | | Annually: 2023-2024 | | $ 250,000.00 |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.		5 CNAs 1 LPN 1 BSN or RN Daily reported and confirmed cases of COVID have placed an increased demand on our school nurses. In order to help with the evaluation of symptoms or exposures additional health care personnel are needed in order to improve preparedness and response efforts. The CNAs will be placed at each school. The LPN and/or BSN/RN will serve students district wide.		School nurses and other healthcare personnel (HCP) will play an important role in safely keeping CCS schools open for in-person learning, in addition to supporting other in-person activities, during the COVID-19 pandemic. School nurses and other HCP routinely evaluate students for symptoms or exposures. They will also assist administrators and teachers in implementing mitigation strategies, contact tracing, and maintaining school-based clinics. Impact Measures: reduced number of cases	

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$ 0.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	PPE: Disinfecting wipes and hand sanitizer can help reduce potential virus transmission in schools Carpet Cleaning: There are known positive cases of COVID-19 in all carpeted areas of CHS. The CDC recommends thorough deep cleaning of carpeted areas periodically on a normal basis outside of pandemic situation. CCS Custodial staff does not have the equipment or expertise to deep	Present through Summer 2024		$ 225,591.78

		clean and sanitize carpeted areas. Band instrument sanitation: Band instruments such as drums are shared by multiple students. In order to prevent the spread of COVID sanitization supplies are needed to properly clean shared band instruments.		Personal protective equipment (PPE) will help to prevent the spread of germs in our schools. Carpet cleaning is an essential service during the pandemic since carpets can easily contain the virus once it is spread to areas of a school from cough droplets. The powerful chemical agents and steam cleaning provided by carpet cleaning can kill the virus on these frequently used surfaces. Impact measures: attendance data, COVID dashboard	

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$ 0.00
	* ⦿ Yes ○ No		Fall of 2021		$ 200,000.00

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| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | | 500 Chromebooks w/extended warranty & damage protection (will cover all 1300 Chromebooks) Must replace these units to continue any possible virtual learning that will be chosen by parents and/or required at any point Must replace these units to continue any possible virtual learning that will be chosen by parents and/or required at any point Must have some warranty coverage to help offset repairing damaged units | | Chromebooks will allow for more personalized instruction to help combat learning loss as a result of COVID. The expected outcome of additional Chromebooks is increased student engagement, increased motivation, and increased personalized learning. Data sources that will be evaluated are as follows: academic data (formal/informal assessments, I-ready data, observations, walkthroughs). | |
| MENTAL HEALTH SERVICES: Providing mental health services and supports. | * ⦿ Yes ○ No | | Fall of 2021 through 2024 | | $ 222,000.00 |

| | | SEL Coordinator- The pandemic limited interactions between students, teachers, their peers, and their families. To help address the social and emotional impact that the pandemic has had on all school stakeholders a SEL coordinator will be employed through the use of ESSER funds. The SEL coordinator will provide mental health services and supports to CCS students/staff. *$50,000.00 will need to be added to the SEL budget. The cost to employee the SEL coordinator was more than anticipated. | | The SEL coordinator will work closely to support all stakeholders in creating environments that are supportive as students and staff return to school after dealing with the stress, anxiety, and etc. that the pandemic has caused. By adding an SEL coordinator we expect to see increased moral of students and staff. Data sources that will be explored are SEL surveys, attendance data or students/staff, TWC surveys, discipline data and academic data. | |
| | | Summer | | | |

| 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 | Summer Programs- Summer programs help children catch up on the learning they have lost and prepare to reenter school and other activities after this period of isolation caused by COVID 19. Summer programs will help: *Close the achievement gap by providing students with more time for deeper learning and the extra help they need to recover from learning loss due to school closures and disrupted schedules. *Address student mental health by connecting young people with caring mentors who are trained to help youth build healthy | June - July 2021 | CCS leaders are concerned about students' learning loss as a result of the constraints the pandemic has placed on teachers and students. CCS will create summer programs to help students who have fallen behind during COVID. With the creation of a summer program we expect to see and increase in proficiency and growth across the district. Data sources: surveys, attendance data, academic data, discipline data, formal/informal assessments. | $ 0.00 |

		relationships and heal from trauma caused by COVID. *Ensure child safety by partnering with schools to offer families a safe place for children to learn both during and beyond the school day, allowing parents to return to work or take time to seek employment. *These funds will not be used for Summer Learning. Another PRC (069) will cover the cost of Summer Learning.			
	* ◉ Yes ○ No	Activity Bus: Must have additional activity bus to provide capacity for social distancing Floor decals and arrows: Floor Decals for physical	Present-2024		$ 450,591.78

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.		physical distancing and directional arrows are required in the NC Strong Schools Toolkit. If they continue to be required for 2021-2022, we will need to replace existing decals after floor refinishing during the summer Touchless water fountains: Touchless water refill stations are recommended to help reduce potential virus transmission in schools as an alternative to traditional water fountain stations Security camera tracking for contact tracing and density: COVID tracking will continue to be required for reporting and assigning		Activity Bus-allows for more social distance when transporting students Floor decals and arrows-social distancing/direct flow of traffic in hallways and other areas Touchless water fountains-allows for use of fountains while reducing the risk of spreading COVID Security Camera-helps with contact tracing Custodians-The virus may remain on surfaces for days. Custodians are essential in ensuring classrooms and other areas of the building are properly sanitized to reduce the risk of spreading COVID	

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		quarantines and will be enhanced/shored up with camera tracking systems as opposed to relying on manual paper tracking and word of mouth 7 Custodians: Custodians are essential in ensuring classrooms and other areas of the building are properly sanitized to reduce the risk of spreading COVID *The cost to cover the bus, contracted services for custodians, equipment, custodial supplies & materials was more than anticipated. An additional $255,000 is needed to cover all cost.			

	Total ESSER III Allotment	$	4,108,183.56

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Clinton City Schools (821) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Clinton City Schools (821) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	William Vann	

Clinton City Schools (821) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 29, 2021

Clinton City Schools (821) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Clinton City Schools (821) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Clinton City Schools (821) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

123025629

* Address:

300 Westover Road Clinton, NC 28328

* Superintendent:

Dr. Wesley Johnson

Key Personnel:

* William T. Vann, III

Scotland County Schools (830) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/4/2021 8:17:54 PM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	11/1/2021 9:17:32 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/1/2021 9:17:26 PM	Tina Letchworth	The budget that has been submitted within BAAS and the FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) submitted within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C
	10/26/2021 12:00:45 AM	Barbara Adams	Status changed to 'Chief Administrator Approved'.	S
	10/26/2021 12:00:38 AM	Barbara Adams	Status changed to 'Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/25/2021 11:58:59 PM	Barbara Adams	Status changed to 'Draft Completed'.	S
S	6/17/2021 11:53:51 AM	Barbara Adams	Status changed to 'Draft Started'.	S
S	5/18/2021 11:42:59 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

11/9/2021 6:11:25 PM

Scotland County Schools (830) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$20,922,245.00	$20,922,245.00
Carryover	$0.00	$0.00
Total	$20,922,245.00	$20,922,245.00

Budget

Scotland County Schools (830) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
830	181	0	No	No	2.56 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$20,922,245.00	$20,922,245.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$20,922,245.00	$20,922,245.00
Total Budgeted:		$20,922,245.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/05/2021 04:46 PM	Admin, NCCCIP

11/9/2021 6:11:25 PM

Budget History
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/5/2021 4:46 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
11/1/2021 9:16 PM	Approved (Pending)		Letchworth, Tina			
10/21/2021 8:33 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	141	000	01	$350,000.00	$0.00	$350,000.00		
ⓘ	Other	3	5110	183	000	00	$2,400,000.00	$0.00	$2,400,000.00		
ⓘ	Other	3	5110	192	000	00	$138,500.00	$0.00	$138,500.00		
ⓘ	Other	3	5110	211	000	00	$194,195.25	$0.00	$194,195.25		
ⓘ	Other	3	5110	211	000	01	$26,775.00	$0.00	$26,775.00		
ⓘ	Other	3	5110	221	000	00	$550,346.80	$0.00	$550,346.80		
ⓘ	Other	3	5110	221	000	01	$75,880.00	$0.00	$75,880.00		
ⓘ	Other	3	5110	311	000	01	$1,000,000.00	$0.00	$1,000,000.00		
ⓘ	Other	3	5110	312	000	01	$275,000.00	$0.00	$275,000.00		
ⓘ	Other	3	5110	411	000	00	$500,000.00	$0.00	$500,000.00		

ⓘ	Other	3	5120	183	000	00	$125,000.00	$0.00	$125,000.00	
ⓘ	Other	3	5120	211	000	00	$9,562.50	$0.00	$9,562.50	
ⓘ	Other	3	5120	221	000	00	$27,100.00	$0.00	$27,100.00	
ⓘ	Other	3	5210	183	000	00	$570,000.00	$0.00	$570,000.00	
ⓘ	Other	3	5210	211	000	00	$43,605.00	$0.00	$43,605.00	
ⓘ	Other	3	5210	221	000	00	$123,576.00	$0.00	$123,576.00	
ⓘ	Other	3	5260	183	000	00	$25,000.00	$0.00	$25,000.00	
ⓘ	Other	3	5260	211	000	00	$1,912.50	$0.00	$1,912.50	
ⓘ	Other	3	5260	221	000	00	$5,420.00	$0.00	$5,420.00	
ⓘ	Other	3	5310	183	000	00	$70,000.00	$0.00	$70,000.00	
ⓘ	Other	3	5310	211	000	00	$5,355.00	$0.00	$5,355.00	
ⓘ	Other	3	5310	221	000	00	$15,176.00	$0.00	$15,176.00	
ⓘ	Salary	3	5320	131	000	00	$267,000.00	$0.00	$267,000.00	
ⓘ	Other	3	5320	211	000	00	$20,425.50	$0.00	$20,425.50	
ⓘ	Other	3	5320	221	000	00	$57,885.60	$0.00	$57,885.60	
ⓘ	Other	3	5350	411	000	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Other	3	5400	183	000	00	$170,000.00	$0.00	$170,000.00	
ⓘ	Other	3	5400	211	000	00	$13,005.00	$0.00	$13,005.00	
ⓘ	Other	3	5400	221	000	00	$36,856.00	$0.00	$36,856.00	
ⓘ	Other	3	5810	183	000	00	$15,000.00	$0.00	$15,000.00	
ⓘ	Other	3	5810	211	000	00	$1,147.50	$0.00	$1,147.50	
ⓘ	Other	3	5810	221	000	00	$3,252.00	$0.00	$3,252.00	
ⓘ	Other	3	5820	183	000	00	$75,000.00	$0.00	$75,000.00	
ⓘ	Other	3	5820	211	000	00	$5,737.50	$0.00	$5,737.50	
ⓘ	Other	3	5820	221	000	00	$16,260.00	$0.00	$16,260.00	
ⓘ										

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	Salary	3	5830	146	000	00	$122,869.20	$0.00	$122,869.20	
ⓘ	Other	3	5830	211	000	00	$9,399.49	$0.00	$9,399.49	
ⓘ	Other	3	5830	221	000	00	$26,638.04	$0.00	$26,638.04	
ⓘ	Other	3	5840	411	000	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Other	3	5850	311	000	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Other	3	5850	411	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	5850	418	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Equipment	3	5850	541	000	00	$1,000,000.00	$0.00	$1,000,000.00	
ⓘ	Equipment	3	5860	462	000	00	$1,000,000.00	$0.00	$1,000,000.00	
ⓘ	Other	3	5870	312	000	00	$150,000.00	$0.00	$150,000.00	
ⓘ	Other	3	5870	332	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	6110	192	000	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Other	3	6110	211	000	00	$38,250.00	$0.00	$38,250.00	
ⓘ	Other	3	6110	221	000	00	$108,400.00	$0.00	$108,400.00	
ⓘ	Other	3	6110	312	000	00	$125,000.00	$0.00	$125,000.00	
ⓘ	Other	3	6110	332	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	6110	411	000	00	$500,000.00	$0.00	$500,000.00	
ⓘ	Other	3	6110	411	000	01	$1,400,000.00	$0.00	$1,400,000.00	
ⓘ	Equipment	3	6110	461	000	00	$1,038,000.00	$0.00	$1,038,000.00	
ⓘ	Other	3	6400	183	000	00	$55,000.00	$0.00	$55,000.00	
ⓘ	Other	3	6400	211	000	00	$4,207.50	$0.00	$4,207.50	
ⓘ	Other	3	6400	221	000	00	$11,924.00	$0.00	$11,924.00	
ⓘ	Other	3	6400	411	000	00	$52,332.42	$0.00	$52,332.42	
ⓘ	Other	3	6540	183	000	00	$85,000.00	$0.00	$85,000.00	
ⓘ	Other	3	6540	211	000	00	$6,502.50	$0.00	$6,502.50	
ⓘ										

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	Other	3	6540	221	000	00	$18,428.00	$0.00	$18,428.00
ℹ	Other	3	6540	311	000	00	$464,661.02	$0.00	$464,661.02
ℹ	Other	3	6550	183	000	00	$515,000.00	$0.00	$515,000.00
ℹ	Other	3	6550	211	000	00	$39,397.50	$0.00	$39,397.50
ℹ	Other	3	6550	221	000	00	$111,652.00	$0.00	$111,652.00
ℹ	Other	3	6570	523	000	00	$200,000.00	$0.00	$200,000.00
ℹ	Other	3	6580	183	000	00	$125,000.00	$0.00	$125,000.00
ℹ	Other	3	6580	211	000	00	$9,562.50	$0.00	$9,562.50
ℹ	Other	3	6580	221	000	00	$27,100.00	$0.00	$27,100.00
ℹ	Other	3	6580	411	000	00	$300,000.00	$0.00	$300,000.00
ℹ	Equipment	3	6580	541	000	00	$3,500,000.00	$0.00	$3,500,000.00
ℹ	Other	3	6620	183	000	00	$75,000.00	$0.00	$75,000.00
ℹ	Other	3	6620	211	000	00	$5,737.50	$0.00	$5,737.50
ℹ	Other	3	6620	221	000	00	$16,260.00	$0.00	$16,260.00
ℹ	Salary	3	6830	113	000	00	$130,500.00	$0.00	$130,500.00
ℹ	Other	3	6830	211	000	00	$9,983.25	$0.00	$9,983.25
ℹ	Other	3	6830	221	000	00	$28,292.40	$0.00	$28,292.40
ℹ	Salary	3	6840	113	000	00	$130,500.00	$0.00	$130,500.00
ℹ	Other	3	6840	211	000	00	$9,983.25	$0.00	$9,983.25
ℹ	Other	3	6840	221	000	00	$28,292.40	$0.00	$28,292.40
ℹ	Salary	3	6940	113	000	00	$300,000.00	$0.00	$300,000.00
ℹ	Other	3	6940	211	000	00	$22,950.00	$0.00	$22,950.00
ℹ	Other	3	6940	221	000	00	$65,040.00	$0.00	$65,040.00
ℹ	Other	3	6950	311	000	00	$50,000.00	$0.00	$50,000.00
ℹ	Other	3	7200	183	000	00	$330,000.00	$0.00	$330,000.00
ℹ									

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	Other	3	7200	211	000	00	$25,245.00	$0.00	$25,245.00
	Other	3	7200	221	000	00	$71,544.00	$0.00	$71,544.00
	Other	3	8100	392	000	00	$364,619.88	$0.00	$364,619.88
					Total:	$20,922,245.00	$0.00	$20,922,245.00

Grant Details

Scotland County Schools (830) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

As a result of the COVID 19 pandemic, disruption in educational services, shift to remote learning and return to in-person instruction, our LEA used several processes to identify the pre, post and existing educational needs, specifically in the areas of learning loss, social emotional and mental health well-being. Multiple surveys and leadership planning meetings were held and are on-going with district and school based administrators, school leadership teams and community stakeholders to identify specific, priority areas of learning loss that need to be addressed and the appropriate professional development needed to support the execution of such. In addition, as various district data supports that learning loss is prevalent in our students, an intense, enriched summer program has also been a planning focus. At the elementary level, IStation's Rate of Improvement Report, ranging from Mar. 20 - Mar. 21, indicates that there is an overall learning loss of 2 or more points in grades K-5, in the areas of: comprehension, fluency, vocabulary, phonemic awareness, and phonics, district-wide. The district's NC Check-Ins, reviewed from fiscal school year, 19-20 - 20-21, that were analyzed for percentage correct and used for Benchmarks in Reading and Math showed an overall decrease in percentages correct, district-wide, with grades 4th, 5th and 8th showing a decrease of 8 or more points in percent correct in Reading. Using the same data pieces in the area of Math, all grade levels showed a decrease in percentage correct, with grades 3rd, 5th, and 7th showing a decrease of 12 or more points in percent correct, noting that the overall decrease in percent' s correct in Math weighed in higher than those in Reading. 5th grade Science data retrieved from both standards mastering and

percent correct ratings, for the 20-21 school year, shows a test average of 41.2, with at least a 10 point decrease as compared to the 2019-2020 average of 51.7 while 8th grade Science indicates a loss of 16.55 points in all assessed areas. During the Fall of 19-20, grades 9th -12th English II assessments showed a decrease of 16.63% in proficiency while Biology showed a proficiency decrease of 15.79%. Due to various barriers resulting from the pandemic, schools were unable to enroll students in NC Math 1 in the Fall of 2020-2021 but instead, chose as a pro-active measure to place students in Math Foundations in hopes to help bridge the gap of the incurred learning loss. After careful review of this data, it is evident that in our LEA, Scotland County, learning loss is prevalent in all academic areas, district-wide. In addition, our stored grades and attendance reporting data, retrieved from PowerSchool, denotes that the number of students receiving a failing grade in 1 or more courses in Semester 1 of 19-20 was marked at 928 students and spiked significantly to 2,165 in Semester 1 of this school year, 20-21. Also, the number of students with 10 or more absences during the 19-20 school year indicates a total of 1,642 students, while those with 20 or more absences was recorded at 458 students. The same attendance reporting data for the 20-20 school year, with a date range of: Aug. 10, 2020 - Apr. 10, 2021, shows an increase of students with 10 or more absences at a total of 2,370 and 20 or more absences weighing in at 1,558 students. 20-21 EOG data continues to show decreases in student proficiency in the areas of: Reading, Math, Science and Biology district-wide. Furthermore, attendance and discipline data, alerts and risk assessments for self-harm and threats, caseloads for school based counselors and mental health professionals and documentation of goals/objectives for student plans, indicates that being in isolation and having limited social interaction had a negative impact on the mental health stability of some of our students' return to in-person instruction. Our LEA, has seen an increase in self harm alerts for middle and high school students and; students who were once seeing mental health professionals regularly face to face, not wanting to attend counseling sessions virtually, showed inconsistency in attending their routine sessions. These various data sources and comparisons in data points, continues to help validate the overall learning loss within our student population throughout this pandemic. As the previously noted data assessment supports decreases in: student learning, academic performance, grade failure and daily attendance, our LEA has determined that due to the amount of learning loss our students have experienced through the absenteeism of consistent, direct instruction, current and additional staff/community partners/stakeholders will definitely need to be utilized to facilitate enriched summer programs/summer learning sessions in grades K-12, to serve as an intervention and to account for incurred learning loss among our students. Specialty area staff will be needed to provide additional direct services via summer enrichment programs to a mass majority of students who did not progress at a sufficient rate due to the interruptions of traditional instruction as well as encountered social emotional barriers by the onset of the pandemic. The provision of staff to facilitate credit recovery opportunities for students who previously failed courses and did not receive adequate opportunities for course recovery; those who were unable to complete their career-ready credentials course work and in situations where hands on workforce and internship experiences were paused for many students with the meeting of credential requirements marked as incomplete prior to school closing, will also be warranted. Due to the above-mentioned COVID-19 related needs, our LEA has chosen allowable uses of ESSER funds in the following areas: Learning Loss; Facility Repairs/Air Quality; Resources for Leaders; Sanitizing & Supplies; Technology; Mental Health; Summer Learning and Other ESSA Activities.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The following data analysis provides an overview of how the selected allowable use areas will be supported with ESSER III & other available ESSER funds in our LEA (SCS): * Address Learning Loss: A higher need for intense supervision/directing of additional personnel in the areas of: Health Support; Social Work; Guidance Support/Services; Mental Health; Attendance and MTSS Instruct. Support I - Reg, to ensure that the (academic, social & emotional) needs of students and staff will be addressed appropriately and with fidelity, district-wide. Also, specialty PD in the areas of restorative practices, cultural responsiveness, high dose tutoring, (SEL) training, Strengthening Families and other related school-based/district needs will be needed to properly train staff on how to respond to the on-going,new and existing challenges that are affecting the success of the whole child. * Addressing Learning Loss: Professional development in the areas of: understanding/re-examining the Science of Reading is needed to help administrators and staff better understand reading/literacy and the whole child, to provide the strategies needed to address identified learning loss in the note foundational reading skills (comprehension, fluency, vocabulary, phonemic awareness, and phonics). * Facility Repairs/Air quality Improvements: SCS's Facilities Usage Report indicates, indicates that the majority of the HVAC systems are degenerating and will need to be replaced and/or upgraded in the near future to sustain the producing of clean filtration of air quality levels. * Providing Principals/Leaders with Resources: Principals will be able to use funding to maximize the appropriate selection and use of resources for instructional improvement and the reduction of learning loss. Individual school/district data will dictate how funds will be used to support the allowable professional development and related expenditures deemed as intentional and necessary to address learning loss and social emotional well being throughout the school environment. * Supplies to Sanitize & Clean: Per CDC guidelines for re-entry phases to in person learning, the district is not solely equipped with the quantity of PPE supplies needed to protect students and staff over the next 2 years; the need to replenish supplies to effectively sanitize remains as a need for sustainability on a month to month basis and throughout the endurance of the pandemic. *Long Term Closure: Personnel needed to provide district-wide leadership in response to the effects of the COVID-19 pandemic and manage the development/implementation of the virtual learning program to offer families instructional options in the return to in-person instruction;. the need to oversee the Technology Department and maintain processes and infrastructure necessary to respond to needs of hybrid and online instruction; tasked with monitoring data metrics regarding student achievement to ascertain learning loss and monitor instructional improvement standards. * Education Technology: During the pandemic's remote learning experiences, district-wide technology difficulties and dated televised conferencing capabilities in various classrooms/facilities, indicated that the current devices supplied to students are not designed to meet the needed specifications to fulfill the requirements of working in both in-person and remote learning environments which often stall student/teacher interactions throughout daily instruction. Direct Leadership personnel needed to oversee Technology initiatives district-wide. * Mental Health Services:

As students return to in person, additional services will need to be provided for those with identified mental health needs as well as those who have experienced trauma during the pandemic including illness, loss of loved ones and lack of personal connection to friends and family. Mental Health Services will be utilized to identify barriers and provide students the skills needed to cope with the trauma they have experienced. Direct Leadership personnel needed to oversee implementation of services/initiatives district-wide * Summer Learning: Staff will be compensated to provide instruction in the areas of Reading, Math, Science, and Enrichment; PD related expenses; purchase supplies and materials needed to support summer learning instructional needs/expenses; stipends to compensate support staff for providing extra duties in the area of Social Emotional Learning; Transportation Staff (bus drivers) and fuel cost to provide student access to available summer learning instruction/activities and Child Nutrition Staff compensation for summer employment to prepare/provide meals for students. * Other ESSA Eligible Activities. Funds will be used to: cover expenditures needed to compensate the appropriate personnel (health professionals, attendance liaisons, EC Support personnel, counselors, mental health professionals, additional instructional support and transportation expenditures (e.g. bus drivers, fuel cost, child nutrition staff and possible maintenance personnel, etc.) for services provided towards meeting the diverse student needs and facility upgrades and operations resulting from prior and on-going pandemic related learning loss and other encountered needs. Funds will also be utilized to offset costs incurred during the 2020-2021 through 2022-2023 years to include FICA and Retirement for the above mentioned personnel from our local fund. Contracted Services for marketing purposes and Stipends for NC Education Corps members providing tutoring services or after school programming instruction will also be considered/allotted for.

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.

$ 4,695,891.19 * 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;

In addressing Learning Loss among students, professional development in the areas of: understanding/re-examining the Science of Reading will be implemented to help administrators and staff better understand reading/literacy and the whole child, to provide the strategies needed to address identified learning loss in the noted foundational reading skills (comprehension, fluency, vocabulary, phonemic awareness, and phonics). High dosage tutoring and other individual

student needs will be assessed and addressed through the use of selective, universal screener(s)(mclass, I ready; etc.) along with NC Check-ins, Benchmarks and research-based curricula/strategies. Dual Language Immersion Program(s) and Data Dashboards will also be established. These tools will help combat deficits in language/literacy and to track student and district data. To mitigate secondary learning loss and provide support for post-secondary attainment opportunities. School specialty personnel will be utilized to support timely graduation through analysis of student data and other outcomes to match individual student needs with holistic support services.

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

To ensure that we are addressing the Social Emotional Needs of our students district wide with consistency and fidelity, personnel will be utilized to provide direct leadership and coordination for efforts of addressing restorative practices, work with health officials around COVID-19 mitigation, supporting the needs of specialized populations, and supervising the efforts of those tasked with counseling student behaviors, learning problems, and dealing with the over well being of healthy students. High student needs at the elementary level, the primary grades, Pre-K through 2, is one entity in which dedicated support in the foundational grades will be provided to aid in the traditional return to in-person learning, engage parents in accessing educational programs, and implement strategies designed to increase academic success. At the secondary level, an additional social worker will be funded to address the social, emotional, and behavioral needs of students as a result of school closure during the COVID-19 pandemic. Return to in-person learning identified a need for students to have positive behavioral support in conjunction with academic support to mitigate the impact of learning loss and reduced socialization. Scotland County Schools (SCS) will provide evidence base activities in which school administrators and staff, based on student data, will have identified at-risk students at each school. Areas of focus will include: Reading, Math, Science Social Emotional and Enrichment. The activities will be scheduled daily to address the needs of the students and highly qualified staff members will be employed to provide tailored instruction in specified areas. Administrators and district staff also will also use assessment to measure their learning loss progress throughout the year. In conjunction with Title I, GEER and other ESSER funds, the program will be supported with the means to provide appropriate planning and rendering of quality services to children in need of learning loss recovery. Local universities will partner with our LEA to provide coordination of specialty, academic tutoring services to each of our elementary schools by providing two tutors at each school. SCS plans to integrate SAU tutors into their summer school schedules by providing intensive interventions, assist with core instruction and provide enrichment activities. Stipends for NC Education Corps members providing tutoring services or after school programming instruction will also be considered/allotted for. SCS will use the appropriate, evidence-based programs and provide the PD needed to address the Social Emotional Learning needs of students through the implementation of Restorative Practices and Building Relationships. These programs will provide resources and follow through monitoring for staff and students. A parent component of the program will also be purchased and utilized to provide continuation of services and parent involvement. School based mental health and other specialized support staff for the provision of after hours services provided to students and their families.

* (C) Providing information and assistance to parents and families on how they can effectively support students, including

in a distance learning environment;

With the need for continual virtual learning that is inclusive, effective, and reduces potential learning loss, a virtual academy option for students and parents has been established and will continue to be further improved and implemented across the district. This virtual academy offers students and parents an additional choice option in the face of an ongoing pandemic. Professional development will be provided to continue the perfecting on the design of an effective virtual academy. ESSER III funds will be used to: provide PD on effective virtual instruction and exceptional education services in a virtual setting; provide stipends to administrators to oversee and lead virtual academy; provide stipends to teachers to conduct virtual classes; purchase technology (hardware & software) to support virtual learning academy staff and students and provide funding for transportation to support the delivery of meals to virtual students. Assigned personnel will be funded to help provide district-wide leadership in response to the effects of the COVID-19 pandemic via managing the on-going stages of development and implementation of the virtual learning program, to offer families instructional options in the return to in-person instruction. Additionally, personnel will oversee the Technology Department, maintaining processes and infrastructure necessary to respond to needs of hybrid and online instruction; and will be tasked with monitoring data metrics regarding student achievement to ascertain learning loss and the monitoring of instructional improvement standards. Professional Development/initiatives and resources to help support and engage parents in their children's learning will be considered/provided, in conjunction with district set aside parent engagement funds(as needed).

* (D) Tracking student attendance and improving student engagement in distance education;

Impact will be measured by student improvement on the following assessments: End of Grade/End of Course tests and universal screener benchmark performance. In addition to these assessments, percentages of student failures by marking period as well as student attendance data will be recorded daily and measured weekly for criterion adherence. All attendance issues will be referred and addressed as outlined in the district's Return to Learn Plan.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Impact will be measured by: tracking the attendance of students attending the program; analyzing pre and post assessment data from the Summer program; tracking of grades, state testing and graduation rates of those students attending the program to note progress or lack there of for on-going intervention in the areas of learning loss. Impact will be measured by: student attendance reporting and work logs from 2020-2022 -2023-2024. The district's NCStar Indicators and completion of, followed by the continuing of school improvement goals that will address students' academic, proficiency/growth/learning recovery needs for the the 2021-2022 - 2023-2024 school years.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III

funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	ESSER III funds will be used to: continue to upgrade current district Camera System to support CDC compliance areas and allow for the monitoring of potential health threats, social distancing, wearing of masks and occupancy tracking; additional outdoor learning playground equipment to maintain social distancing while promoting safe, social emotional learning/interaction with peers and the	July - Aug. 2023; units and parts secured for purchase;1 year projected to complete all installation	Impact will be measured through: data tracking of COVID cases, monitoring of social distancing (inside & outside learning environments) and the following of CDC guidelines on a daily basis with a focus on pro-actively utilizing the resources provided to prohibit any outbreaks and/or Infectious chains within in our LEA's facilities.	$ 3,038,000.00

		purchasing of flex furniture (indoors & outdoors) to provide a variety of seating options and enable the various learning environments to be easily reconfigured or expanded to meet social distancing requirements during whole/small group and individualized instruction.			
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No		July - Aug.2023; units and parts secured for purchase;1 year projected to complete all installations		$ 3,700,000.00

		ESSER III funds will be used to continue to: upgrade and replace HVAC units and HVAC support components throughout the district to help reduce the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air throughout the district's facilities. The purchase of this equipment will help ensure proper ventilation with outside air which will help reduce the concentration of airborne contaminants during the pandemic period and future encounters. The greater the number of students/faculty in the building the greater need for ventilation with outdoor air.		Upon installation and as compared to the prior HVAC systems, impact will be measured on a monthly rotation through: the comparison of air flow/velocity. The HVAC's monitoring system will also be used to monitor the impact of the system's chillers, exhaust fans, motors, etc. and can detect issues that can be corrected in real time, allowing for the execution of pro-active maintenance if needed.	

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ● No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No		Monthly ordering of supplies as needed.	Impact will be measured by: the limited number and/or complete elimination of COVID-19 clusters in all school facilities district-wide.	$ 464,661.02

		ESSER III funds will be used to: continue to supplement the replenishing of PPE equipment as it will be needed to lessen the daily barriers between infectious materials and to help prohibit the transmission of contaminants from blood, body fluids, or respiratory secretions among students and staff allowing for sustainable safety measures as required.			
	* ○ Yes ○ No	With the need for continual virtual learning that is inclusive, effective, and reduces potential learning loss, a virtual academy option for students and parents has been implemented in grades 4-12 and will be further researched for improvement across	Over a 1-3 year span, the district will implement these specific measures to negate learning loss.		$ 3,203,920.00

| **LONG-TERM CLOSURE ACTIVITIES:** Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | | the district. This virtual academy will continue to offer students and parents an additional choice option in the face of an ongoing pandemic. ESSER III funds will be used to: provide PD on effective virtual instruction and exceptional education services in a virtual setting. Stipends will be allotted for selected staff/teachers to oversee and provide virtual instruction. Technology (hardware & software) will be purchased to support virtual learning academy staff and students and if needed, funding will be provided for transportation to support the delivery of meals to virtual students. Also, a district wide | | Impact will be measured by student improvement on the following assessments: End of Grade/End of Course tests and universal screener benchmark performance. In addition to these assessments, percentages of student failures by marking period as well as student attendance data will be measured quarterly for ongoing improvement. | |

		district-wide leadership position will be funded to provide strategic leadership in response to the effects of the COVID-19 pandemic. Assigned personnel will be fully compensated to manage the on-going development and implementation of the virtual learning program, oversee the Technology Department, maintain processes and infrastructures necessary to respond to needs of hybrid and online instruction and will monitor data metrics regarding student achievement to ascertain learning loss and monitoring of instructional improvement standards with fidelity.			
		SCS will continue to refresh and provide			$ 1,052,332.42

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ○ No	refresh and provide new, state of the art devices to all students and staff. Students in grades K-2 grades will receive Google Chrome Based devices while students in grades 3-13 will continue to receive Microsoft Windows based devices. Staff will also require new, more powerful devices (Microsoft Windows based) to handle the Virtual classroom and or the hybrid model. Based on funding availability in ESSER II, SCS tentative plan started with the upgrading of devices for students in grades 9-13 and assigned staff. SCS will continue to use ESSER III funds and as funding becomes available to deploy refreshers/upgrades	July - Aug.2023; devices secured for purchase; 3-4 weeks to deploy all devices for remaining grades.	Impact will be measured by: the deployment and connection of each device to all resources required of each student and staff member at 100% and an increase in classroom technology use/participation, student attendance and EOG data.	

		in grades 6-8, followed by the same for grades.K-5. In order to assist with dual platform, asynchronous teaching and Interactive Displays in each classroom, ESSER III funds will also be allocated to help enhance technology integration/upgrades in classrooms district-wide.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	SCS will continue to use ESSER III funds to: invest in the programs and PD needed to address the Social Emotional Learning needs of students through the implementation of Restorative Practices and Building Relationships. These programs will provide resources and follow through monitoring for staff and students. A parent component	Programs will be implemented beginning Fall, 2021 with full implementation by Spring, 2023.	Impact will measured by: Attendance Data; Discipline/Incident Data; Mental Health Service Referrals and Plans; Report Cards; Progress Reports; Benchmarks and End of Course/Grade Reports.	$ 100,000.00

		of the program will also be purchased and utilized to provide continuation of services and parent involvement. Stipends will also be allocated to compensate school based mental health and other specialized support staff for the provision of after hours services provided to students and their families. Staff will be provided additional duties stipends for the provision of mental health services.			
	* ⦿ Yes ○ No	ESSER III funds in conjunction with other allowable funds will be used to: continue to fund staff to provide instruction in the areas of Reading, Math, Science, and Enrichment; PD related expenses; purchase supplies	The Summer Learning Program will run June - July 2022.		$ 34,639.98

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.		and materials needed to support summer learning instructional needs/expenses; stipends to compensate support staff for providing extra duties in the area of Social Emotional Learning, teacher bonuses and contracted staff (teachers & other staff) employed to provide direct services on a temporary basis during summer learning; Transportation Staff (bus drivers) and fuel cost to provide student access to available summer learning instruction/activities and Child Nutrition Staff compensation for summer employment to prepare/provide meals for students.		Impact will be measured by: tracking the attendance of students attending the program; analyzing pre and post assessment data from the Summer program; tracking of grades, state testing and graduation rates of those students attending the program to note progress or lack there of for on-going intervention in the areas of learning loss.	
		ESSER III funds will be used to: cover			$ 4,632,800.39

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	expenditures needed to compensate the appropriate personnel (health professionals, attendance liaisons, EC Support personnel, counselors, mental health professionals, additional instructional support and transportation expenditures (e.g. bus drivers, fuel cost, child nutrition staff and possible maintenance personnel, etc.) for services provided towards meeting the diverse student needs and facility upgrades and operations resulting from prior and on-going pandemic related learning loss and other encountered needs. As allowable, funds will be utilized to offset costs incurred during SY 2021	Funds will be used upon receipt the of the grant award and throughout the fiscal years (2021-2023).	Impact will be measured by: student attendance reporting from School Year 2019-2020 compared to FSY 2020-2021; work logs from FSY 2020-2021 and the district's NCStar Indicators and completion for FSY 2020-2021 and into the 2021-2022-2022-2023 school year.	

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during SY 2021-2022 for the above mentioned personnel from our local fund. Funds will be utilized for salaries and benefits including FICA and Retirement. Stipends for NC Education Corps members providing tutoring services or after school programming instruction will also be considered/allotted for. Also, to prepare and develop informational materials through print and/or digital design using best marketing practices to convey district initiatives targeting learning loss and engagement of the Whole School, Whole Child, Whole Community framework, Contracted Services (Marketing) will be

				slated for funding.		

			Total ESSER III Allotment	$	16,226,353.81

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Contacts

Scotland County Schools (830) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Barbara Adams	

Substantially Approved Dates

Scotland County Schools (830) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, October 26, 2021

Scotland County Schools (830) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

 There are no new applicants.

Scotland County Schools (830) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Scotland County Schools (830) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

84164854

* Address:

322 S. Main Street Laurinburg, NC 28352

* Superintendent:

Dr. Takeda LeGrand

Key Personnel:

> * Barbara Adams

Stanly County Schools (840) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:11:01 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

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Stanly County Schools (840) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$5,160,634.00	$5,160,634.00
Carryover	$10,439,056.00	$10,439,056.00
Total	$15,599,690.00	$15,599,690.00

Budget

Stanly County Schools (840) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
840	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$5,160,634.00	$0.00
Carryover Amount:	$10,439,056.00	$10,439,056.00
Allotment Plus Carryover:	$15,599,690.00	$10,439,056.00
Total Budgeted:		$10,439,056.00
Total Remaining:	$5,160,634.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/02/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/31/2021 9:47 AM	Approved (Pending)		Dryman, Timothy			
7/27/2021 2:25 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	311	000	00	$1,050,000.00	$0.00	$1,050,000.00		
ⓘ	Other	3	5110	312	000	00	$250,000.00	$0.00	$250,000.00		
ⓘ	Salary	3	5210	133	000	00	$90,000.00	$0.00	$90,000.00		
ⓘ	Other	3	5210	211	000	00	$6,885.00	$0.00	$6,885.00		
ⓘ	Other	3	5210	221	000	00	$19,512.00	$0.00	$19,512.00		
ⓘ	Other	3	5210	231	000	00	$6,264.00	$0.00	$6,264.00		
ⓘ	Other	3	5350	411	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Salary	3	5840	131	000	00	$141,000.00	$0.00	$141,000.00		
ⓘ	Other	3	5840	211	000	00	$10,786.50	$0.00	$10,786.50		
ⓘ	Other	3	5840	221	000	00	$30,568.80	$0.00	$30,568.80		

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ⓘ	Other	3	5840	231	000	00	$18,792.00	$0.00	$18,792.00
ⓘ	Other	3	5840	411	000	00	$500,000.00	$0.00	$500,000.00
ⓘ	Equipment	3	5840	461	000	00	$220,000.00	$0.00	$220,000.00
ⓘ	Other	3	5850	311	000	00	$100,000.00	$0.00	$100,000.00
ⓘ	Salary	3	5880	131	000	00	$84,000.00	$0.00	$84,000.00
ⓘ	Other	3	5880	211	000	00	$6,426.00	$0.00	$6,426.00
ⓘ	Other	3	5880	221	000	00	$18,211.20	$0.00	$18,211.20
ⓘ	Other	3	5880	231	000	00	$6,264.00	$0.00	$6,264.00
ⓘ	Other	3	6540	411	000	00	$200,000.00	$0.00	$200,000.00
ⓘ	Salary	3	6550	171	000	00	$600,000.00	$0.00	$600,000.00
ⓘ	Other	3	6550	211	000	00	$45,900.00	$0.00	$45,900.00
ⓘ	Other	3	6550	221	000	00	$130,080.00	$0.00	$130,080.00
ⓘ	Other	3	6570	522	000	00	$500,000.00	$0.00	$500,000.00
ⓘ	Other	3	6570	523	000	00	$5,000,000.00	$0.00	$5,000,000.00
ⓘ	Other	3	6570	532	000	00	$150,000.00	$0.00	$150,000.00
ⓘ	Other	3	6580	411	000	00	$100,000.00	$0.00	$100,000.00
ⓘ	Salary	3	6850	113	000	00	$84,000.00	$0.00	$84,000.00
ⓘ	Other	3	6850	211	000	00	$6,426.00	$0.00	$6,426.00
ⓘ	Other	3	6850	221	000	00	$18,211.20	$0.00	$18,211.20
ⓘ	Other	3	6850	231	000	00	$6,264.00	$0.00	$6,264.00
ⓘ	Other	3	8200	399	000	00	$939,465.30	$0.00	$939,465.30
						Total:	**$10,439,056.00**	**$0.00**	**$10,439,056.00**

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Grant Details

Stanly County Schools (840) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Team Members and Process 1)   Various stakeholders were included in the development of the needs assessment including the Curriculum & Instruction team, Chief Financial Officer, Director of Federal Programs, Superintendent, Director of Maintenance and Transportation, Deputy Superintendent of Personnel and Student Services, Chief Technology Officer, and school level administration. Ongoing bi-weekly review of the following data: --   course failures --   attendance data --   students at risk --   staff fatigue --   current interventions in place --   COVID cases and quarantine occurrences 2) Plans to address learning gaps: --   Adoption of a screener K-12 to guide intervention efforts --   Revision to MTSS process --   Bridging the Gap documents developed at the district level --   Utilization of a literacy model to shape and map critical content at the secondary level Data Collected: --   Q3 Course Failure Data --   Data collected at the end of Q3 indicated the district experienced high numbers of course failures among middle and high school students. These course failures were across multiple content areas. When making comparisons of students who were face-to-face vs. remote, the data showed that there was little to no variation in the number of failures. This indicates that learning gaps exist for all students, not just those who were remote for this year. It further indicates that learning gaps exist in multiple subject areas. --   iReady data gathered

from MOY yielded the following results: -- Reading Tier 3 - 26% -- Math Tier 3 - 23% -- Reading Tier 2 - 34% -- Math Tier 2 - 46% -- COVID data -- Stanly County Schools operated on Plan B for the 2020-2021 school year -- Even with all recommended practices in place to prevent the spread of COVID, SCS experienced daily quarantining of students and staff ¦ Director of Student Services tracked and reported quarantine numbers of students and staff weekly. ¦ The highest reported numbers of quarantine were reported during winter months. ¦ The highest weekly total of quarantined students was the week of 2/3/21 with 625 students quarantined ¦ The highest weekly total of quarantined staff was the week of 12/16/21 with 100 staff quarantined. --- Educator Handbook Data -- The percentage of occurrences among the top ten student behaviors tracked in EH, remained constant during the 2020-2021 school year. -- In fact, in the offense area of Aggressive Behavior, SCS saw an increase from 11% to 21%. -- Other offense areas where an increase was noted include: ¦ Disrespect of faculty/staff ¦ Inappropriate behavior --- Technology Data -- All teachers were directed to utilize Canvas as the Learning Management System for students K-12 during the 2020-2021 school year. -- The average percentage of students who opted for full remote instruction for the 2020-2021 school year was 23% -- Students in grade 5-12 who chose face-to-face instruction still experienced remote learning at least 3 days per week due to COVID restrictions on classroom capacity. -- The average monthly volume of Help Desk Tickets filed by students and staff was 3600. -- Our technology department does not have a dedicated position to address Help Desk Tickets. -- There are not dedicated outlets in the classrooms for the chromebook charging cabinets. As we continue to add chromebooks with more charging cabinets the existing outlets will become overloaded. A dedicated circuit for the cabinets will need to be added to multiple classrooms. --- Window and HVAC Data -- The gas seal in the windows at Oakboro and Norwood have failed allowing moisture to accumulate between the glass panes. -- Average Age of HVAC - 1989 - 32 years old ¦ Oldest equipment 1965 ¦ Newest equipment 2007 as part of a total school refurbishment and conversion of an historic property ¦ 13 of 22 school facilities have HVAC equipment the pre-dates 1990 ¦ 7 of 22 school facilities have HVAC equipment that pre-dates 1980

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data Analysis: Learning Loss -- Q3 Course Failure data indicates an increased number of course failures across all content areas at the secondary level. It also indicates that learning gaps exist for all students, not just those who were remote for this year. -- K-8 Ready MOY data indicates that more than 50% of our students in grades K-8 have not been successful in accessing the general curriculum. This data also indicates that those students are in need of additional intervention to support mastery of content. -- While teacher attendance remained comparable to prior

years, COVID related absences accounted for an additional 526 days. Technology -- At the K-1 level, student access to technology is limited to a class set of 10 devices. There is a need to add devices at the K-1 level. -- At the 2-12 level, devices are nearing end of life that has been accelerated due to unsupervised use in the home environment due to prolonged COVID closures. -- This will require electrical upgrades at our schools. There are not dedicated outlets in the classrooms for the chromebook charging cabinets. As we continue to add chromebooks with more charging cabinets the existing outlets will become overloaded. A dedicated circuit for the cabinets will need to be added to multiple classrooms. Student Behavior -- Teachers report lack of engagement among students, even when students were present for in person learning. On virtual learning days teachers consistently reported a lack of attendance among students. -- For the 2020-2021 school year, SCS experienced 11 threat assessments, 39 emergency mental health referrals, and 8 Alcohol and Other Drugs referrals. -- With the exception of the category "Late to Class", the top discipline incidents entered into Educator Handbook were consistent from the 2019-20 and 2020-21 school years. While the number of incidents were much lower within each category during the 2020-2021 school year, the data indicates the students would benefit from social and emotional learning lessons, assignment of mentors to support appropriate behaviors, as well as professional development for school leaders working to address the issues indicated within the data. COVID -- Stanly County COVID numbers have exceeded state averages multiple times. As a rural county, we lack access to high quality health care in many areas of the county. HVAC and windows -- Window will need to be replaced at Oakboro and Norwood -- HVAC systems/ventilation will need updates/replacements at multiple sites Based upon collected and analyzed data, SCS will respond by: -- Contract with iReady to provide reading and math diagnostic testing for K-12 and individualized learning pathways as part of student intervention strategies for K-8 with embedded professional development. -- Implement a telemedicine initiative with our school nurses in partnership with local health agencies to improve student health and respond to COVID and related illnesses. -- Continue to employ a licensed school psychologist to coordinate mental health services for students -- Employ various support positions to ensure student success. -- Make electrical upgrades to facilitate increased power needs for telemedicine and instructional technology. -- Update HVAC, ventilation, and air quality at multiple sites. -- Take steps to ensure services to students continue in the event of a remote situation.

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.

$ 5,445,000.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Extend our multi-year contract with i-Ready to provide BOY, MOY, EOY diagnostic assessments with personalized learning paths to be used as a component of ongoing interventions for students in reading and math in grade K-12. Data from the diagnostic assessments would be used to inform decision-making for instruction.

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

Provide professional development to teachers on highly engaging strategies in the classroom. Critical thinking skills, problem-solving, collaborative projects. Implement STEM initiatives in middle school to improve student engagement in the areas of science and math. Implement AVID at middle schools, with a district coordinator, to help underachieving students with high academic potential prepare for entrance to colleges and universities. As part of Tier 2 interventions, purchase novel sets to support Xtreme Reading initiative.

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

Incorporate a Family Liaison position to address student/family needs including the following: attendance, engagement, dropout prevention, student preparedness, access to resources for distance learning, and provide training for parents.

* (D) Tracking student attendance and improving student engagement in distance education;

Incorporate a Family Liaison position to address student/family needs including the following: attendance, engagement, dropout prevention, student preparedness, access to resources for distance learning, and provide training for parents.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Hire 4 academic interventionists. Positions would be assigned to the feeder pattern between middle and high schools. Each interventionist would track student academic progress (using available pre and post-pandemic data), use the data to group students based on area of need (MTSS Tier 2 and 3), and provide appropriate academic interventions to those identified students. Provide summer school opportunities for students identified as at-risk. Offer Summer Learning aligned with HB 82 requirements These funds will support summer learning 2021, 2022, 2023 and 2024.

Extend nurse contracts through summer to support summer school. Offer rising 9th graders Transition Camp in early August each year 2021-2024 to informally assess learning gaps that may exist as students transition from middle to high school.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ○ No	Establish a school nursing station/health room at all school sites. Electrical upgrades to accommodate telemedicine, instructional technology and computer carts	Between Summer of 2021 and September of 2024 Between Summer of 2021 and September of 2024	Each site would have a functioning health room where students could be seen and/or treated by the school nurse. Improved electrical capacity at school sites	$ 900,000.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ○ No	Update ventilation, air conditioning, and heating systems at multiple school sites to address indoor air quality. Create permanent walls at sites where needed. Replace windows at Norwood Elementary and Oakboro STEM	Ongoing from Summer 2021 through December 2024. Summer of 2021 - Summer, 2022	Improved air quality in our school sites	$ 1,852,982.00

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	Incorporate "telemedicine" cart for virtual wellness checks - will be housed in permanent nurse stations referenced above	Fall, 2021 - Fall, 2024	Improved student health Improved attendance for students and staff	$ 550,000.00
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	Employ a District Safety Officer to conduct safety trainings, monitor responses to contagious diseases, and ensure district readiness in event of COVID or related illnesses	Fall, 2021 - Fall, 2024	A consistent point of contact for district safety policies and procedures and OSHA compliance	$ 315,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ◯ No	Invest in additional training for staff to ensure appropriate responses and procedures are in place for COVID or related illnesses	Fall, 2021 - Fall, 2024	Increased staff awareness and knowledge of appropriate response to COVID and related illnesses	$ 100,000.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ◯ No	Building sanitization supplies	Fall, 2021 - Fall, 2024	Cleaning and sanitation logs	$ 200,000.00

| LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. | * ⦿ Yes ◯ No | Bus Transportation for delivery of meals and learning materials as needed due to school closures. Continue student support through a Learning Management System for distance learning | Fall, 2021 - Fall, 2024 as needed Fall, 2021 - Fall, 2024 | Ensure delivery of meals provided to students in the event of school closure Continued student access to teacher-led instruction via an LMS | $ 600,000.00 |

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◯ Yes ⦿ No				$ [ ]
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Continue to employ a full-time school psychologist to coordinate mental health services and supports for students.	September 2023 - September 2024	Address student mental health concerns	$ 100,000.00

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				$
	* ◉ Yes ○ No	Extend current school nurse contracts to continue to support related health issues. Sept 2023 - Sept. 2024 Indirect costs Unbudgeted reserve	Summer 2021 - September, 2024	Provide consistent health care to students	$ 376,074.00

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.					
			Total ESSER III Allotment	$	4,994,056.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Stanly County Schools (840) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts	
Type	**Contact(s)**
Funding Application Contact [Select at least 1 contact(s)]	Nancy Hatley, Terry Dudney,

Substantially Approved Dates

Stanly County Schools (840) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, July 28, 2021

Stanly County Schools (840) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Stanly County Schools (840) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Stanly County Schools (840) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

124148362

* Address:

1000-4 N. First Street Albemarle, NC 28001

* Superintendent:

Dr. Jarrod Dennis

Key Personnel:

* Nancy Hatley

Budget

Stokes County Schools (850) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
850	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$3,065,942.00	$3,065,942.00
Carryover Amount:	$6,199,928.00	$6,199,928.00
Allotment Plus Carryover:	$9,265,870.00	$9,265,870.00
Total Budgeted:		$9,265,870.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/02/2021 08:36 AM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/2/2021 8:36 AM	Received		Admin, NCCCIP			
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/30/2021 1:00 PM	Approved (Pending)		Charles, Alex			
7/26/2021 8:07 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5270	143	000	00	$0.00	$111,472.40	$111,472.40	TUTOR TO SUPPLEMENT THE INSTRUCTION PROVIDED BY THE EL TEACHERS IN ORDER TO CLOSE THE GAP/LEARNING LOSS	
ⓘ	Other	3	5270	211	000	00	$0.00	$8,527.64	$8,527.64		
ⓘ	Salary	3	5320	131	000	00	$128,820.00	($128,820.00)	$0.00	TRANSFER TO SCHOOL CODE	

ℹ	Other	3	5320	211	000	00	$9,854.73	($9,854.73)	$0.00	
ℹ	Other	3	5320	221	000	00	$29,628.60	($29,628.60)	$0.00	
ℹ	Other	3	5320	231	000	00	$19,199.88	($19,199.88)	$0.00	
ℹ	Salary	3	5360	126	000	00	$165,900.00	$0.00	$165,900.00	
ℹ	Other	3	5360	126	000	32	$21,420.00	$0.00	$21,420.00	
ℹ	Salary	3	5360	128	000	00	$21,420.00	$0.00	$21,420.00	
ℹ	Salary	3	5360	131	000	00	$21,420.00	$0.00	$21,420.00	
ℹ	Salary	3	5360	135	000	00	$0.00	$2,520.00	$2,520.00	SUMMER SCHOOL FACILITATOR TO WORK WITH TEACHERS WITH IREADY DATA AND HELP TEACHERS WITH CURRICULUM TO WORK WITH STUDENTS ON LEARNING LOSS DUE TO COVID
ℹ	Salary	3	5360	142	000	00	$2,858.86	$0.00	$2,858.86	
ℹ	Other	3	5360	142	000	32	$4,446.18	$0.00	$4,446.18	
ℹ	Salary	3	5360	144	000	32	$1,610.53	$0.05	$1,610.58	BUDGET ACTUAL SALARY FOR INTERPRETER FOR EC STUDENT TO PROVIDE ENRICHMENT AND REMEDIAL SERVICES DURING A SUMMER PROGRAM TO CLOSE THE LEARNING GAP CAUSED BY COVID

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ℹ	Salary	3	5360	151	000	00	$4,694.04	$0.00	$4,694.04	
ℹ	Salary	3	5360	171	000	00	$0.00	$13,670.72	$13,670.72	BUS DRIVERS TO PROVIDE TRANSPORTATION FOR STUDENTS TO SUMMER PROGRAM TO ALLOW LEARNING OPPORTUNITIES, ENRICHMENT AND REMEDIAL SERVICES TO STUDENTS TO CLOSE THE LEARNING GAP CAUSED BY COVID
ℹ	Other	3	5360	171	000	32	$0.00	$1,531.11	$1,531.11	BUS DRIVERS TO PROVIDE TRANSPORTATION FOR EC STUDENTS TO SUMMER PROGRAM TO ALLOW LEARNING OPPORTUNITIES, ENRICHMENT AND REMEDIAL SERVICES TO STUDENTS TO CLOSE THE LEARNING GAP CAUSED BY COVID
ℹ	Other	3	5360	180	000	00	$36,111.36	$0.00	$36,111.36	
ℹ	Other	3	5360	180	000	32	$6,904.56	$0.00	$6,904.56	
ℹ	Other	3	5360	199	000	32	$0.00	$120.62	$120.62	OVERTIME PAY FOR EXTENDED LEARNING FOR EC

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									TEACHER ASSISTANT
ⓘ	Other	3	5360	211	000	00	$19,308.56	$1,238.58	$20,547.14	
ⓘ	Other	3	5360	211	000	32	$2,630.25	$126.36	$2,756.61	
ⓘ	Salary	3	5420	116	000	00	$10,115.00	($10,115.00)	$0.00	BUDGET NOT NEEDED FOR THIS CODE
ⓘ	Other	3	5420	180	000	00	$1,360.00	($1,360.00)	$0.00	BUDGET NOT NEEDED FOR THIS CODE
ⓘ	Other	3	5420	192	000	00	$0.00	$3,176.25	$3,176.25	AP STIPEND FOR 3RD GRADE SUMMER READING CAMP
ⓘ	Other	3	5420	211	000	00	$877.84	($634.86)	$242.98	
ⓘ	Salary	3	5830	131	000	00	$427,350.00	($427,350.00)	$0.00	PROVIDE EACH ELEMENTARY SCHOOL WITH A FULL TIME COUNSELOR IN ORDER TO SUPPORT SOCIAL AND EMOTIONAL NEEDS OF STUDENTS DUE TO THE EFFECTS OF COVID
ⓘ	Other	3	5830	211	000	00	$32,692.28	($32,692.28)	$0.00	
ⓘ	Other	3	5830	221	000	00	$98,290.50	($98,290.50)	$0.00	
ⓘ	Other	3	5830	231	000	00	$67,199.58	($67,199.58)	$0.00	
ⓘ	Salary	3	5840	146	000	00	$0.00	$109,266.30	$109,266.30	LPN POSITION TO WORK WITH OTHER SCHOOL NURSES AND THE

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									COUNTY HEALTH DEPARTMENT TO IMPLEMENT STRATEGIES TO PREVENT THE SPREAD OF COVID, ASSIST WITH CONTACT TRACING AND SERVE AS A PRIMARY CONTACT FOR MOST CURRENT RESOURCES AND INFORMATION RELATING TO COVID FOR PARENTS, STUDENTS AND STAFF AND OFFER PHYSICAL AND MENTAL HEALTH SUPPORT TO STUDENTS	
ℹ	Other	3	5840	211	000	00	$0.00	$8,358.87	$8,358.87	
ℹ	Other	3	5840	221	000	00	$0.00	$25,131.25	$25,131.25	
ℹ	Other	3	5840	231	000	00	$0.00	$19,199.88	$19,199.88	
ℹ	Salary	3	5860	146	000	00	$1,056,000.00	($1,056,000.00)	$0.00	POSITIONS TO MAINTAIN, REPAIR AND SUPPORT DIGITAL DEVICES FOR STUDENTS AND STAFF AND SUPPORT TECHNICAL NEEDS/REQUESTS FOR REMOTE/

									VIRTUAL STUDENTS	
ⓘ	Other	3	5860	211	000	00	$80,784.00	($80,784.00)	$0.00	
ⓘ	Other	3	5860	221	000	00	$242,880.00	($242,880.00)	$0.00	
ⓘ	Other	3	5860	231	000	00	$211,198.68	($211,198.68)	$0.00	
ⓘ	Other	3	5860	411	600	15	$0.00	$1,366,000.00	$1,366,000.00	UPGRADE AND REPLACE AGING TECHNOLOGY DEVICES SUCH AS CHROMEBOOKS AND INTERACTIVE BOARDS TO SUPPORT INSTRUCTION IN THE CLASSROOM AS WELL AS TIMES OF REMOTE/VIRTUAL LEARNING SO STUDENTS WILL BE ABLE TO ACCESS THE CURRICULUM RESOURCES
ⓘ	Salary	3	6550	171	000	00	$13,670.72	($13,670.72)	$0.00	NO BUDGET NEEDED FOR THIS CODE
ⓘ	Other	3	6550	180	000	00	$4,760.00	($4,760.00)	$0.00	NO BUDGET NEEDED FOR THIS CODE
ⓘ	Other	3	6550	211	000	00	$1,409.94	($1,409.94)	$0.00	
ⓘ	Other	3	6550	422	000	00	$3,925.00	$0.00	$3,925.00	
ⓘ	Other	3	6550	423	000	00	$7,900.00	$0.00	$7,900.00	
ⓘ	Other	3	6550	424	000	00	$225.00	$0.00	$225.00	

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Other	3	6550	425	000	00	$975.00	$0.00	$975.00	
Salary	3	6580	175	000	00	$202,968.00	($53,064.00)	$149,904.00	MAINTENANCE POSITIONS TO INCREASE THE DELIVERY OF CLEAN AIR AND DILUTE POTENTIAL CONTAMINANTS BY ENSURING VENTILATION SYSTEMS OPERATE PROPERLY MONITOR AIR FLOW IN OCCUPIED SPACES, INCREASE AIR FILTRATION BY INSPECTING AND REPLACING FILTERS, MAINTAINING HVAC SYSTEMS FOR PROPER AIR FLOW, INSPECT AND MAINTAIN EXHAUST VENTILATIONS ARE WORKING AND OPERATING AT FULL CAPACITY AND INSPECT AND ASSIST WITH FOGGING BUILDINGS TO PREVENT COVID
Other	3	6580	211	000	00	$15,527.06	($4,059.40)	$11,467.66	

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6580	221	000	00	$46,682.64	($12,204.72)	$34,477.92		
ⓘ	Other	3	6580	231	000	00	$38,399.76	$0.00	$38,399.76		
ⓘ	Other	3	6580	311	000	00	$0.00	$1,666,302.00	$1,666,302.00	UPDATE AND REPAIR WINDOWS TO IMPROVE AIR QUALITY WITHIN THE BUILDING BY PREVENTING THE EXCHANGE OF OUTSIDE AIR WITH POTENTIAL CONTAMINANTS THROUGH THE HVAC SYSTEM AND INSTALL AIR PURIFICATION SYSTEMS TO BE RETROFITTED TO THE HVAC TO IMPROVE AIR QUALITY WITHIN THE BUILDING AND ELIMINATE EXTERNAL CONTAMINANTS TO PREVENT THE SPREAD OF COVID	
ⓘ	Other	3	7200	180	000	00	$5,100.00	$0.00	$5,100.00		
ⓘ	Other	3	7200	211	000	00	$390.15	$0.00	$390.15		
ⓘ	Other	3	8200	399	000	00	$2,323,079.77	$656,304.67	$2,979,384.44		
						Total:	$5,389,988.47	$1,487,769.81	$6,877,758.28		

304 - Chestnut Grove Middle School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments

ⓘ	Salary	3	5330	142	000	00	$25,756.60	($305.30)	$25,451.30	TEACHER ASSISTANT POSITION TO WORK WITH SMALL GROUPS OF STUDENT TO HELP WITH READING LOSS DUE TO COVID	
ⓘ	Other	3	5330	143	000	00	$6,794.28	($0.05)	$6,794.23	TRANSFER TO OTHER LINE ITEMS FOR TUTORING (TEACHER ASSISTANT)	
ⓘ	Other	3	5330	162	000	00	$315.84	($315.84)	$0.00	TRANSFER TO SUBSTITUTES FOR TEACHER ASSISTANT ABSENCES	
ⓘ	Other	3	5330	167	000	00	$0.00	$315.84	$315.84	SUBSTITUTE PAY TO COVER WHEN TUTOR IS ABSENCE TO PROVIDE REMEDIAL SERVICES TO STUDENTS WITH LERNING LOSS DUE TO COVID	
ⓘ	Other	3	5330	211	000	00	$2,514.30	($23.36)	$2,490.94		
ⓘ	Other	3	5330	221	000	00	$5,924.02	($70.22)	$5,853.80		
ⓘ	Other	3	5330	231	000	00	$6,399.96	$0.00	$6,399.96		
ⓘ	Other	3	5330	411	000	00	$3,295.01	$398.93	$3,693.94	PURCHASE VOCABULARY PROGRAM TO	

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ️										HELP IMPROVE VOCABULARY AND READING LOSS OF LEARNING DUE TO COVID AND OTHER INSTRUCTIONAL SUPPLIES TO SUPPORT TUTORING	
ℹ️	Other	3	5350	198	000	00	$9,184.84	$0.00	$9,184.84		
ℹ️	Other	3	5350	211	000	00	$702.64	$0.00	$702.64		
ℹ️	Other	3	5350	221	000	00	$2,112.51	$0.00	$2,112.51		
						Total:	$63,000.00	$0.00	$63,000.00		

312 - Germanton Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ️	Other	3	5330	143	000	00	$14,119.83	$0.00	$14,119.83		
ℹ️	Other	3	5330	211	000	00	$1,080.17	$0.00	$1,080.17		
ℹ️	Salary	3	5830	131	000	00	$0.00	$72,765.00	$72,765.00	PROVIDE EACH ELEMENTARY SCHOOL WITH A FULL TIME COUNSELOR IN ORDER TO SUPPORT SOCIAL AND EMOTIONAL NEEDS OF STUDENTS DUE TO THE EFFECTS OF COVID	
ℹ️	Other	3	5830	211	000	00	$0.00	$5,566.52	$5,566.52		
ℹ️	Other	3	5830	221	000	00	$0.00	$16,735.95	$16,735.95		

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5830	231	000	00	$0.00	$9,599.94	$9,599.94		
						Total:	$15,200.00	$104,667.41	$119,867.41		

314 - Mount Olive Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	142	000	00	$25,731.07	($312.50)	$25,418.57	TEACHER ASSISTANT TO WORK CLOSELY WITH STUDENTS AND TEACHERS TO HELP CLOSE STUDENT ACHIEVEMENT GAP DUE TO LOSS OF LEARNING DUE TO COVID	
ⓘ	Other	3	5330	143	000	00	$0.00	$312.49	$312.49	TUTORING TO WORK CLOSELY WITH STUDENTS AND TEACHERS TO HELP CLOSE STUDENT ACHIEVEMENT GAP DUE TO LOSS OF LEARNING DUE TO COVID	
ⓘ	Other	3	5330	211	000	00	$1,968.42	$0.01	$1,968.43		
						Total:	$27,699.49	$0.00	$27,699.49		

316 - King Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$37,714.82	$0.00	$37,714.82		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	211	000	00	$2,885.18	$0.00	$2,885.18		
						Total:	$40,600.00	$0.00	$40,600.00		

320 - Lawsonville Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$10,682.77	$0.00	$10,682.77		
ⓘ	Other	3	5330	211	000	00	$817.23	$0.00	$817.23		
ⓘ	Salary	3	5830	131	000	00	$0.00	$85,140.00	$85,140.00	PROVIDE EACH ELEMENTARY SCHOOL WITH A FULL TIME COUNSELOR IN ORDER TO SUPPORT SOCIAL AND EMOTIONAL NEEDS OF STUDENTS DUE TO THE EFFECTS OF COVID	
ⓘ	Other	3	5830	211	000	00	$0.00	$6,513.21	$6,513.21		
ⓘ	Other	3	5830	221	000	00	$0.00	$19,582.20	$19,582.20		
ⓘ	Other	3	5830	231	000	00	$0.00	$9,599.94	$9,599.94		
						Total:	$11,500.00	$120,835.35	$132,335.35		

324 - Meadowbrook Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$6,967.02	$0.00	$6,967.02		
ⓘ	Other	3	5330	211	000	00	$532.98	$0.00	$532.98		
						Total:	$7,500.00	$0.00	$7,500.00		

328 - Nancy Reynolds Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$8,263.08	($148.68)	$8,114.40	TEACHER TO DECREASE CLASS SIZE TO ADDRESS LEARNING LOSS IN A MORE EFFECTIVE MANNER DUE TO COVID	
ⓘ	Other	3	5330	211	000	00	$632.13	($11.38)	$620.75		
ⓘ	Other	3	5330	221	000	00	$1,900.51	($34.19)	$1,866.32		
ⓘ	Other	3	5330	231	000	00	$1,399.03	($472.64)	$926.39		
ⓘ	Other	3	5330	411	000	00	$5.25	$666.89	$672.14	TUTORING SUPPLIES TO SUPPORT THE CURRICULUM FOR LEARNING LOSS DUE TO COVID	
ⓘ	Salary	3	5830	131	000	00	$0.00	$42,740.00	$42,740.00	PROVIDE EACH ELEMENTARY SCHOOL WITH A FULL TIME COUNSELOR IN ORDER TO SUPPORT SOCIAL AND EMOTIONAL NEEDS OF STUDENTS DUE TO THE EFFECTS OF COVID	
ⓘ	Other	3	5830	211	000	00	$0.00	$3,269.61	$3,269.61		
ⓘ	Other	3	5830	221	000	00	$0.00	$9,830.20	$9,830.20		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5830	231	000	00	$0.00	$9,599.94	$9,599.94		
						Total:	$12,200.00	$65,439.75	$77,639.75		

332 - North Stokes High School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$26,846.26	$0.00	$26,846.26		
ⓘ	Other	3	5330	211	000	00	$2,053.74	$0.00	$2,053.74		
						Total:	$28,900.00	$0.00	$28,900.00		

336 - Pine Hall Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$7,500.00	$0.00	$7,500.00		
ⓘ	Other	3	5330	211	000	00	$573.75	$0.00	$573.75		
ⓘ	Other	3	5330	411	000	00	$3,026.25	$0.00	$3,026.25		
ⓘ	Salary	3	5830	131	000	00	$0.00	$55,125.00	$55,125.00	PROVIDE EACH ELEMENTARY SCHOOL WITH A FULL TIME COUNSELOR IN ORDER TO SUPPORT SOCIAL AND EMOTIONAL NEEDS OF STUDENTS DUE TO THE EFFECTS OF COVID	
ⓘ	Other	3	5830	211	000	00	$0.00	$4,217.06	$4,217.06		
ⓘ	Other	3	5830	221	000	00	$0.00	$12,678.75	$12,678.75		
ⓘ	Other	3	5830	231	000	00	$0.00	$9,599.94	$9,599.94		

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							Total:	$11,100.00	$81,620.75	$92,720.75		

338 - Piney Grove Middle School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$21,365.54	$0.00	$21,365.54		
ⓘ	Other	3	5330	211	000	00	$1,634.46	$0.00	$1,634.46		
						Total:	$23,000.00	$0.00	$23,000.00			

340 - Pinnacle Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$0.00	$15,791.92	$15,791.92	TUTORING TO WORK WITH STUDENTS IN GRADES K-5 TO ADDRESS LEARNING LOSS BY PROVIDING REMEDIATION AND INTERVENTION SUPPORT IN SMALL GROUPS	
ⓘ	Other	3	5330	211	000	00	$0.00	$1,208.08	$1,208.08		
ⓘ	Salary	3	5830	131	000	00	$0.00	$55,125.00	$55,125.00	PROVIDE EACH ELEMENTARY SCHOOL WITH A FULL TIME COUNSELOR IN ORDER TO SUPPORT SOCIAL AND EMOTIONAL NEEDS OF STUDENTS DUE	

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										TO THE EFFECTS OF COVID	
ⓘ	Other	3	5830	211	000	00	$0.00	$4,217.06	$4,217.06		
ⓘ	Other	3	5830	221	000	00	$0.00	$12,678.75	$12,678.75		
ⓘ	Other	3	5830	231	000	00	$0.00	$9,599.94	$9,599.94		
						Total:	$0.00	$98,620.75	$98,620.75		

342 - Poplar Springs Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	00	$28,350.00	$0.00	$28,350.00		
ⓘ	Other	3	5330	162	000	00	$628.66	$0.00	$628.66		
ⓘ	Other	3	5330	211	000	00	$2,216.87	$0.00	$2,216.87		
ⓘ	Other	3	5330	221	000	00	$6,520.50	$0.00	$6,520.50		
ⓘ	Other	3	5330	231	000	00	$5,183.97	$0.00	$5,183.97		
						Total:	$42,900.00	$0.00	$42,900.00		

348 - Sandy Ridge Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$16,627.96	$0.00	$16,627.96		
ⓘ	Other	3	5330	211	000	00	$1,272.04	$0.00	$1,272.04		
ⓘ	Salary	3	5830	131	000	00	$0.00	$41,160.00	$41,160.00	PROVIDE EACH ELEMENTARY SCHOOL WITH A FULL TIME COUNSELOR IN ORDER TO SUPPORT SOCIAL AND EMOTIONAL NEEDS OF	

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										STUDENTS DUE TO THE EFFECTS OF COVID	
ⓘ	Other	3	5830	211	000	00	$0.00	$3,148.75	$3,148.75		
ⓘ	Other	3	5830	221	000	00	$0.00	$9,466.80	$9,466.80		
ⓘ	Other	3	5830	231	000	00	$0.00	$10,367.94	$10,367.94		
						Total:	**$17,900.00**	**$64,143.49**	**$82,043.49**		

350 - Southeastern Stokes Middle School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$37,807.71	$0.00	$37,807.71		
ⓘ	Other	3	5330	211	000	00	$2,892.29	$0.00	$2,892.29		
						Total:	**$40,700.00**	**$0.00**	**$40,700.00**		

352 - South Stokes High School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$31,739.15	($2,322.35)	$29,416.80	TRANSFER TO TUTORING SUPPLIES	
ⓘ	Other	3	5330	192	000	00	$11,200.01	$0.00	$11,200.01		
ⓘ	Other	3	5330	211	000	00	$3,284.84	($177.65)	$3,107.19		
ⓘ	Other	3	5330	221	000	00	$2,576.00	$0.00	$2,576.00		
ⓘ	Other	3	5330	411	000	15	$0.00	$2,500.00	$2,500.00	SUBSCRIPTION TO COMMONLIT PROGRAM FOR TUTORING FOR GRADE LEVEL READING TO	

							DETERMINE LEXIE LEVELS	

| | | | | Total: | $48,800.00 | $0.00 | $48,800.00 | |

354 - London Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	146	000	00	$0.00	$123,796.08	$123,796.08	POSITION TO PROVIDE MENTAL HEALTH SUPPORT AND INTERVENTIONS TO STUDENTS AND FAMILIES	
ⓘ	Other	3	5320	211	000	00	$0.00	$9,470.40	$9,470.40		
ⓘ	Other	3	5320	221	000	00	$0.00	$28,473.10	$28,473.10		
ⓘ	Other	3	5320	231	000	00	$0.00	$14,399.91	$14,399.91		
ⓘ	Other	3	5330	143	000	00	$18,764.51	$0.00	$18,764.51		
ⓘ	Other	3	5330	211	000	00	$1,435.49	$0.00	$1,435.49		
ⓘ	Salary	3	5830	131	000	00	$0.00	$63,525.00	$63,525.00	PROVIDE EACH ELEMENTARY SCHOOL WITH A FULL TIME COUNSELOR IN ORDER TO SUPPORT SOCIAL AND EMOTIONAL NEEDS OF STUDENTS DUE TO THE EFFECTS OF COVID	
ⓘ	Other	3	5830	211	000	00	$0.00	$4,859.67	$4,859.67		
ⓘ	Other	3	5830	221	000	00	$0.00	$14,610.75	$14,610.75		

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
🛈	Other	3	5830	231	000	00	$0.00	$10,133.27	$10,133.27		
						Total:	**$20,200.00**	**$269,268.18**	**$289,468.18**		

356 - Walnut Cove Elementary School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
🛈	Other	3	5330	143	000	00	$25,174.18	$0.00	$25,174.18		
🛈	Other	3	5330	211	000	00	$1,925.82	$0.00	$1,925.82		
						Total:	**$27,100.00**	**$0.00**	**$27,100.00**		

358 - West Stokes High School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
🛈	Salary	3	5330	121	000	00	$37,800.00	$0.00	$37,800.00		
🛈	Other	3	5330	143	000	00	$8,289.40	$3,543.24	$11,832.64	TUTORING TO SUPPORT STUDENTS IN SMALL GROUPS, ONE ON ONE, AND IN A PUSH IN SETTING DUE TO LEARNING LOSS DUE TO COVID	
🛈	Other	3	5330	162	000	00	$1,000.00	$0.00	$1,000.00		
🛈	Other	3	5330	211	000	00	$3,602.34	$271.06	$3,873.40		
🛈	Other	3	5330	221	000	00	$8,694.00	$0.00	$8,694.00		
🛈	Other	3	5330	231	000	00	$6,399.96	$0.00	$6,399.96		
🛈	Other	3	5330	411	000	00	$3,814.30	($3,814.30)	$0.00	NO AMOUNT NEEDED FOR THIS LINE ITEM	
						Total:	**$69,600.00**	**$0.00**	**$69,600.00**		

360 - Stokes Early College High School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5330	143	000	00	$14,398.51	$0.00	$14,398.51		
ⓘ	Other	3	5330	211	000	00	$1,101.49	$0.00	$1,101.49		
						Total:	$15,500.00	$0.00	$15,500.00		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5320	131	000	00	$192,221.76	($192,221.76)	$0.00	POSITION TO SERVE AS A LIASION BETWEEN SCHOOL FAMILIES AND COMMUNITY TO LOCATE AND RECEIVE SUPPORT SERVICES TO MEET NEEDS OF STUDENTS, TRACK ATTENDANCE OF NON-ENGAGED STUDENTS AND SUPPORT PARENTS IN LOCATING MENTAL HEALTH SERVICES FOR STUDENTS	
ⓘ	Other	3	5320	184	000	00	$17,299.96	($17,299.96)	$0.00	CODE CORRECTION	

									TRANSFER TO ANOTHER CODE
ℹ	Other	3	5320	211	000	00	$16,028.41	($16,028.41)	$0.00	
ℹ	Other	3	5320	221	000	00	$48,189.99	($48,189.99)	$0.00	
ℹ	Other	3	5320	231	000	00	$12,799.92	($12,799.92)	$0.00	
ℹ	Salary	3	5860	146	000	00	$0.00	$502,114.92	$502,114.92	POSITIONS TO MAINTAIN, REPAIR AND SUPPORT DIGITAL DEVICES FOR STUDENTS AND STAFF AND SUPPORT TECHNICAL NEEDS/REQUESTS FOR REMOTE/ VIRTUAL STUDENTS
ℹ	Other	3	5860	211	000	00	$0.00	$38,411.79	$38,411.79	
ℹ	Other	3	5860	221	000	00	$0.00	$115,486.41	$115,486.41	
ℹ	Other	3	5860	231	000	00	$0.00	$115,199.28	$115,199.28	
ℹ	Salary	3	6300	113	000	00	$0.00	$201,840.00	$201,840.00	POSITION TO SERVE AS A LIASION BETWEEN SCHOOL FAMILIES AND COMMUNITY TO LOCATE AND RECEIVE SUPPORT SERVICES TO MEET NEEDS OF STUDENTS, TRACK ATTENDANCE OF NON-ENGAGED STUDENTS AND

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									SUPPORT PARENTS IN LOCATING MENTAL HEALTH SERVICES FOR STUDENTS	
ℹ	Other	3	6300	184	000	00	$0.00	$9,083.00	$9,083.00	LONGEVITY FOR SOCIAL WORK SUPPORT	
ℹ	Other	3	6300	211	000	00	$0.00	$16,135.61	$16,135.61		
ℹ	Other	3	6300	221	000	00	$0.00	$48,512.29	$48,512.29		
ℹ	Other	3	6300	231	000	00	$0.00	$13,333.25	$13,333.25		
						Total:	**$286,540.04**	**$773,576.51**	**$1,060,116.55**		

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Grant Details

Stokes County Schools (850) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The district leadership team met throughout April, 2021 to discuss the needs of the district relating to the COVID. Each director was tasked with identifying needs of the district to maintain open schools in a safe manner and regain the instructional time and learning lost by the closures of schools and effects of COVID 19. The primary focus was learning loss of the students in the district. The assessment data collected through this school year identified areas of loss in all areas across all grade levels. It was determined that funding would be set aside to comply with the requirements of a 6 week summer program to provide learning opportunities for students based on assessment data. Although this program would provide opportunities for all students, the staff was concerned with the number of students that would attend this camp. The staff considered the impact of adding staff during the school year for areas of EL support and EC support in the form of tutoring and part time assistants to expand the service times for this population of students. There was an identified need for support in the form of remedial service through tutors and retired teachers supplementing the instruction of the classroom for other subgroups of the population. As part of this discussion, the district examined the current textbooks and resources used through the county. The team identified a need for an adoption of a math textbook to better align with the math standards and provide parents and students with physical text/resources that could be put in students' hands. Through this adoption, parents would have the support they need to assist their child with the content

while in periods of remote/virtual learning. The team reviewed the counseling program and the mental health components within the district. Even prior to the closure, mental health concerns have been prevalent for several years given the county is ranked 16th out of the 100 counties for suicides as of 2019. The impact of the pandemic has increased the need for mental health services in our school age population with a documented increase in self harm cases. The assistant superintendent consulted with school nurses and social workers to identify additional needs. A need was identified that would increase the number of counselors and social workers primarily at the elementary level so that there is a full-time counselor at each elementary school. The family support services specialist position would increase services to work with families regarding attendance and mental health services through community partners. The team examined needs of the facilities for improvement through our five-year facilities plan. The district is made up of aging buildings with HVAC systems and windows in need of repair or upgrades. To improve air quality of our buildings and prevent external contaminates in our facilities, the team identified windows throughout the district that needed replacement to create an improved air quality in our classrooms. The HVAC system utilizes a filtering system that is outdated. The most cost-effective means would be to install an ionization system/air purification system on our older air units to deactivate/remove harmful substances from the air. The team reviewed our custodial staff to determine if there was sufficient staff to clean the buildings effectively. Although it was determined that the staff has done an excellent job with our cleaning procedures, support was needed to assist our current custodians. There are eight schools that only have one custodian so there was no one to clean facilities if the employee had to be absent. The team determined that the best approach would be to add two maintenance positions that would serve the district. These positions would assist with the fogging of the buildings periodically through the week as well as serving as additional custodial services to supplement the current staffing duties. They may be assigned duties to maintain the HVAC system and change air filters on a regular schedule. The final major area of need was the supports within the area of technology. The Director of Technology provided a review of the current age and condition of the SmartBoards and Chromebooks within the district. There was an identified need to replace some of the outdated devices over the next couple of years so that schools are better prepared for virtual options that might be made available to families. The upgrades would improve the quality of the presentations provided by the teachers and allow for more differentiation of instruction for both the in-class student as well as the remote student. The supports available for the increased number of devices were concerning. The district currently contracts with a company for technical support and employees only one technician on staff for network support. Repairs on devices are managed by each media coordinator that are often untrained in these repairs. The team identified a need to increase the technical support team by two positions to be able to maintain and repair the increased number of technology devices and support the network for the system. After multiple meetings, the assistant superintendent presented the recommended needs to the school level administrative team to gain input on recommendations. With the principals' recommendations added to the list, the superintendent meet with school board members individually to discuss the different areas of need. The recommendations were presented publicly at the next school board meeting to allow for comments. The school board discussed the recommendations and identified additional needs at this meeting. The superintendent and leadership

adjusted the recommendations and presented at the next board meeting. After a thorough review of the list, the board made the final adjustments to the needs list and approved the budget recommendation on April 26, 2021

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The team prioritized the expenditures where funding would have the greatest impact. The summer learning opportunities is projected to be needed for the next couple of years to regain learning loss. Using the assessment data and other criteria to detect a gap in learning, it was determined that 503 students (22%) at the elementary level were significantly behind in reading. The number of at-risk students is significantly greater in mathematics; 824 students or 35% have met the criteria established for summer school. It is projected that similar numbers will exist at the middle and high school levels with approximately 30% of students failing one or more core classes. Given these numbers, the team established the teacher/student ratio of 1:15 for the summer program for an estimated need of 18 staff at the elementary level plus 1 EC teacher and 1 counselor for two sites. At the middle and high school level, the ratio would be slightly higher at 1:18 for a total of 30 teachers. Each secondary program will also have an EC teacher and counselor on site. A supplemental curriculum for math and SEL would be purchased to enhance the learning to support students. The team also felt that additional instructional support personnel would be needed throughout the school year to support students that continue to be behind. With roughly 35% of students that are currently behind, these staff would support students in smaller groups within the classroom to give individual or small group support. This would be accomplished by supplementing the current tutoring program. It was determined to use $100 per ADM to provide schools with supplemental tutoring supports. Within this line item, the two part time EL support positions would also be created. This program currently only has 2 certified EL teachers to serve 75 EL students across 16 of 19 schools. Under the current model, students were only receiving services 1 - 2 days a week for 45 minutes or less. It was determined that the 2 part time positions would be able to supplement this EL instruction so these students are supported 4-5 days per week. This will help to close the gap of instruction due to COVID loss. In reviewing the data associated with our textbooks and curriculum, it was determined the mathematics adoption was the highest need. The current materials used to teach math during the year was last adopted in 2011. Due to curriculum changes, it is estimated that the current materials align with approximately 50% of the standards per grade level. In addition, the district has not purchased any consumable math materials for the K-2 for several years. The addition of this text adoption would provide hands on materials for the estimated 7% elementary students that may remain in the virtual setting if it is an option. The current virtual percentage for each grade span: 7% elementary, 17% middle, and 35% high school. It is anticipated that these may remain constant if a virtual option is offered next school year. There are several data points to support the need for additional counselors and a social worker. The district currently employees 3 social workers for 19 schools. The addition of 1 position will increase support and services for families in need to allow

each social worker to focus on fewer schools. The status of counselors at the elementary level presents another challenge. There are currently 7 of the 11 elementary schools in the district that share counseling positions. Each of the 7 schools has a rotation of days for the counselor to be on site. It is felt that these schools will need a full-time counselor to be available to support the social and mental health needs of students. To accomplish this goal, the addition of 3.5 positions would be needed. In the areas of sanitization/maintenance of facilities, there are 8 schools that have one full time custodian. In the event of sickness or absences, these units would be left without someone to sanitize the building during school. The most cost-effective way to address this need was to hire two maintenance positions added to serve in the support role of custodial services on an as need basis while assisting to maintain the HVAC system upkeep such as changing of filters, etc. It is estimated that filter replacement would need to increase to a frequency of once every two months to help maintain air quality. These positions would support the fogging of the facilities twice per week to remove contaminants/virus. The fogging process currently requires maintenance to utilize 66 hours of manpower per week to complete. The inclusion of the air purification system would also decrease the frequency of these fogging events although they would continue to sanitize playground equipment and other frequently used areas of the building. The maintenance department identified through the facility study that 12 sites in need of window replacements to improve indoor air quality. This project would be accomplished over the life of the grants.

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.

$ 2,323,079.77 * 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;

The district will conduct the state required beginning of the year assessments for grades kindergarten through third grade to identify areas of need for individual students. For the fourth through eighth grade students, staff will be able to analyze the previous year's End of Grade assessments to help determine areas of needs for students so that the diagnostics administered at the beginning of the year will confirm the needs and provide teachers will data to establish a learning path for students. The use of state assessments provides a standardized assessment for each grade levels to establish the baseline measure for reading and math skills to determine the learning loss due to COVID closure and disruption of

school schedules during the 2020-2021 school year. Each elementary and middle school will also conduct a diagnostic benchmark assessment through the iReady system at the beginning of the year, middle of the year, and at the end of the year. The diagnostic assessment is adaptive and designed to provide teachers with real time data to identify specific areas and skills that students have not attained and outlines a pathway to improving student performance and grow the students. The assessments will pinpoint student ability levels and identify specific skills that students are weak in that need to be addressed. By addressing the differentiated needs of students, the learning process can be accelerated. The "i-Ready Assessment (system) empowers teachers with a deeper knowledge of their students' needs. Based on industry leading research into assessment design and backed by extensive validity evidence, sophisticated data is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers and students. A suite of intuitive reports provides a common language through which both teachers and administrators can work toward the shared goal of student achievement. The i-Ready Assessment will assist the teachers by providing them with resources to: - Pinpoints students' strengths and knowledge gaps at the sub-skill level - Delivers individualized learning paths in i-Ready Personalized Instruction - Saves time by automatically grouping students and offering targeted instructional recommendations. - Helps educators spot trends across student groups. - Includes a wide range of accessibility features to maximize usability for all students. The data collected from the beginning of the year diagnostics will provide teachers with more detailed data on students to determine reading and mathematics levels and make comparison/analysis of these results with the state assessments. Within this iReady system, teachers can then assign supplemental lessons that are presented on the level of the student based on the diagnostic data and needed skill set. These supplemental lessons also provide opportunities for the teacher to assign other lessons that help to facilitate differentiated lessons for students that will both challenge the student while improve content attainment. The process of administering the iReady Diagnostic assessments is repeated two additional times in the year. The system will provide reports that assist in analyzing the data to determine if students are meeting the expected growth or stretch growth to close the achievement gaps that were revealed in the first diagnostic. The district will also conduct the required End of Year assessments for comparison against the beginning of the year assessments to determine if students are showing growth and closing the gap that was revealed throughout the other assessments. Each elementary and middle school will also have the opportunity to administer the NC Check Ins throughout the school year to gage the instructional program and completion/attainment of specific goals with the standard course of study. These schools then meet with the curriculum team to analyze this data to determine if there are specific objectives in which students continue to struggle. This insight will assist the teachers in identifying areas that need additional instruction for specific students. For the high school students, the district will rely on the state level assessments to evaluate student progress in meeting or closing the achievement gaps. Preparation courses and additional student supports will be put in place to ensure student success on the End of Course assessments and CTE assessments as well as the PreACT, ACT and WorkKeys assessments.

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

At the elementary and middle school levels, the schools utilize benchmark assessments, a variety of formative assessments and progress monitoring to determine needs of students. We utilize a Multi-Tiered System (MTSS) problem solving approach to ensure we are educating the whole student. Elementary utilizes a district created Intervention Matrix with a tiered approach to provide a comprehensive education that meets the academic and social emotional needs of the student. These prescribed practices are grounded in researched evidence-based instructional practices and resources. Schools employ the expertise in their buildings to problem solve around students ensuring that appropriate goals are set to enhance learning recovery. This standard treatment protocol gives schools the resources and structure needed to guide problem solving teams as they work together to meet the comprehensive needs of all students and ensure equitable services. The high school program will focus on formative assessments and progress monitoring students to identify specific needs and provide interventions. Student data will include attendance, discipline referrals, and academic progress to identify students who receive two referrals, are scoring a D or F in any class, and any student who is likely to go over ten days absent in a semester. Interventions to address these deficits will be implemented to assist the students to continue progressing with their four year cohort. Primary components of the academic need will be met using credit recovery options to assist students in maintaining grade levels and advancing with their peers. Stokes County Schools will identify students who are at risk of not progressing and provide recovery options through summer school and recovery blocks during the school year.

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

At the beginning of each school year, the schools will host open house events to meet with small groups of parents. It is in these sessions that information is exchanged for assistance in the communication between home and school - such information as email address, phone numbers, and teacher office hours so that parents can call in or contact the teacher for assistance. The teacher will demonstrate how to set up and access the student's PowerSchool account for access to grades as well as how to set up other accounts such as iREADY, other online programs and resources, Dojo, or other means of communications. These small group sessions will be led by the classroom teacher and will provide demonstrations on use of the Google Classroom that will be established to access the instructional materials and resources. Parents will also be provided with resources that outline the standard course of study for each subject by grade level. The instructional team at each school will routinely hold curriculum nights to inform parents of the content being covered and provide them with strategies to assist them in supporting the instruction that is provided in the classroom. These nights may revolve around reading, math, science, or general content information. This information will also be made available in the form of videos posted on the school websites and within the Google Classrooms. The curriculum events may be conducted differently for middle and high school and could involve the presentation of this information in a virtual format for all families to allow them to access the video content as it fits into their schedule. In addition to these special events, the school team will send home communications in the form of Newsletters and eNewsletter via DOJO or student email accounts. Embedded in these communications will be links to content and videos

on specific activities being conducted in the classroom. These links may include activities that parents can do with their child to facilitate or extend the child's learning. The newsletter may have a demonstration video included to show parents the most effective way to use the activity with their child. For the elementary level, the school will send home learning resource packets periodically through the year that will provide hands-on manipulatives along with strategies and activities that parents can do with their child to practice and review content covered during the lessons. It is anticipated that teachers will continue using the Google Classroom regardless of the mode of instruction. These Google Classrooms will serve as additional resources for the families. The teachers will post daily videos recorded during the live class sessions so that parents can view the lesson if needed with their child or to assist their child with the assignment of the day. The videos would allow students that are absent due to sickness to also participate in the class activities without being behind when they return to school. The teacher will have established office hours so that parents or students can reach out to them if they have questions. In addition to the teacher's office hours, the media coordinator and technology staff will have flexible hours to assist with troubleshooting computer and technology issues experienced by the families while at home.

* (D) Tracking student attendance and improving student engagement in distance education;

The district believes that regular school attendance is of crucial importance to the educational achievement of each student and the primary responsibility for regular school attendance resides with the parents and the individual student while creating and maintaining an atmosphere conducive to student learning is the responsibility of the school staff. It is also the responsibility of all school personnel to promote and encourage regular school attendance. This responsibility is inclusive of students that may have chosen to participate in online or virtual options for instruction. Students need to attend school on a regular basis to have continuity of instruction, communication of knowledge through well-planned and well-taught lessons, participation in class discussions, and social interaction with fellow students are vital elements of a student's education. In accordance with state law regarding attendance the Board of Education expects all students to be present at school each day and to be on time for classes to benefit maximally from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. For students that are participating in a virtual/remote option for instruction, the schools will continue to maintain attendance for the students pursuant to the state law governing such attendance. It is expected that students attending the school through an online option that they attend instruction at the assigned time of the class (synchronous learning) unless prior arrangements have been made with the teacher. Students that are not present during the synchronous learning session will be counted as absent. The teacher will also maintain records of tardies for students that do not arrive at the assigned time for class but arrive late. While home study/review of the recorded videos and make-up work aid in continuing a student's instruction, this process cannot replace the direct instruction provided through content presentations given by the teachers. Attendance will be taken each day. For middle and high school courses, the attendance will also be taken for each instructional period. To be counted present, a student must attend school or the virtual session(s) and be present at least one half of the instructional day to be recorded present for the entire day or class. The only excused absence would be for an authorized school activity approved by the principal in advance of the class session. In high schools, attendance is recorded in each class period.

Students must be in attendance for at least 80% of scheduled class time to be counted present for that class period. Pursuant to established regulations, absences are excused if caused by one of the following reasons: (a) personal illness or injury that makes the student physically unable to attend school; (b) isolation ordered by the State Board of Health; (c) death in the immediate family; (d) medical or dental appointment; (e) participation under subpoena as a witness in a court proceeding; (f) observance of an event required or suggested by the religion of the student or the student's parent(s) with prior approval by the principal; (g) participation in a valid educational opportunity such as travel or service as a legislative or Governor's page, with prior approval by the principal; or (h) absence due to pregnancy and related conditions or parenting, when medically necessary. Each student will be responsible for notifying the teacher prior to missing class to participate in a school-sponsored or other approved event regardless of their mode of instruction. The student will be responsible for obtaining assignments and completing make-up work in accordance with a plan developed with the teacher. If the student fails to notify the teacher prior to missing class, then the missed class will be treated in the same manner as an unexcused absence. The board recognizes that online instruction is a valuable tool for affording students extended educational options. These courses may be provided by NCVPS or a community college. The board will provide opportunities for students to participate in online instruction to the extent that it is academically and financially prudent. Counselors shall advise students on NCVPS courses and other online courses available for credit. Enrollment in an online for credit course will count toward satisfying board requirements related to minimum instructional days, seat time policies, student attendance, and other obligations. Since these courses are primarily at the high school level, the principal shall designate a counselor at the school to serve as the e-learning advisor, who will coordinate the enrollment of students in online courses, monitoring students' progress, and supervise any required testing. Attendance in these courses will be maintained by the instructor according to the rules governing those courses. The e-learning advisor will monitor the courses and will work with the instructor if attendance issues are identified. For the online learner and virtual students that are participating in regular courses provided by the district, attendance will be monitored according to this guidance. To ensure and improve engagement, the teacher for the courses will stay in regular communication with the parents or guardians of the students. The teacher will contact the parent when students are absent to ensure that they can access the presentations and are not experience technology issues. If the teacher is unable to resolve attendance issues, the administration will work with the counselor and social workers to reach out to families to determine causes of the absences. The social workers may make home visits and work with other agencies within the district if attendance and engagement does not improve. Through this process, it is the district's goal to fully engage families and students in the learning process and support them in the education of our students.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The district utilizes benchmark assessments to assess student learning three times a year. Schools data to inform instruction, refine core instruction, create intervention groups, intensify interventions, determine further diagnostic testing, design group and personal learning paths. All interventions are implemented to fidelity and are progress monitored for

effectiveness. Schools track progress to determine effectiveness and guide next steps for students. The district provides professional development to teachers in core curriculum, evidence-based interventions, best practices, and Multi-Tiered System of Support. Schools collaborate within Professional Learning Communities to implement these strategies effectively. Schools incorporate school counselors, teachers, special programs teachers, English Learners teachers, and social workers to provide wrap around support services.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	*The district will retrofit older HVAC systems with an air purification system/ionization system to remove, deactivate and isolate contaminants that are in the air and prevent them from entering the air space of the classroom.	Projected to begin late fall 2021 with full implementation by Spring 2022	*Rate of COVID cases - increases or decrease *Absentee rates for each school due to air borne contaminants. *Air quality checks for each facility periodically through the school year.	$ 0.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No		Begin late fall '21, will contract with a company to replace windows - 3 yr. implementation plan		$ 0.00

| | | These funds set aside in this category will be used to improve air quality for some of the older buildings in the district. Windows for twelve of the nineteen schools have been identify on the facility needs assessments as priority for improvements in order to address air quality and eliminate the exchange of external air that might contain pollen and other air borne contaminants that might lead to students being more susceptible to respiratory conditions caused by air borne viruses. | | This impact will be measured through air quality measures within our buildings as well as through indirect measures of student absentee rates and other relevant health data. The timeline will be monitored to ensure completion within the time frame of the grant and successful completing the project and complete window replacements at all identified sites. | |

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				$ [ ]
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ● Yes ○ No		August 2022 - June 2024	*Review EL ACCESS data pre and post results of program. *Review formative, BOY, and EOY assessment data to determine if improvements are evident. *# of referrals/reports of service to homeless, EL, SWD, etc. and services provided by social workers - service logs, phone logs, etc.	$ 0.00

		*The district will hire two part time employees at 25 - 29 hours per week to supplement EL services and support throughout the district. These employees will serve as tutors for content attainment as well as increased EL service times. They will be supervised by two EL certified teachers to ensure the intended result improves language attainment.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	*The district will hire two maintenance staff to assist with custodial duties throughout the district as school level custodial staff may be absent	July 2021 - June 2024		$ 303,577.46

		may be absent. In addition, these positions will help to maintain the facilities such as the HVAC system, filter changes, etc. They will also assist with the fogging of high traffic areas within the buildings to decontaminate. *These positions will provide a more efficient system of response time to schools when a need arises without affecting other service areas. *With the addition of the positions, the filters, etc. on the HVAC systems will be cleaned and replaced on a more frequent schedule which in turn will improve the efficiency of the		*Frequency of service in school custodial supports - documented on time sheets/time and effort sheets *Evaluate Logs of fogging schedules *Evaluate logs of maintenance records for filter changes, HVAC repairs, etc.	

		HVAC systems.			
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◯ Yes ⦿ No				$
	* ◯ Yes ⦿ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ◉ Yes ○ No	*This line item will provide for upgrades and repair on existing infrastructure and digital devices such as Chromebooks to improve the interaction within classrooms as well as enhance the content distribution and interaction between the	The upgrades will begin August '21 - ongoing throughout the grant. Tech Asst - hired August 2021		$ 1,590,862.68

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		between the classroom teacher and the virtual students. With the addition of newer Chromebooks, students will be able to access content presentations through the devices that will be sent home with students. * There will also be technology assistants hired to support the technology program and infrastructure as well as assist with making repairs and provide support to families of virtual learners.		*The impact will be measured through purchasing agreements reflecting upgrades/number of devices purchased. *Improvements in presentation/student interactions may be measured through student surveys and parent input. *Employee records will reflect on the number of tech assistants hired. *Service/Repair logs will provide data to show how the employee's time is spent with technology repairs and other service calls.	
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	*The district will employ 3.5 additional guidance counselor positions for the elementary schools to	School Year 21-22, 22-23, and 23-24		$ 474,043.25

		schools to support the social and emotional needs of students. These employees will work closely with the social workers to support families in attendance, engagement in the educational setting, mental health, and other services that might be available to them through partnering organizations. They will provide guidance and monitoring of classroom participation and attendance to ensure students are receiving the needed supports to be successful in the classroom. *The district will maintain the position of		*Impact of positions will be measured through an evaluation of employment records and service logs kept for services provided to families. *Additional impact will be evaluated through classroom guidance and individual counseling session logs *Evaluate the efforts of employees in meeting the needs of the families served. *Post event surveys conducted by staff to see supports were effective in meeting the needs. *Review of the number of mental health referrals compared to previous years	

		position of Director of Academic and Emotional Support to coordinate services relating to the social emotional needs of the students to provide a more consistent uniform approach to mental and social/emotional health. This position will service as a point of contact for community providers to support the needs of families. In addition, there will be a family support services specialist position added to increase and serve the needs of families. This position will work in conjunction with the social			

		workers to identify needs of our families.			
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	*Funding will be used to facilitate learning opportunities through a summer learning program offered for students meeting a specific criteria similar to the initial year under ESSER II. High needs students will be given priority in an effort to close the gap between subgroups. *The majority of the funds for this program will be included in the learning loss outlined in part C of the application. There will also be a program offered to support the EC student	Summer 2021 - 2024	Pre and Post performance measures such as BOY and EOY year assessments as well as other formative assessments conducted throughout the year will be evaluated to determine if the services were effective in reaching the students. The results will be compared against assessments conducted during the summer program through iReady to determine if students were able to close the gap and increase the learning growth measured through iReady assessments.	$ 984,965.35

		population. This may included specialized times to work on IEP goals as well as an adaptive curriculum program to meet the developmental needs of the EC adaptive population. During the program, iReady assessment system will be used to assess students performance as compared to their achievement levels and class performance through the school year to evaluate the impact of the summer program. *A portion of these funds are included under Part C of the			

		application.			
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	*In order to provide students with additional supports throughout the school year, this line item will be allocated to schools in the form of an amount per ADM to use for purposes of tutoring and remedial supports to help close the learning loss during the school day. Schools will be allowed to use this fund in the form of resources as well as staffing cost for tutors, teacher assistants, or additional teaching positions. At present, the funds are designated as	Allocated based on ADM at the beginning of each school year - starting August 2021	*Pre and Post performance measures will be used to judge the effectiveness of the school year tutoring/remedial support program. *Analysis of the iReady data will help identify students need these services and will also be used to measure its effectiveness to determine if students are meeting their "stretch growth" identified in the iReady diagnostic assessments.	$ 523,399.49

	tutoring services during the school day in an effort to reach students that generally are unable to attend tutoring before or after school hours.			
		Total ESSER III Allotment	$	3,876,848.23

Part E: Assurances

*Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.

☑ **LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)**

An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Stokes County Schools (850) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Surry County Schools (860) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
860	181	0	No	No	2.60 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$5,138,225.00	$5,138,225.00
Carryover Amount:	$10,393,706.00	$10,393,706.00
Allotment Plus Carryover:	$15,531,931.00	$15,531,931.00
Total Budgeted:		$15,531,931.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 01:03 PM	Duncan, Jessica

⊟ **Budget History**

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 1:03 PM	Approved (Pending)		Duncan, Jessica			
11/9/2021 1:03 PM			Duncan, Jessica	3-5110-121-000-000-00	0	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
11/3/2021 12:34 PM	Under Review		Duncan, Jessica			
11/2/2021 8:51 AM	Received		Admin, NCCCIP			
10/28/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Duncan, Jessica
		☑		3-5110-121-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
10/28/2021 9:53 AM	Denied (Pending)		Duncan, Jessica			
10/28/2021 9:53 AM			Duncan, Jessica	3-5110-121-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
8/3/2021 8:15 AM	Received		Admin, NCCCIP			

11/10/2021 9:58:14 AM

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$550,000.00	$0.00	$550,000.00		The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the

										responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
ⓘ	Other	3	5110	121	000	20	$550,000.00	$0.00	$550,000.00	
ⓘ	Other	3	5110	121	000	23	$660,000.00	$0.00	$660,000.00	
ⓘ	Salary	3	5110	142	000	00	$900,000.00	$0.00	$900,000.00	
ⓘ	Other	3	5110	142	000	20	$900,000.00	$0.00	$900,000.00	
ⓘ	Other	3	5110	162	000	00	$88,000.00	$0.00	$88,000.00	
ⓘ	Other	3	5110	180	000	00	$999,213.00	$0.00	$999,213.00	
ⓘ	Other	3	5110	181	000	00	$136,400.00	$0.00	$136,400.00	
ⓘ	Other	3	5110	184	000	00	$80,000.00	$0.00	$80,000.00	
ⓘ	Other	3	5110	211	000	00	$210,651.39	$0.00	$210,651.39	

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ⓘ	Other	3	5110	211	000	20	$110,925.00	$0.00	$110,925.00
ⓘ	Other	3	5110	211	000	23	$50,490.00	$0.00	$50,490.00
ⓘ	Other	3	5110	221	000	00	$371,107.28	$0.00	$371,107.28
ⓘ	Other	3	5110	221	000	20	$322,915.00	$0.00	$322,915.00
ⓘ	Other	3	5110	221	000	23	$146,982.00	$0.00	$146,982.00
ⓘ	Other	3	5110	231	000	00	$289,474.81	$0.00	$289,474.81
ⓘ	Other	3	5110	231	000	20	$288,887.64	$0.00	$288,887.64
ⓘ	Other	3	5110	231	000	23	$77,506.44	$0.00	$77,506.44
ⓘ	Other	3	5110	312	000	00	$25,395.92	$0.00	$25,395.92
ⓘ	Other	3	5110	411	000	00	$81,482.00	$0.00	$81,482.00
ⓘ	Other	3	5110	411	000	20	$30,000.00	$0.00	$30,000.00
ⓘ	Other	3	5110	411	000	23	$350,000.00	$0.00	$350,000.00
ⓘ	Other	3	5110	418	000	00	$6,800.00	$0.00	$6,800.00
ⓘ	Other	3	5110	418	000	20	$142,000.00	$0.00	$142,000.00
ⓘ	Equipment	3	5110	462	000	00	$340,000.00	$0.00	$340,000.00
ⓘ	Other	3	5110	462	000	23	$318,000.00	$0.00	$318,000.00
ⓘ	Other	3	5210	411	000	00	$68,000.00	$0.00	$68,000.00
ⓘ	Salary	3	5270	121	000	00	$58,500.00	$0.00	$58,500.00
ⓘ	Other	3	5270	121	000	20	$19,500.00	$0.00	$19,500.00
ⓘ	Other	3	5270	121	000	23	$19,500.00	$0.00	$19,500.00
ⓘ	Other	3	5270	211	000	00	$4,475.25	$0.00	$4,475.25
ⓘ	Other	3	5270	211	000	20	$1,491.75	$0.00	$1,491.75
ⓘ	Other	3	5270	211	000	23	$1,491.75	$0.00	$1,491.75
ⓘ	Other	3	5270	221	000	00	$13,027.95	$0.00	$13,027.95
ⓘ	Other	3	5270	221	000	20	$4,342.65	$0.00	$4,342.65
ⓘ	Other	3	5270	221	000	23	$4,342.65	$0.00	$4,342.65

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ⓘ	Other	3	5270	231	000	00	$10,569.06	$0.00	$10,569.06
ⓘ	Other	3	5270	231	000	20	$3,523.02	$0.00	$3,523.02
ⓘ	Other	3	5270	231	000	23	$3,523.02	$0.00	$3,523.02
ⓘ	Salary	3	5330	121	000	00	$69,999.96	$0.00	$69,999.96
ⓘ	Other	3	5330	181	000	00	$138,000.00	$0.00	$138,000.00
ⓘ	Other	3	5330	184	000	00	$80,000.00	$0.00	$80,000.00
ⓘ	Other	3	5330	211	000	00	$22,032.00	$0.00	$22,032.00
ⓘ	Other	3	5330	221	000	00	$64,137.56	$0.00	$64,137.56
ⓘ	Other	3	5330	231	000	00	$7,046.04	$0.00	$7,046.04
ⓘ	Other	3	5330	411	000	00	$67,214.10	$0.00	$67,214.10
ⓘ	Other	3	5330	411	000	20	$18,123.60	$0.00	$18,123.60
ⓘ	Equipment	3	5330	462	000	00	$100,176.00	$0.00	$100,176.00
ⓘ	Salary	3	5420	116	000	00	$321,540.48	$0.00	$321,540.48
ⓘ	Other	3	5420	116	000	20	$267,950.40	$0.00	$267,950.40
ⓘ	Other	3	5420	211	000	00	$24,597.84	$0.00	$24,597.84
ⓘ	Other	3	5420	211	000	20	$20,498.20	$0.00	$20,498.20
ⓘ	Other	3	5420	221	000	00	$71,607.08	$0.00	$71,607.08
ⓘ	Other	3	5420	221	000	20	$59,672.56	$0.00	$59,672.56
ⓘ	Other	3	5420	231	000	00	$28,184.16	$0.00	$28,184.16
ⓘ	Other	3	5420	231	000	20	$28,184.16	$0.00	$28,184.16
ⓘ	Other	3	5810	418	000	00	$40,000.00	$0.00	$40,000.00
ⓘ	Other	3	5810	418	000	20	$40,000.00	$0.00	$40,000.00
ⓘ	Salary	3	5830	131	000	00	$152,000.00	$0.00	$152,000.00
ⓘ	Other	3	5830	211	000	00	$11,628.00	$0.00	$11,628.00
ⓘ	Other	3	5830	221	000	00	$33,850.40	$0.00	$33,850.40
ⓘ	Other	3	5830	231	000	00	$14,092.08	$0.00	$14,092.08

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ⓘ	Salary	3	5840	131	000	00	$140,000.00	$0.00	$140,000.00	
ⓘ	Other	3	5840	211	000	00	$10,710.00	$0.00	$10,710.00	
ⓘ	Other	3	5840	221	000	00	$31,178.00	$0.00	$31,178.00	
ⓘ	Other	3	5840	231	000	00	$11,743.40	$0.00	$11,743.40	
ⓘ	Other	3	5840	411	000	00	$60,000.00	$0.00	$60,000.00	
ⓘ	Other	3	5850	311	000	00	$24,000.00	$0.00	$24,000.00	
ⓘ	Salary	3	5860	131	000	00	$160,000.08	$0.00	$160,000.08	
ⓘ	Salary	3	5860	135	000	00	$160,000.08	$0.00	$160,000.08	
ⓘ	Other	3	5860	211	000	00	$24,480.00	$0.00	$24,480.00	
ⓘ	Other	3	5860	221	000	00	$71,264.04	$0.00	$71,264.04	
ⓘ	Other	3	5860	231	000	00	$28,184.16	$0.00	$28,184.16	
ⓘ	Other	3	5860	418	000	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Other	3	5870	312	000	00	$65,000.00	$0.00	$65,000.00	
ⓘ	Salary	3	6300	135	000	00	$146,400.00	$0.00	$146,400.00	
ⓘ	Other	3	6300	135	000	23	$175,680.00	$0.00	$175,680.00	
ⓘ	Other	3	6300	211	000	00	$11,199.60	$0.00	$11,199.60	
ⓘ	Other	3	6300	211	000	23	$13,439.52	$0.00	$13,439.52	
ⓘ	Other	3	6300	221	000	00	$32,603.28	$0.00	$32,603.28	
ⓘ	Other	3	6300	221	000	23	$39,123.94	$0.00	$39,123.94	
ⓘ	Other	3	6300	231	000	00	$14,092.08	$0.00	$14,092.08	
ⓘ	Other	3	6300	231	000	23	$14,092.08	$0.00	$14,092.08	
ⓘ	Salary	3	6540	173	000	00	$60,000.00	$0.00	$60,000.00	
ⓘ	Other	3	6540	211	000	00	$4,590.00	$0.00	$4,590.00	
ⓘ	Other	3	6540	221	000	00	$13,362.00	$0.00	$13,362.00	
ⓘ	Other	3	6540	231	000	00	$14,092.08	$0.00	$14,092.08	
ⓘ	Other	3	6540	411	000	00	$34,194.85	$0.00	$34,194.85	

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ⓘ	Other	3	6540	411	000	20	$21,906.32	$0.00	$21,906.32
ⓘ	Other	3	6570	523	000	00	$2,567,976.39	$0.00	$2,567,976.39
ⓘ	Other	3	6580	411	000	00	$60,000.00	$0.00	$60,000.00
ⓘ	Salary	3	6610	153	000	00	$90,300.00	$0.00	$90,300.00
ⓘ	Other	3	6610	153	000	23	$54,000.00	$0.00	$54,000.00
ⓘ	Other	3	6610	211	000	00	$6,907.96	$0.00	$6,907.96
ⓘ	Other	3	6610	211	000	23	$4,131.00	$0.00	$4,131.00
ⓘ	Other	3	6610	221	000	00	$20,109.82	$0.00	$20,109.82
ⓘ	Other	3	6610	221	000	23	$12,025.80	$0.00	$12,025.80
ⓘ	Other	3	6610	231	000	00	$9,864.46	$0.00	$9,864.46
ⓘ	Other	3	6610	231	000	23	$7,046.04	$0.00	$7,046.04
ⓘ	Salary	3	6620	151	000	00	$110,000.16	$0.00	$110,000.16
ⓘ	Other	3	6620	211	000	00	$8,415.02	$0.00	$8,415.02
ⓘ	Other	3	6620	221	000	00	$24,497.04	$0.00	$24,497.04
ⓘ	Other	3	6620	231	000	00	$14,092.08	$0.00	$14,092.08
ⓘ	Salary	3	7200	176	000	00	$120,000.00	$0.00	$120,000.00
ⓘ	Other	3	7200	211	000	00	$9,180.00	$0.00	$9,180.00
ⓘ	Other	3	7200	221	000	00	$26,724.00	$0.00	$26,724.00
ⓘ	Other	3	7200	231	000	00	$14,092.08	$0.00	$14,092.08
ⓘ	Other	3	7200	311	000	00	$50,000.00	$0.00	$50,000.00
ⓘ	Equipment	3	7200	461	000	00	$175,000.00	$0.00	$175,000.00
ⓘ	Other	3	8100	392	000	00	$320,089.50	$0.00	$320,089.50
ⓘ	Other	3	8200	399	000	00	$235,009.46	$0.00	$235,009.46
						Total:	**$15,339,848.52**	**$0.00**	**$15,339,848.52**

324 - Franklin Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	131	000	00	$137,000.00	$0.00	$137,000.00		
ⓘ	Other	3	5330	211	000	00	$10,480.50	$0.00	$10,480.50		
ⓘ	Other	3	5330	221	000	00	$30,509.90	$0.00	$30,509.90		
ⓘ	Other	3	5330	231	000	00	$14,092.08	$0.00	$14,092.08		
						Total:	**$192,082.48**	**$0.00**	**$192,082.48**		

Grant Details

Surry County Schools (860) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Processes Used to complete district Needs Assessment Surry County Schools strategic plan Designing Dreams & Growing Leaders focus on 3 goals: Academics, Leadership, & LIfe. Each qualitative data point was organized around each pillar of the strategic plan. Additionally, the funds were prioritized & scheduled to address gaps in educational opportunity & outcomes beyond the liquidation of ESSER funds. Senior Cabinet & Directors' retreat evaluated the district's strategic plan goals in order to align w/ current needs and resources using a color-coded Gallery Walk Protocol. Innovative Task force leaders hosted multiple, small-group meetings to include a variety of stakeholders including employees, parents, teachers, & students to gather input on the impact of COVID-19, & the preparation & mitigation of future infectious disease clusters. Small group principal, assistant principal & K-12 Professional Learning Community (PLC) meetings were completed to seek input. Principals completed an ESSER survey of school-based needs in alignment with ESSER funding & their NCStar School Improvement Plans. District implemented ED COVID-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs, Vol.2. 2021, crosswalking Creating Safe & Healthy Learning Environments (LIFE); Addressing Lost Instructional Time (ACHIEVEMENT), & Supporting Educator and Staff Stability & Well-Being (LEADERSHIP) Assess and Address Learning Gaps Review of NCSTAR School Improvement academic achievement goals. District completed high-quality, local benchmarks & universal, diagnostic screeners to evaluate the

current academic status of our students in order to set attainable goals. Principals met w/ PLC to collaborate & analyze data. Through the data analysis of the assessments priority standards were identified to be used during summer learning sessions & in the next school years. In order to focus on addressing learning gaps to increase student achievement, the district is planning a 150 hour Summer Blast: Launch into Learning for K-12 students. The focus is targeted, but not limited to support for at-risk learners in reading, math, science, STEM, enrichment, social-emotional learning (SEL), and physical activity. The high schools will focus on student completion of high school credit recovery and EOC courses. Students in all subgroups & those which have intersectionality (or overlapping), including EL, MEP, Homeless, Foster, Delinquent, & EC students will receive specialized services. Student agency (student choice & voice) will be considered as supports are put into place to differentiate for closing learning gaps. Additional teaching assistants hired & trained in intervention support in order to close learning gaps & accelerate learning. Each school employing additional tutors will be required to submit a tutoring plan. High schools will remain open from 3:00-7:00 to offer Twilight School for students to complete current course assignments, receive additional tutoring, and complete credit recovery. Expansion & improvement of technology hardware & software. Additional SVA Course development Increased parent & family engagement Professional Development The needs assessment provided qualitative data on the needs of Surry County Schools. Central office teams completed a coding process of all data points from the CNA. Coded trends and patterns emerged from categorizing phrases, words, thoughts, & ideas to understand the information. In small workgroups, they identified emerging themes along with w/ supporting statements & were correlated to the E-II allowable uses. The major identified themes for meeting the academic needs of students were time & people as well as schools needing resources to effectively implement the curriculum in classrooms. All staff & students need support w/ technology hardware & software. Additional resources are needed for continued training to minimize virus transmission in order to improve our preparation & response.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Goal 1 Address Learning Loss: Accelerate learning-add classroom teachers, a Reading Specialist, EL specialists,Curriculum Coaches, reduce class-size for closing achievement gaps & accelerate learning measured by state assessments- 3% for Tier 1 & focusing on Tier 2 & 3 students identified in MTSS & overlapping subgrps. Add trained T/As for high dosage tutoring (min.3 X per week-min.:30 per session) for students-grps. of <5, focus on Priority Standards. Add Graduation Coaches-increase # of students going from HS to college-provide college advising,support dual enrollment, career pathways,work-based learning,bridge programs,complete FAFSA & PFE sessions. Expand Surry Virtual Academy, EPIC teacher PD, & Canvas (LMS) course creation & relevant, flexible PD, leverage existing digital learning options to support all staff. Buy print & digital books for school media centers & establish a digital library for Surry Online Magnet School. Ed Tech: update teacher, staff, & student laptops for equitable access & effective use of techn; support blended & online learning. DHCP print servers at each school to improve workflow. Addressing the Unique Needs of Special

Populations: Intersectionality of subgrps. & effect on students' unique needs to close gaps. Use E-II & E-III to employ 3 EL specialists to lower student/EL Specialist ratio & to increase the % of EL students being on progress in ELD, measured by ACCESS; EC supplies & materials for a new Adapted Curriculum class & 2 new PreK classes-early childhood education. Long-term Closure Activities: Add Network Engineer & Instructional Technology Specialists supporting Canvas, Google Suite, Follet Destiny, and Microsoft Enterprise; provide equitable access & effective use of blended & online learning resources & support for teachers, parents, & students bridging the digital divide. Summer Learning: E-II & III salaries for free, inclusive Summer Blast- accelerate learning & build on what students already know to access new learning. Activities include ELA, STEM activities, physical fitness, & arts programming. Reduce barriers by providing home-to-school bus transportation, free school nutrition meal services, & supplies provided to support student academic & SEL learning. E-III funds establish class SEL libraries to engage students in meaningful, culturally, & linguistically relevant learning, rooted in high academic expectations. E-III supports partnering w/ families & the creation of SCS academic video library for student & family support. Other ESSA Eligible Activities: Science Institute (STEM) coordinator, K-5 Picture Perfect STEM and literacy integrated resources & supplies, 6-8 Science online GIZMOS, K-12 contracted services for math & literacy to accelerate student learning & build teacher instructional capacity. Salary for ESSER Finan. Admin. Goal 2 Providing Principals w/ resources: Salary of a Human Resources Specialist to ensure the development, launch,implementation, & training of all district onboarding protocols and safety training to mitigate the spread of infectious diseases. 4 salaries of HS APs-help track attendance, accelerate learning, ensure students graduate, lead PLCs & support use of school safety protocols to lessen spread of infectious diseases. Add 1 month of employment for APs to accelerate learning via summer programming for students & teacher training. Provide PD for school admins through contracted services to provide time, resources to learn new strategies & stabilize our current workforce & retain qualified & effective educators. Establish Teacher Leadership Academy for retention of qualified & effective educators, extend & address educator staff stability & well-being needs due to COVID-19. Goal 3 Facility Repairs/Improvements to air quality to minimize the virus transmission; complete air quality audit & installation of bottle fill stations to provide safe drinking water. Upgrade school facilities for healthy learning environments. Using the ED COVID-19 Handbook & food safety protocols the district will purchase flexible cafeteria seating to accommodate sanitation & distancing for 2 campuses (E-II) funds w/ E-III funding the other campuses. Install Wireless Modules for bus cameras to monitor & track potential infectious disease clusters.. Training to minimize virus transmission Virtual training for all staff to minimize spread of infectious diseases. Purchase cleaning supplies for healthy environments. Coordination of preparedness & response: Salaries for Lead Custodian & Lead Nurse to work w/ School Nutrition (SN) Managers & other staff members to ensure all families in need are identified & provided w/ resources to access meals, health & safety needs Improving Preparedness & Response Contracted services for digital enrollment for families. Contracted services to create bilingual safety bulletins & safety videos for parents & stakeholders regarding safety measures in the district & increased communication. Contracted services for SN training to implement COVID-19 related safety protocols for food distribution & help minimize the spread of infectious diseases. Salary for SN Technician to enhance safety & exposure risk to ensure staff is trained & program is continuously monitored & in compliance w/ HACCP procedures & COVID-19 USDA Waivers. Mental Health Services: E-II & III funds salary for Mental

Health Counselor to support Tier 2 & 3 mental health supports, decrease school suspensions & expulsions, increase SEL framework implementation for all schools. Provide Youth Mental Health Training for all certified staff & classified T/As; increase staff awareness on signs & symptoms-student mental health. Trainers for Community Resiliency to increase SEL implementation for staff & students. Training sessions for SEL framework to explicitly teach SEL skills, actively engage students in meaningful, culturally, & linguistically relevant learning experiences.

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.

$ 3,106,386.20 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Intersectionality of subgroups. & the effect on students' unique needs to close gaps through diagnostic & formative assessments & differentiated instruction. Lower student/EL Specialist ratio to increase the % of EL students being on progress in ELD, measured by WIDA ACCESS through more differentiated instructional time with students and their unique, overlapping needs Use of formative assessments to guide differentiated learning for all special populations while using formative & summative assessments to evaluate progress in accelerated learning. Use universal screeners to establish baselines & progress monitor through MTSS protocols for high-quality assessments & to assist educators in meeting needs.

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

Focus on assets-based accelerated learning so that students may learn at grade level & identify Priority Standards Collaborative learning that is differentiated while building academic vocabulary, etc. HIgh -functioning PLCs & PD for teachers: 3 Key Questions to guide PLCs: (1) Where is each student in their mastery of critical skills?; (2) what evidence-based interventions are most effective for the individual student? (3) When will accelerated learning take place? Evidence-informed Tutoring: trained tutors, tutor during the school day when possible; make is "high-dosage"

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

Family Partnership: Online library resources; use of Canvas & other digital tools that parents have been acquainted with during orientations. Provide enrichment activities for SEL & academic support Frequent, layered Parent & Family Engagement sessions based on parent needs--survey results Closing the digital divide so that parents & families will have equitable access to distance learning: tech purchases; Canvas Multiple avenues for bilingual communication: digital, non-digital; School Messages; Screencasts

* (D) Tracking student attendance and improving student engagement in distance education;

School officials will work quickly to locate & re-engage students who are chronically absent or disengaged in a non-punitive manner: Additional APs; Graduation Coaches; Added month of salary for APs at each high school. AP's will support accelerated summer learning due to the COVID loss as well as implementing COVID safety protocols. Safe, welcoming & inclusive learning environments: face-to-face & distance through SEL, Mental Health supports; Teacher PD; Mental Health Counselor; safety protocols that are in place; Addressing bias; Lead custodian & lead nurse to support safe environments; Air Quality improvements. Update teacher, staff, & student laptops for equitable access & effective use of technology; support blended & online learning. DHCP print servers at each school to improve workflow. PD for distance learning-Students & Staff; Tech-enabled learning experiences based on: Inquiry, Collaboration, & Content Creation

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Use of data about students' opportunity to learn (OTL) indicators: Qualified teachers, clean & safe facilities, up-to-date books; quality learning materials; high-quality coursework, absences, discipline rates, data from staff, student, parent surveys & ratio of teachers, T/as, nurses, counselors, social workers, integrated support services, & positive school climate DIfferentiated student progress-MTSS protocol; use Early Warning System to identify disengaged students early Locally collected data on subgroups; disaggregated data from SCS DataMart for all students Parent Portal for Canvas & Parent PD on the new LMS. Use of NCStar and the continuous school improvement process to tailor funds, activities, & need to support accelerated academic progress from the school-to-class-teacher-individual student cycle.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	Facilities Planning, Acq & Con - (HVAC Contract)-Inspection and testing, maintenance, repair, replacement and upgrade to improve the indoor air quality in school facilities including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning fans, control systems and window and door replacement. Air Quality/HVAC to reduce the transmission of Covid.	07/23-06/24	100% of HVAC units will be audited for safe air quality and those requiring upgrades will be upgraded.	$ 5,000,000.00

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	Strategic Plan Goal 3 Life: Lead maintenance foreman: To train for COVID. Lead School Nurse: Training, Health Dept Coordination; Point of Contact (POC) for other school nurses.	07/23-06/24	100% of custodial staff trained & monitored for following proper sanitation methods. 100% of school nurses & admin trained in proper preparedness & response to health & safety-infectious diseases.	$ 281,855.48
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No		07/23-06/24		$ 4,835,511.60

| | | Strategic Plan Goal 1 Achievement: Accelerating student achievement due to the Covid-19 learning loss Employment of 14.5 additional teachers. 7 Virtual Teachers 4 Graduation Coaches 6 Curriculum Coaches 15 additional trained TA's as Interventionists 3 EL Specialists-braided w/ PRC 108 or other federal funds. Supplies and Resources for EC students. iSpire for SWD Unique Learning Systems for Extended Content Standards Support. Hill Rap for SWD Digital Enrollment through PowerSchool School Nutrition Tech: PD, Compliance, Safety & Sanitation-Food, Infectious diseases, Student Health; Reporting. | | To increase the % of EL students being on progress in English Language Development as measured by WIDA ACCESS testing (increase by 5%--ESSA progress is measured by 3.47%). To increase student-teacher engagement & IEP goal attainment for students who participate in the Extended Content Standards (SWD). | |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ○ No	Strategic Plan Goal 1 Achievement: Digital Enrollment through PowerSchool to lessen exposure to COVID. School Nutrition Tech-PD, Compliance, Safety & Sanitation-Food, Infectious diseases due to the transmission/prevention of Covid. Student Health; Reporting.	07/23-06/24	Increase parent/family communication as measured on Commitment to Excellence Surveys 100% of SN staff trained in Serve Safe, compliance, reporting, and USDA accountability.	$ 474,105.08
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ○ No	Strategic Plan Goal 3 Life: Virtual training in Public School Works for all stay in ways to help minimize the spread of infectious diseases/COVID	07/23-06/24	100% participation: Required for all employees w/ a completion log from the vendor of staff participation.	$ 24,000.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	Strategic Plan Goal 3 Life: Purchase of supplies to sanitize and clean due to COVID Paper products Nitrile gloves Hand sanitizer Disinfectants	07/23-06/24	100% of supplies & materials will be used to prevent the spread of infectious diseases/COVID.	$ 60,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ○ No	Network Engineer Instructional Technology Specialists Canvas LMS Google Suites Follet Destiny Microsoft Educational Enterprise Agreement	07/23-06/24	100%: Planning and preparation in response to Covid for online learning infrastructure (personnel & technology) will be implemented and executed in Y1 & continued in Y2,3,4.	$ 521,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	Hardware Ed Tech: To support online instruction due to COVID update tech devices.	07/23-06/24	100%: Planning and preparation for online learning infrastructure (personnel & technology) will be implemented and executed in Y1 & continued in Y2,3,4.	$ 658,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Mental Health Counselor- to support SEL for students who have anxiety and other mental health concerns due to COVID Training: Youth Mental Health Training for all certified teachers, Teaching Assistants, Administrations. Community Resiliency Model Trainers for the district (Train-the-Trainer model).	07/23-06/24		$ 209,233.68

				Mental Health Counselor Training: Youth Mental Health Training for all certified teachers, Teaching Assistants, Administrations. Community Resiliency Model Trainers for the district (Train-the-Trainer model). To combat declining student and staff mental health issues related to COVID.	

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	These funds will be used to support Summer learning based on State guidance, student needs, and data trends due to COVID.	05/23-7/23	Students will close their individual learning gaps by 3%. 90% of identified students needing Summer learning support will attend Summer accelerated learning due to COVID.	$ 196,023.64
	* ⦿ Yes ◯ No	Science Institute(STEM) Coordinator-To increase loss of learning opportunities due to COVID. PD and resources for all staff in Math, Science, and Literacy. To close gaps due to COVID. 6-8 Science GIZMOS online. TO accelerate learning impacted by COVID. SCS will offer a retention bonus of $1,000 for any staff member (certified & classified) employed as of July 1st through Oct	07/23-06/24	Accelerate learning as measured by state accountability assessments by 3% during the for Tier 1 students as well as focusing on Tier 2 and Tier 3 students as identified through the MTSS process. To accelerate learning due to COVID.	$ 165,815.32

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.		of July 1st through Oct 30th. These employees will receive the 1st installment in November. Employees must be employed to the end of May to get the second installment. From July to October we have lost 45 positions due to resignations and 24 due to retirement. Due to increased stress and anxiety due to COVID. Indirect Cost K-12 Keys to Literacy Supplies and Materials. To supplement student instruction and provide resources due to parental job losses due to COVID. K-12 Math Emerald Education Contracted Services. Supplemental instructional support for teachers to close learning loss gaps due to COVID. ESSER Financial Administrator will complete PAR.stem-To provide additional office support to help implement procedures and

		guidelines due to COVID fundling.			
			Total ESSER III Allotment	$	12,425,544.80

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

11/10/2021 9:58:14 AM

Surry County Schools (860) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Budget

Elkin City Schools (861) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
861	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$596,702.00	$0.00
Carryover Amount:	$1,144,827.34	$1,144,827.34
Allotment Plus Carryover:	$1,741,529.34	$1,144,827.34
Total Budgeted:		$1,144,827.34
Total Remaining:	$596,702.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	10/29/2021 04:47 PM	Admin, NCCCIP

Budget History

☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/29/2021 4:47 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Duncan, Jessica
		☑		3-5110-121-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
10/29/2021 10:06 AM	Denied (Pending)		Duncan, Jessica			
10/29/2021 10:06 AM			Duncan, Jessica	3-5110-121-000-000-00	0	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.
7/30/2021 9:26 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$168,000.00	$0.00	$168,000.00		Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and

									application reflecting total funds in PRC 181 for FY22.
ⓘ	Other	3	5110	211	000	00	$12,852.00	$0.00	$12,852.00	
ⓘ	Other	3	5110	221	000	00	$39,480.00	$0.00	$39,480.00	
ⓘ	Other	3	5110	231	000	00	$26,000.00	$0.00	$26,000.00	
ⓘ	Salary	3	5310	121	000	00	$168,000.00	$0.00	$168,000.00	
ⓘ	Salary	3	5310	141	000	00	$126,120.00	$0.00	$126,120.00	
ⓘ	Other	3	5310	211	000	00	$22,500.18	$0.00	$22,500.18	
ⓘ	Other	3	5310	221	000	00	$69,118.20	$0.00	$69,118.20	
ⓘ	Other	3	5310	231	000	00	$65,000.00	$0.00	$65,000.00	
ⓘ	Other	3	5310	312	000	00	$8,583.24	$0.00	$8,583.24	
ⓘ	Equipment	3	5310	462	000	00	$247,500.00	$0.00	$247,500.00	
ⓘ	Salary	3	5320	131	000	00	$45,720.00	$0.00	$45,720.00	
ⓘ	Other	3	5320	211	000	00	$3,497.58	$0.00	$3,497.58	
ⓘ	Other	3	5320	221	000	00	$10,744.20	$0.00	$10,744.20	
ⓘ	Other	3	5320	231	000	00	$6,500.00	$0.00	$6,500.00	
ⓘ	Salary	3	5840	131	000	00	$85,560.00	$0.00	$85,560.00	
ⓘ	Other	3	5840	211	000	00	$6,545.34	$0.00	$6,545.34	
ⓘ	Other	3	5840	221	000	00	$20,106.60	$0.00	$20,106.60	
ⓘ	Other	3	5840	231	000	00	$13,000.00	$0.00	$13,000.00	
						Total:	**$1,144,827.34**	**$0.00**	**$1,144,827.34**	

Elkin City Schools (861) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

A needs assessment meeting was held on April 16, 2021 to discuss federal program areas. This meeting was held virtually with school leadership facilitating various sessions. Each federal program area was addressed and ESSER II funds were discussed within each breakout group. There were approximately 23 teachers and 1 teacher assistant from various areas who participated, 10 students, 13 parents, 3 principals, 1 assistant principal, and 4 Central Office Directors. There have also been several leadership team meetings held within Elkin City Schools to address requests and concerns voiced during the needs assessment meeting. Student Services meetings were held with the school counselors, social worker, and Director of Student Services. During these meetings, the SHAPE assessment was completed to demonstrate the areas of needs regarding mental health in Elkin City Schools. Elkin City Schools plans to utilize the funding to address learning gaps by providing additional teachers within our school buildings and also the Global Learning Academy that was developed as a direct result of online learning needs during COVID. Teachers will be hired to address the learning loss for EL students who are beginning in our schools. A part-time counselor will be needed to work with students in the Global Learning Academy and at the elementary school as a direct result of social emotional learning needs of students. A full-time nurse will be hired at the middle/high school as a result of COVID. In

the past, this was only a part-time position. Due to the health needs of medically fragile students and monitoring of students, this position needs to be made full-time. Funds will also be used to assist with mental health needs and social emotional interventions by continuing the position of a social worker and hiring an interventional specialist to assist with implementation of social emotional learning and interventions across all three schools. Due to the air flow requirements associated with COVID, funds will be set aside to assist with air purification in the classrooms where students will be learning.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Anecdotal notes during the Needs Assessment meeting show that there are several areas where Elkin City Schools is doing well in meeting the needs of students. As a result of the pandemic, Elkin City Schools has implemented the following: (1) monthly virtual parent meetings, (2) JUMP (Join Us, Make Progress) tutoring program in the community, (3) Family Literacy program for EL families in collaboration with a local community college, (4) the creation of an At Risk Outreach Advisor position, (5) the hiring of a social worker, and (5) ensuring students basic needs are met such as food, clothing, and shelter assistance for several families. During the Needs Assessment meeting, the following needs/gaps were addressed: (1) support for students post-pandemic, (2) smaller classroom sizes, (3) community mentoring program, (3) assistance for incoming, beginning EL students, (4) more mental health support for students and teachers. There are still concerns addressed about "safety protocols" being followed in the upcoming years pertaining to COVID. MTSS needs to be enhanced through assistance from an intervention specialist to assist schools with interventions for behavioral, emotional, and academic needs. The SHAPE (School Health Assessment and Performance Evaluation System) School District Mental Health Profile summary shows that Elkin City Schools does not have the following in place: (1) mental health screening protocols, (2) evidence-based practices and programs for SEL, and (3) quality improvement process. Elkin City Schools needs to ensure these areas are addressed for the upcoming school year in order to address mental health needs of students post-pandemic. Through completing the SHAPE, the Student Services Department was made aware that there are many supports for the highest needs students who require Tier II and Tier III interventions in mental health. However, there is not a universal screener or CORE program for all students to address social and emotional learning

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.

$ 359,172.20 * 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;

Elkin City Schools will utilize the following assessment tools for progress monitoring of all populations: Star Reading, Star Math, IXL Diagnostic (reading and math), Study Island Reading, Study Island (math, reading, science and social studies). At the elementary school level, students with disabilities are also assessed through HillRap for reading. These tools provide data for teachers to use in order to differentiate instruction for all students. A universal screener for K-12 will be used for social/emotional needs.

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

Based on progress-monitoring data from the above programs, students will be assigned to specific individualized instructional plans. Small group instruction will also be provided in reading and math. Tiered support will also be implemented for students. The Newcomer classroom will be offered to students who have been in the United States between one and five years. Intensive reading interventions in HillRap will be used for students who demonstrate learning loss. Letterland intervention modules will be used for students who demonstrate the need. Based on the results of the universal screener for social/emotional needs, students will receive tiered interventions. A social/emotional learning curriculum will be utilized grades K-12 to meet the individual needs of students. Students who demonstrate a need for more intense interventions will receive school-based counseling through a mental health agency partnership.

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

Virtual Parent Nights will be offered monthly. These are sessions offered to parents that focus on various topics parents choose as an interest to them and their families. These include information about how to help struggling learners, how to access PowerSchool, and mental health resources for struggling students. Experts in areas such as social/emotional learning, reading interventions, and digital literacy will be contracted to provide additional instruction for parents. These sessions will be offered in different languages based on family need. Counselors, social worker,

and an at-risk outreach advisor will identify students with learning loss, initiate parent contact, develop learning plans, and make home visits as needed to support families

* (D) Tracking student attendance and improving student engagement in distance education;

Attendance is taken daily by the teacher. After a number of absences, a personal contact is made by the teacher to the parent/guardian to discuss reason(s) for absence. PowerSchool data managers will collaborate with the counselors, social worker, and At-Risk Outreach Advisor to identify students with attendance concerns. Students who are considered at-risk are those who have excessive absences (missing more than three days unexcused), failing grades (making below a 60), and/or identified by the teacher at risk for failure. Individualized plans will be made in collaboration with parents and teachers to improve student attendance and engagement. The At-Risk Outreach Advisor will notify the principal at each school on a weekly basis. Create a daily schedule, give students voice and choice in their learning, engage them in virtual breakout rooms to complete project based learning activities in small groups, utilize Gather Town as a means of pulling the whole class together to discuss topics, used times activities to regroup for debriefing.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Task force teams will be developed at each school to review pre-pandemic and current academic data. These teams will identify students who have displayed learning loss. The district will employ assistants and tutors to work individually with students to address the learning loss.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Replacement of the existing gym HVAC system is important to reduce the transmission of the coronavirus as well as being important to the general health quality of the indoor air. The existing system is over 60 years old and only has heat with no air conditioning. The system relies on doors to be left open and exhaust fans to run for	2021-2024	The new systems air purifying system will reduce contaminants in the air as the air passes through the system. Replacement of the entire system will lead to a healthier indoor air environment with reduced possibilities for viral transmissions and a more energy efficient system.	$ 115,000.00

fresh air intake. This is not good for multiple reasons: (1) safety concerns with open doors (2) insertion of cold untempered air in the winter and bringing in hot humid air in the summer thus reducing efficiency of the system.(3) Many times in the summer system heating fans do not run leading to stagnate air. Exhaust fans do run bringing in humid summer air which leads to moist air and concerns of mold and mildew. New systems are set up for heating and cooling with fresh air intakes to temper the air and recover heat or cool from exhaust air and temper the fresh air intake for

		fresh air intake for reduced energy cost. New systems can also be set up with air purifying system.			
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◯ Yes ◉ No				$

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	Newcomers Classroom: A teacher for students who have been in the US one-five years with no or limited English speaking skills. Qualified students in the middle/high school who are struggling in the English instruction program due to limited or no formal education in their native	2021-2023	(1) Progress on the WIDA Can Do Descriptors (2) ACCESS scores (3) Data will be collected to show the number of students the full-time nurse works with in regards to medically fragile students	$ 218,097.93

		countries. The goal is to meet the students academic and language development needs as well as respond to their social, emotional, and cultural needs to promote a successful transition to an all-English instructional program. To better support special populations, supplies and materials will be incorporated to reflect diverse backgrounds. Nurse: A full-time position is needed to meet the medical needs of students at the middle and high school. There are several students with high medical needs.			

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ _____
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$ _____
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Purchasing supplies to sanitize high touch surfaces and objects within the school and school transport vehicles	2021-2022	(1) Decrease in illnesses, specifically related to COVID-19 (2) Maintain cleaning supplies	$ 15,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$
	* ⦿ Yes ○ No	Because of COVID, our district increased the usage of student devices to reach a 1:1 student per device level using Chromebooks. We have been using Chromebooks for several years now and the older devices will stop	2021-2023	Maintain the number of devices to use for daily instruction	$ 247,500.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		updating after their Auto Update Expiration (AUE) date. Once they stop updating, they will no longer be certified for testing and may not run updated educational web sites. As the older Chromebooks reach the AUE date, those devices will be replaced with newer student devices. Our district has a phased replacement plan in place to keep our Chromebooks current. This also occurs with other platforms as well since most laptops can only be used for 5-6 years before they have to be replaced.			
		Social Worker: The social worker	2021-2024		$ 73,961.78

| MENTAL HEALTH SERVICES: Providing mental health services and supports. | * ⦿ Yes ◯ No | is necessary to ensure the needs of students and their families are being met. The school social worker assists with also meeting the social emotional learning aspect for students. Social Emotional Universal Screener - The Student Services Team completed the School Health Assessment & Performance Evaluation (SHAPE) assessment to look at mental health needs in Elkin City Schools. The assessment showed that one of the deficits in Elkin City Schools is a universal screener for behavior. This will be used to | | Address social emotional needs of students by implementing a universal screener and core SEL curriculum across all grade levels. Progress will be measured through the SHAPE assessment Train administration and teachers to work on addressing unique needs of special populations. | |

		be used to purchase a screener for K-12.			
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	Competency Based Assessments to provide data for improved learning Student remediation outside of the regular school calendar to include supplemental instructional resources	2021-2024	Assess academic progress of students using Competency Based Assessments (CBA) results to individualize instruction	$ 123,166.00
	* ⦿ Yes ◯ No		2021-2022; 2022-2023	Reduced class size to address learning loss by personalizing instruction	$ 643,963.09

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.		Maintain the operation of instructional services in our classrooms by hiring additional personnel. Specific personnel include: two elementary teacher assistants, a second grade teacher, one middle school teacher assistant, a high school math teacher, and a high school history teacher. These positions will allow us to address the disproportionate impact of the coronavirus pandemic on disadvantaged students so that we can provide equitable opportunities for all students.			

			Total ESSER III Allotment	$	1,436,688.80

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Elkin City Schools (861) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Budget

Mount Airy City Schools (862) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
862	181	2	No	No	3.04 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$4,077,493.00	$4,077,493.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$4,077,493.00	$4,077,493.00
Total Budgeted:		$4,077,493.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/01/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/1/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Duncan, Jessica
		☑		3-5110-121-000-000-00	0	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
11/1/2021 1:10 PM	Approved (Pending)		Duncan, Jessica			
11/1/2021 1:09 PM			Duncan, Jessica	3-5110-121-000-000-00	0	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
10/30/2021 8:26 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			

11/10/2021 10:01:39 AM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/16/2021 9:52 PM	Approved (Pending)		Charles, Alex			
9/11/2021 8:21 AM	Received		Admin, NCCCIP			
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/31/2021 12:47 PM	Approved (Pending)		Charles, Alex			
6/11/2021 8:10 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$30,000.00	$0.00	$30,000.00		The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 - ARPA

(American Rescue Plan Act) - ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and

									requirements of capital projects.
ℹ	Other	3	5110	121	000	01	$0.00	$0.00	$0.00	
ℹ	Salary	3	5110	131	000	01	$55,000.00	$0.00	$55,000.00	
ℹ	Other	3	5110	162	000	01	$75,000.00	$0.00	$75,000.00	
ℹ	Other	3	5110	211	000	00	$2,295.00	$0.00	$2,295.00	
ℹ	Other	3	5110	211	000	01	$9,945.00	$0.00	$9,945.00	
ℹ	Other	3	5110	221	000	00	$6,960.00	$0.00	$6,960.00	
ℹ	Other	3	5110	221	000	01	$12,760.00	$0.00	$12,760.00	
ℹ	Other	3	5110	231	000	00	$3,257.88	$0.00	$3,257.88	
ℹ	Other	3	5110	231	000	01	$6,515.76	$0.00	$6,515.76	
ℹ	Other	3	5110	311	000	02	$2,101,429.92	($201,468.03)	$1,899,961.89	CARRYOVER FUNDS
ℹ	Other	3	5110	411	000	00	$40,000.00	$0.00	$40,000.00	
ℹ	Other	3	5110	413	000	00	$50,000.00	$0.00	$50,000.00	
ℹ	Equipment	3	5110	461	000	00	$30,000.00	$0.00	$30,000.00	
ℹ	Equipment	3	5110	462	000	00	$373,076.17	$0.00	$373,076.17	
ℹ	Salary	3	5120	148	000	01	$11,000.00	$0.00	$11,000.00	
ℹ	Other	3	5120	211	000	01	$841.50	$0.00	$841.50	
ℹ	Other	3	5120	221	000	01	$2,552.00	$0.00	$2,552.00	
ℹ	Other	3	5120	231	000	01	$1,697.00	$0.00	$1,697.00	
ℹ	Salary	3	5210	121	000	00	$60,000.00	$0.00	$60,000.00	
ℹ	Other	3	5210	211	000	00	$4,590.00	$0.00	$4,590.00	
ℹ	Other	3	5210	221	000	00	$13,920.00	$0.00	$13,920.00	
ℹ	Other	3	5210	231	000	00	$6,515.76	$0.00	$6,515.76	
ℹ	Other	3	5330	143	000	00	$162,500.00	$0.00	$162,500.00	
ℹ	Other	3	5330	211	000	00	$12,431.25	$0.00	$12,431.25	

ⓘ	Other	3	5350	198	000	00	$111,276.30	$0.00	$111,276.30	
ⓘ	Other	3	5350	211	000	00	$8,512.63	$0.00	$8,512.63	
ⓘ	Other	3	5350	221	000	00	$25,816.09	$0.00	$25,816.09	
ⓘ	Other	3	5350	411	000	00	$5,000.00	$0.00	$5,000.00	
ⓘ	Salary	3	5360	126	000	00	$120,000.00	$0.00	$120,000.00	
ⓘ	Salary	3	5360	171	000	00	$20,000.00	$0.00	$20,000.00	
ⓘ	Other	3	5360	180	000	00	$24,000.00	$0.00	$24,000.00	
ⓘ	Other	3	5360	211	000	00	$12,545.98	$0.00	$12,545.98	
ⓘ	Salary	3	5840	146	000	00	$20,517.70	$0.00	$20,517.70	
ⓘ	Other	3	5840	211	000	00	$1,569.60	$0.00	$1,569.60	
ⓘ	Other	3	5840	221	000	00	$4,760.11	$0.00	$4,760.11	
ⓘ	Other	3	5840	231	000	00	$6,515.76	$0.00	$6,515.76	
ⓘ	Equipment	3	5840	541	000	01	$9,000.00	$0.00	$9,000.00	
ⓘ	Other	3	5860	418	000	00	$121,700.00	$0.00	$121,700.00	
ⓘ	Salary	3	6200	113	000	00	$78,000.00	$0.00	$78,000.00	
ⓘ	Other	3	6200	211	000	00	$5,967.00	$0.00	$5,967.00	
ⓘ	Other	3	6200	221	000	00	$18,096.00	$0.00	$18,096.00	
ⓘ	Other	3	6200	231	000	00	$6,515.76	$0.00	$6,515.76	
ⓘ	Salary	3	6550	171	000	00	$0.00	$13,000.00	$13,000.00	AMENDMENT TO ADD DRIVER PAY FOR AFTERSCHOOL AND SUMMER ENRICHMENT
ⓘ	Salary	3	6550	175	000	01	$27,274.39	$0.00	$27,274.39	
ⓘ	Other	3	6550	211	000	00	$0.00	$994.50	$994.50	
ⓘ	Other	3	6550	211	000	01	$2,086.49	$0.00	$2,086.49	
ⓘ	Other	3	6550	221	000	00	$0.00	$3,016.00	$3,016.00	

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ⓘ	Other	3	6550	221	000	01	$6,327.66	$0.00	$6,327.66	
ⓘ	Other	3	6550	231	000	00	$0.00	$7,000.00	$7,000.00	
ⓘ	Other	3	6550	331	000	00	$12,000.00	$0.00	$12,000.00	
ⓘ	Other	3	6570	532	000	01	$50,000.00	$0.00	$50,000.00	
ⓘ	Salary	3	6580	175	000	01	$42,999.96	$0.00	$42,999.96	
ⓘ	Other	3	6580	211	000	01	$3,289.50	$0.00	$3,289.50	
ⓘ	Other	3	6580	221	000	01	$9,975.99	$0.00	$9,975.99	
ⓘ	Other	3	6580	231	000	01	$6,515.76	$0.00	$6,515.76	
ⓘ	Other	3	6620	181	000	00	$135,000.00	$135,000.00	$270,000.00	AMENDMENT TO INCREASE SUPPLEMENTAL PAY
ⓘ	Other	3	6620	211	000	00	$10,327.50	$10,327.50	$20,655.00	
ⓘ	Other	3	6620	221	000	00	$31,320.00	$31,320.00	$62,640.00	
ⓘ	Salary	3	7200	174	000	01	$5,000.00	$0.00	$5,000.00	
ⓘ	Other	3	7200	211	000	01	$382.50	$0.00	$382.50	
ⓘ	Other	3	7200	221	000	01	$1,160.00	$0.00	$1,160.00	
ⓘ	Other	3	8100	392	000	00	$56,457.08	$6,106.03	$62,563.11	
						Total:	$4,072,197.00	$5,296.00	$4,077,493.00	

Grant Details

Mount Airy City Schools (862) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1) On May 4, 2021, the PSU met with a group of stakeholders to represent the district's current needs and plan for the ESSER II funds. This group included 4 representatives from within the district office, representing Finance, Teaching and Learning, Human Resources, Career and Technical Education, Communication, and Auxilliary Services. In addition, the group included school-level representatives, including a school principal, a digital learning coach, and teachers from various grade levels and years of experience. This work will also be shared with the MACS Board of Education during April and May board meetings. In addition, the work will be shared with district leadership team during our April and May meetings and weekly principal meetings. 2) Throughout the spring of 2021, the PSU assessed through a diverse array of data points including the following universal screeners: a) NC Check-Ins for students in grades 3-8, b) Panorama, which is a social-emotional learning (SEL) screener, c) Imagine Learning for English Language Arts in grades K-5, d) Imagine Learning for Math in grades K-8, e) mClass reading in K-3. Secondly, the PSU collected student names by school for those that are at risk for failure. Additionally, the PSU has worked extensively through the MTSS process and Corrective Action work to identify those students who were Tier 3 in March 2020 and are identified as still Tier 3 in March 2021. The school MTSS teams are working through these students with

intervention plans in Branching Minds (platform for tracking student data at large) and navigating their progress through the MTSS framework. School level tutors and interventionists are working to support small groups of students with common skill gaps in math and literacy. Teachers are also working through intervention plans and completing progress monitoring to address the individual needs of students. The NC ED Corp services are providing supports to struggling students, those at risk for failure due to multiple reasons not limited to remote learning needs, absenseteeism, social emotional needs or family dynamics as a result of COVID. The EdCorp team is making home visits, working to get students back in the face-to-face school environment and supporting their work with teachers to catch up in learning loss. -As of May 17, our summer enrichment experiences (camps) provided through our final year of the 21st Century grant, have been published for 1 week- So far, we have approximately 50 students registered for this service each week for 7 weeks (June 7- July 29), therefore proving the needs of our families wanting and needing their students to engage in summer learning.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The PSU needs assessment identified the following needs to represent our plan for implementing our ESSER II plan and serving our students: -Title I district wide- PSU is over 50% free and reduced lunch with 3 of the 4 schools being over 50% individually -772 students are currently working in Tier 3 status based on our MTSS work in Branching Minds -Over 100 students have been identified across the district as Tier 3 in March of 2020 and still remaining Tier 3 in March/April 2021. Many of these are going through the IEP team referral process, therefore both MTSS requirements and EC referral requirements are happening in tandem to identify the student's needs and plan for the most appropriate course of action/intervention to ensure student success. -Our current middle school is heavily engaged in online learning tools, using Schoology learning management system for communication and assignments, as well as Google Suite Tools. This need is imperative to moving forward with strong engagement for learning loss. Additionally, a small group of students are also completing coursework remotely from home or engaging in courses through Edgenuity (outside curriculum vendor). -Technology tools and support through consistent technology devices and software platforms has supported and will continue to support learning continuity for the learners, teachers and families all striving to support student learning. The use of the iPads have also supported the time on task at the K-5 level. This will continue and learning quality versus quantity of screen time has been observed by both teachers and parents/caregivers. The digital learning coach will support all schools and teachers K-12, as well as having a lead role supporting and designing parent engagement events that help families to engage with their child's learning at home. - Our Panorama social-emotional learning screener shows the SEL needs of many students. For example, the 20% of

middle school students that remained remote have documented SEL needs that must be addressed with SEL supports starting in the summer, as well as through the 2021-2022 school year. The social worker or family liason is key to this work being done with fidelity. -The PSU developed the Graduation Task Force, which is represented at the K-12 level has identified the students at risk of failure and lined up a plan of action for support, which may include NC EdCorp services, school counseling services, administrative check-ins, mentors, after-school programming, remedial coursework. -Social distancing will continue at the K-12 level in Plan A, as our district has been able to safely have face-to-face school since August 17, 2020. We will continue with our safety protocols and social distancing in cafeterias with the use of additional furniture inside and outside the cafeterias. We will also support some innovative style classroom furniture to support social distancing with collaboration and problem solving through inquiry designed lessons. -At the middle school level, the buses will continue to use the back driveways, ensuring that students enter the building directly into their grade level appropriate hallways and exit the same ways to avoid spread of the virus. -At the high school, the auditorium will be used as additional learning spaces with the stage and adjoining classrooms allowing for arts-based classrooms to spread out safely and engage in singing and band courses. -Continued cleaning and maintenance of all buildings is necessary to keep the district operating at full capacity in Plan A. Therefore, the 2 maintenance support personnel will keep the HVAC systems operating for improved air quality, supporting the cleaning of the facilities at all times, supporting the cleaning services of the yellow buses and activity buses. -Summer learning loss will be addressed with the summer school plan discussed below. This will address the learning loss gaps we have identified in our students during this school year. The summer school programming will be facilitated for students at risk of failure and the use of certified teachers will strengthen the programming provided.

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.

$ 814,439.40 * 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;

A) The public school unit has administered multiple assessments to monitor and measure student progress during the 2020-2021 school year. This includes any NC Check-Ins for grades 3rd and up for formative assessment purposes that drive teachers professional learning community (PLC) work. In addition, at the K-2 level, literacy is being assessed with mClass/Dibels/TRC measures to help them work through differentiated guided reading groups with teachers on a daily basis. At the 3-5 level, they are using a combination of mClass, NC Check-Ins and Imagine Learning to monitor and assess students reading skills. At the secondary level, teachers are assessing using NC Check-Ins where available and common formative assessments during ongoing instructional practices. Imagine Math scores at the 6-8 level are also provided to develop students MTSS tiers within Branching Minds and provide a basis for the appropriate evidence-based interventions needed for the student. The implementation of the director of learning loss to support K-12 will allow the role to work closely with school admin teams for supporting assessment and the effectiveness of using the data analysis to drive future instruction. Within this work the PSU will have 5 tutors to support students needing additional interventions and support to aid their learning loss and work to achieve grade level status in both reading and math.

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

Summer school programming will highly reflect the regular school year with a traditional day of academic interventions, enhanced with enrichment and social-emotional learning support. Students will engage in literacy activities that include small group, differentiated instructional practices that allow teachers to monitor multiple times each week as students progress with word fluency and comprehension skills. Moving into the 2021-2022 school year, additional tutors will be used to support small group interventions in order to reach our struggling students. Tutors will use practices aligned within Branching Minds to support the students' specific needs with regard to skill development and competency-based assessments. The PSU will implement the Advancement Via Individual Determination, also known as AVID, which fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms. This programming will help teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. These elements are at the core of our approach to closing the opportunity gap. AVID will support our secondary students in goal development through the development of a community of learners. The director of learning loss will support the AVID work through consistency of the programming goals, objectives and daily practices to support participating students.

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

The PSU will strive to communicate and educate our families regarding resources that are supportive of distance learning. At the K-5 level, all students have been assigned iPads to provide continuity of learning and the ability to have learning access at any point that school would have to go into remote or distance learning status. Parent

information sessions will be provided in the Fall of 2021 for all schools and will include information on using common resources that impact every learner, which includes Seesaw (K-2 learning management system), and Schoology (3-12th grade learning management system). The PSU website, along with the specific use of the Teaching and Learning department page will be used as a springboard to communicate and historically archive all Family newsletters developed by the teaching and learning team leads. These electronic newsletters will be published monthly and pushed out via social media platforms (Facebook and Twitter) as well as the website.

* (D) Tracking student attendance and improving student engagement in distance education;

At the K-5 level all students that were engaged in remote learning during the 2020-2021 school year were served by teachers within the public school unit. These teachers used Google Meet to have daily "live" class sessions where students could engage with them and their peers. Attendance was monitored by the teacher and tracked in Power School. Remote learning teachers were able to monitor attendance and engagement daily through their Google Meet sessions. They also used Seesaw (K-2 level) and Schoology (3-5 level) to consistently communicate with students and families. These are the learning management systems for the PSU and enable constant two-way communication between student, teacher and parent/caregiver through individual access accounts.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The PSU has used the MTSS framework with the implementation of Branching Minds, which has every student's progress from pre-pandemic learning assessments to current progress. This system allows teachers and administrators to consistently see each student's tier levels for MTSS within the Branching Minds platform. Evidence-based interventions are built into the system, taking the guess work out of the teacher's planning and differentiation for their students. This has allowed the PSU to clearly identify those students in Tier 2 or Tier 3 status, needing extra support with a more targeted and intention plan for success and growth. The Branching Minds platform allows for consistency in interventions and communication between teachers, instructional support staff and NC Ed Corps members supporting our students through varied and differentiated services.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	Middle school paving for front entrance	Fall 2021	The paving is directly related to Covid as we had to re route bus pick up and drop off at this school to keep students spread out. The area the buses are using was never intended to be used by buses and therefore has been badly damaged and needs to be fixed in order to continue our same bus procedure as last year.	$ 50,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$ [ ]
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				$ [ ]
					$ 147,457.25

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | * ⦿ Yes ○ No | 1 Exceptional Children teacher for Kindergarten through 5th grades 3 NC EdCorps tutors to support at-risk, students that are also low-income, minority students Figures associated include salary, FICA on all roles, and retirement and hospitalization on the EC teacher. | 2021-2022 school year | The additional K-5 EC teacher will support the increasing population of EC students as a result of COVID. These students have been identified and many are going through the IEP referral process now and this summer. The NC EdCorps tutors will serve students that are at-risk for failure by working w/them during school day, completing lunch time check-in visits, home visits, mentor alignment opportunities and working through the collaborative plan for support and success with students and families. | |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ ☐
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$ ☐
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$ ☐

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$
	* ⦿ Yes ○ No		2021-2022 school year		$ 476,575.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Google Enterprise (K-12 teachers, 3-12 students) Zoom (online meeting platform) Schoology (3-12 learning management system) SeeSaw (PreK-2nd learning management system) Imagine Learning (K-8 math and K-5 literacy) online learning interventions NWEA Growth- 6-8 literacy intervention tool Raz Kids- K-5 access to online books Electronic displays with Apple TV service for all K-12 classrooms Teacher iPads K-12 lease for devices Student iPads K-5 for devices		Education technology subscriptions are being used for serving students in K-12 classrooms. These platforms ensure consistent communication, sharing of resources and communicating with families. Teachers will facilitate using tech devices & can provide equitable resources for learning while remaining socially distanced within classroom. The addition of electronic displays will allow every teacher to display learning at the front of the classroom. K-5 students have continued access to devices.	

| MENTAL HEALTH SERVICES: Providing mental health services and supports. | * ⦿ Yes ◯ No | Panorama K-12 SEL Screener Branching Minds | 2021-2022 school year | Instructional staff and administrators will also be supported on leading this work within the schools on a daily basis to strengthen core areas of learning. Panorama is the K-12 SEL screener and these results are within Branching Minds to assist teachers with the MTSS process, incorporating the whole child in the tiering process. | $ 18,200.00 |
| | * ⦿ Yes ◯ No | | Summer 2021 (July) and Summer 2022 (June) | | $ 339,150.99 |

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.		Bus drivers, child nutrition workers, certified tutors, non-certified instructional support for learning loss to safely monitor and help operate summer school, enrichment camps and the Blue Bear Bus for July 2021 and June 2022; this includes FICA and retirement on these positions - Summer School Supplies - Transportation contract for summer programming of July 2021 and June 2022 -Child nutrition staff to help provide summer school meals		Personnel and supplies needed will be provided for the PSU to meet the requirements of summer programming for all students at-risk for failure and needing additional support. Sufficient staffing will support all summer in the areas of academics, enrichment, social emotional learning, nutrition and transportation.	
		-2 certified teachers provided to allow for additional classes and support social	Summer 2021 and 2021-2022 school year		$ 2,226,374.36

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	and support social distancing in the PSU -1 part-time CTE teacher to support social distancing secondary -5 tutors for learning loss support during the 2021-2022 SY Learning Loss Coordinator to direct programs: AVID, LIM, MTSS, EL, Global Education, Family Engagement Substitute teachers for quarantine purposes -School year tutors -Furniture for soc. dist -1 additional maintenance role for safety and facilities -1 Smart Bus TIMS role -Substitute teachers -Vision Screener tool -Science of Reading curriculum support materials for		Addl' teacher to offset the social distancing needs. Tutors will support learners in small group intervention times to aid in learning loss. Smart Bus TIMS- Builds bus routes, seating charts, tracking of students within the bus/onboarding. Maintenance will support the safe environment with cleaning. Subs to be used for quarantine situations and/or need to split larger classes. The vision screening tool for nurses to safely monitor vision. Curriculum materials will support literacy goals/changes	

		teachers and students in Pre-K-5th grade - Supplemental income for all employees as compensation for additional duties during the COVID-19 pandemic - Indirect cost All of this at a cost of $851,520.68 in Year 1. *The remaining funds for Years 2 and 3 are located in contracted services to allow for plans that can be supportive of the progress/changes needed to best support student and school need			
		Total ESSER III Allotment		$	3,257,757.60

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Mount Airy City Schools (862) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Swain County Schools (870) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:11:13 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Swain County Schools (870) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,059,817.00	$1,059,817.00
Carryover	$2,140,040.00	$2,140,040.00
Total	$3,199,857.00	$3,199,857.00

Budget

Swain County Schools (870) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
870	181	0	No	No	5.28 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,059,817.00	$0.00
Carryover Amount:	$2,140,040.00	$2,140,040.00
Allotment Plus Carryover:	$3,199,857.00	$2,140,040.00
Total Budgeted:		$2,140,040.00
Total Remaining:	$1,059,817.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/02/2021 04:45 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/19/2021 6:04 PM	Approved (Pending)		Perrotta, Paul			
8/11/2021 8:50 AM	Received		Admin, NCCCIP			
8/10/2021 8:25 AM	Received		Admin, NCCCIP			
7/30/2021 10:48 AM	Received		Admin, NCCCIP			
7/29/2021 10:11 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	180	000	00	$91,720.00	$0.00	$91,720.00		
ⓘ	Other	3	5110	211	000	00	$7,016.58	$0.00	$7,016.58		
ⓘ	Other	3	5110	311	000	00	$180,000.00	$0.00	$180,000.00		
ⓘ	Other	3	5110	312	000	00	$10,000.00	$0.00	$10,000.00		
ⓘ	Salary	3	5120	180	000	00	$11,700.00	$0.00	$11,700.00		

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ℹ	Other	3	5120	211	000	00	$895.05	$0.00	$895.05	
ℹ	Salary	3	5130	180	000	00	$18,750.00	$0.00	$18,750.00	
ℹ	Other	3	5130	211	000	00	$1,434.38	$0.00	$1,434.38	
ℹ	Salary	3	5210	133	000	00	$122,000.00	$0.00	$122,000.00	
ℹ	Salary	3	5210	180	000	00	$31,840.00	$0.00	$31,840.00	
ℹ	Other	3	5210	211	000	00	$11,768.76	$0.00	$11,768.76	
ℹ	Other	3	5210	221	000	00	$28,889.60	$0.00	$28,889.60	
ℹ	Other	3	5210	231	000	00	$12,906.00	$0.00	$12,906.00	
ℹ	Other	3	5210	351	000	00	$20,000.00	$0.00	$20,000.00	
ℹ	Salary	3	5220	180	000	00	$2,000.00	$0.00	$2,000.00	
ℹ	Other	3	5220	211	000	00	$153.00	$0.00	$153.00	
ℹ	Salary	3	5240	180	000	00	$2,000.00	$0.00	$2,000.00	
ℹ	Other	3	5240	211	000	00	$153.00	$0.00	$153.00	
ℹ	Salary	3	5260	180	000	00	$1,000.00	$0.00	$1,000.00	
ℹ	Other	3	5260	211	000	00	$76.50	$0.00	$76.50	
ℹ	Salary	3	5270	180	000	00	$1,000.00	$0.00	$1,000.00	
ℹ	Other	3	5270	211	000	00	$76.50	$0.00	$76.50	
ℹ	Salary	3	5310	180	000	00	$2,000.00	$0.00	$2,000.00	
ℹ	Other	3	5310	211	000	00	$153.00	$0.00	$153.00	
ℹ	Salary	3	5320	131	000	00	$37,200.00	$0.00	$37,200.00	
ℹ	Salary	3	5320	180	000	00	$8,000.00	$0.00	$8,000.00	
ℹ	Other	3	5320	211	000	00	$3,457.80	$0.00	$3,457.80	
ℹ	Other	3	5320	221	000	00	$8,808.96	$0.00	$8,808.96	
ℹ	Other	3	5320	231	000	00	$5,162.40	$0.00	$5,162.40	
ℹ	Salary	3	5330	180	000	00	$7,690.00	$0.00	$7,690.00	

ℹ	Other	3	5330	211	000	00	$588.29	$0.00	$588.29
ℹ	Salary	3	5340	180	000	00	$10,000.00	$0.00	$10,000.00
ℹ	Other	3	5340	211	000	00	$765.00	$0.00	$765.00
ℹ	Salary	3	5350	192	000	00	$85,000.00	$0.00	$85,000.00
ℹ	Salary	3	5350	198	000	00	$25,500.00	$0.00	$25,500.00
ℹ	Other	3	5350	211	000	00	$8,453.25	$0.00	$8,453.25
ℹ	Salary	3	5360	116	000	00	$3,380.00	$0.00	$3,380.00
ℹ	Salary	3	5360	126	000	00	$129,000.00	$0.00	$129,000.00
ℹ	Salary	3	5360	131	000	00	$15,480.00	$0.00	$15,480.00
ℹ	Salary	3	5360	142	000	00	$5,000.00	$0.00	$5,000.00
ℹ	Other	3	5360	211	000	00	$11,693.79	$0.00	$11,693.79
ℹ	Salary	3	5400	180	000	00	$5,500.00	$0.00	$5,500.00
ℹ	Other	3	5400	211	000	00	$420.75	$0.00	$420.75
ℹ	Salary	3	5410	180	000	00	$4,000.00	$0.00	$4,000.00
ℹ	Other	3	5410	211	000	00	$306.00	$0.00	$306.00
ℹ	Salary	3	5420	180	000	00	$3,000.00	$0.00	$3,000.00
ℹ	Other	3	5420	211	000	00	$229.50	$0.00	$229.50
ℹ	Salary	3	5810	180	000	00	$3,000.00	$0.00	$3,000.00
ℹ	Other	3	5810	211	000	00	$229.50	$0.00	$229.50
ℹ	Salary	3	5820	180	000	00	$1,000.00	$0.00	$1,000.00
ℹ	Other	3	5820	211	000	00	$76.50	$0.00	$76.50
ℹ	Salary	3	5830	180	000	00	$6,500.00	$0.00	$6,500.00
ℹ	Other	3	5830	211	000	00	$497.25	$0.00	$497.25
ℹ	Salary	3	5840	131	000	00	$29,700.00	$0.00	$29,700.00
ℹ	Salary	3	5840	180	000	00	$4,000.00	$0.00	$4,000.00

ℹ	Other	3	5840	211	000	00	$2,578.05	$0.00	$2,578.05
ℹ	Other	3	5840	221	000	00	$7,032.96	$0.00	$7,032.96
ℹ	Other	3	5840	231	000	00	$3,871.80	$0.00	$3,871.80
ℹ	Salary	3	5850	180	000	00	$200.00	$0.00	$200.00
ℹ	Other	3	5850	211	000	00	$15.30	$0.00	$15.30
ℹ	Salary	3	5860	180	000	00	$4,000.00	$0.00	$4,000.00
ℹ	Other	3	5860	211	000	00	$306.00	$0.00	$306.00
ℹ	Equipment	3	5860	461	000	00	$56,990.00	$0.00	$56,990.00
ℹ	Salary	3	6110	180	000	00	$2,200.00	$0.00	$2,200.00
ℹ	Other	3	6110	211	000	00	$168.30	$0.00	$168.30
ℹ	Salary	3	6120	180	000	00	$300.00	$0.00	$300.00
ℹ	Other	3	6120	211	000	00	$22.95	$0.00	$22.95
ℹ	Salary	3	6200	180	000	00	$2,230.00	$0.00	$2,230.00
ℹ	Other	3	6200	211	000	00	$170.60	$0.00	$170.60
ℹ	Salary	3	6300	180	000	00	$800.00	$0.00	$800.00
ℹ	Other	3	6300	211	000	00	$61.20	$0.00	$61.20
ℹ	Salary	3	6400	180	000	00	$2,000.00	$0.00	$2,000.00
ℹ	Other	3	6400	211	000	00	$153.00	$0.00	$153.00
ℹ	Salary	3	6540	180	000	00	$15,800.00	$0.00	$15,800.00
ℹ	Other	3	6540	211	000	00	$1,208.70	$0.00	$1,208.70
ℹ	Salary	3	6550	171	000	00	$30,240.00	$0.00	$30,240.00
ℹ	Salary	3	6550	180	000	00	$17,080.00	$0.00	$17,080.00
ℹ	Other	3	6550	211	000	00	$3,619.98	$0.00	$3,619.98
ℹ	Other	3	6550	423	000	00	$20,000.00	$0.00	$20,000.00
ℹ	Other	3	6570	522	000	00	$100,000.00	$0.00	$100,000.00

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6570	523	000	00	$336,979.98	$0.00	$336,979.98		
ⓘ	Other	3	6570	532	000	00	$87,000.00	$0.00	$87,000.00		
ⓘ	Salary	3	6580	180	000	00	$7,000.00	$0.00	$7,000.00		
ⓘ	Other	3	6580	211	000	00	$535.50	$0.00	$535.50		
ⓘ	Salary	3	6610	180	000	00	$3,000.00	$0.00	$3,000.00		
ⓘ	Other	3	6610	211	000	00	$229.50	$0.00	$229.50		
ⓘ	Salary	3	6620	180	000	00	$1,770.00	$0.00	$1,770.00		
ⓘ	Other	3	6620	211	000	00	$135.41	$0.00	$135.41		
ⓘ	Salary	3	6940	113	000	00	$3,000.00	$0.00	$3,000.00		
ⓘ	Salary	3	6940	180	000	00	$5,720.00	$0.00	$5,720.00		
ⓘ	Other	3	6940	211	000	00	$667.08	$0.00	$667.08		
ⓘ	Other	3	6940	221	000	00	$710.40	$0.00	$710.40		
ⓘ	Salary	3	7200	180	000	00	$28,200.00	$0.00	$28,200.00		
ⓘ	Other	3	7200	211	000	00	$2,157.30	$0.00	$2,157.30		
ⓘ	Other	3	8100	392	000	00	$71,956.46	$0.00	$71,956.46		
						Total:	$1,801,281.83	$0.00	$1,801,281.83		

318 - Swain County Middle School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	131	000	00	$56,000.00	$0.00	$56,000.00		
ⓘ	Other	3	5110	211	000	00	$4,284.00	$0.00	$4,284.00		
ⓘ	Other	3	5110	221	000	00	$13,260.80	$0.00	$13,260.80		
ⓘ	Other	3	5110	231	000	00	$6,453.00	$0.00	$6,453.00		
						Total:	$79,997.80	$0.00	$79,997.80		

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320 - Swain County East Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$36,000.00	$0.00	$36,000.00		
ⓘ	Salary	3	5110	142	000	00	$21,111.38	$0.00	$21,111.38		
ⓘ	Other	3	5110	211	000	00	$4,369.03	$0.00	$4,369.03		
ⓘ	Other	3	5110	221	000	00	$13,523.98	$0.00	$13,523.98		
ⓘ	Other	3	5110	231	000	00	$12,906.00	$0.00	$12,906.00		
						Total:	**$87,910.39**	**$0.00**	**$87,910.39**		

324 - Swain County West Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$36,000.00	$0.00	$36,000.00		
ⓘ	Salary	3	5110	131	000	00	$58,240.00	$0.00	$58,240.00		
ⓘ	Salary	3	5110	142	000	00	$21,111.38	$0.00	$21,111.38		
ⓘ	Other	3	5110	211	000	00	$8,824.39	$0.00	$8,824.39		
ⓘ	Other	3	5110	221	000	00	$27,315.21	$0.00	$27,315.21		
ⓘ	Other	3	5110	231	000	00	$19,359.00	$0.00	$19,359.00		
						Total:	**$170,849.98**	**$0.00**	**$170,849.98**		

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Grant Details

Swain County Schools (870) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1) Input for the Needs Assessment and Plan included surveys, interviews and conversations with Individual School Principals, Teachers, District Administration as well other District Leadership. Collectively, these individuals assessed and planned for the most effective and efficient uses of ESSER III funds reflective as a result of COVID-19. 2) 100 hours of Direct service Summer School Learning, continued online learning options for students over the summer and subsequent school years, supplemental after school programs including classroom instruction or online learning options, meals to eligible students, and mental health services and support meeting requirements set forth by IDEA addressing learning loss as a direct result of COVID-19. a. Direct service Summer School Learning will include: K-8 Math Instruction, K-8 Reading Instruction, 3-8 Science Instruction, Daily Physical Activity, Enrichment Activities, Meal Services, Social and Emotional Learning Supports and Transportation. 3) Development and Implementation of fully sustainable support programming, purchase of effective educational tools assisting in meeting the needs of students and staff to minimize the negative impacts in educational and emotional growth due to COVID-19, and increasing personnel in areas of support: absenteeism, professional development, teacher support, student academic support, and social and emotional support at all grade levels. Provide limited financial support to personnel in order to pursue

higher education degrees in high need certifications. 4) Absenteeism during COVID-19 continued to increase and in efforts to improve student attendance, additional personnel will be hired allowing focus on student attendance, student and family engagement and programming instituted to improve student attendance towards our goal of 100%. Increased student attendance is directly related to increased academic achievement and hiring of personnel to focus on attendance facilitates building relationships with students and families to combat chronic absenteeism and allows consistent structure in all facets. Personnel hired will be used to build instructional capacity through personalized teacher development and more effective use of instructional evaluation tools such as EVAAS. 5) Building safety enhancements including HVAC and ionization systems for cleaner air to promote and facilitate a healthier classroom environment as a result of COVID-19. 6) With only about 35% of students having online capability at their houses, hotspots available by subscription by the school increases those numbers dramatically and allows more students to actively participate in remote and online learning as a result of COVID-19 and learning options available to students (remote and in-person).

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Processes used included teacher surveys, direct interviews and planning with school principals, assessment and implementation discussions with district stakeholders including Directors of Curriculum, Director of Student Support Services, Director of Human Resources, Director of Technology, Director of Facilities Management, and Superintendent of schools. - Teacher survey responses indicated a continued need for remote learning and digital learning support. - Principal's data from teacher feedback indicated as low as 5% of students actively engaged in remote learning. - District Stakeholders and Administrative Directors indicated needs for increased personnel to focus on social and emotional support and absentee management; as well as instructional coaches to increase staff development focusing on student growth and academic recovery due to lack of face to face instruction during the pandemic. - At the elementary school level (grades K-3) approximately 50% of students are at or below proficiency in reading. - At the elementary school level (grades 4 & 5) approximately 60% of students are below proficiency in reading. - At the middle school level (grades 6, 7, 8) 63% of students are below proficiency in reading. - District Math Proficiency Scores fall near or below state level standards across the board getting progressively worse as students exit middle school. Based on EOG scores year end 2019, college and career ready student populations are falling dramatically to less than 30% at the 8th grade level.

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.

$ 651,651.34 * 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;

Increased programming includes the purchase of iReady to connect diagnostic data and personalized instruction for all students grades K-8 and support teachers with "in-the-moment" resources for individuals, small groups, or entire classrooms including support materials. Achieve3000 programming will also be purchased and used to address learning loss through literacy acceleration, personalized instruction, flexible curriculum platforms, and differentiated content to include all learners, including those with learning disabilities and additional academic needs. Programming will follow North Carolina Education Standards, including but not limited to Read to Achieve (RTA); MobyMax: Curriculum content and formative assessments and built-in social and emotional learning processes, available both in-person and for online learning student; iReady: Provides formative assessments to measure student growth, adaptive curriculum to support intervention to enrichment, personalized data profiles to support decision-making and intervention strategies, teacher resources, and school to home connections with 24/7 access to supplemental instruction. A critical component of instructional improvement is the use of data to identify individual student needs; however, data without instructional intervention is useless. The cumulative learning loss of the pandemic interruptions has created a more extensive need for student assessment. To develop the capacity to store, input, statistically compare, and report the data for the implementation of individual student interventions, we must provide time and personnel. The most logical person to accomplish this is our testing coordinator. She has been contracted to complete this goal and prepare us to move forward with a system-wide data tool

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

The addition of teachers and assistant teachers will provide smaller student-to-staff ratios throughout the elementary program. This will also create less stress on high school instruction by removing class size limits at the elementary. This will ensure all students develop intellectually, physically, emotionally and acquire necessary vocational skills through individual education programs and provide an environment conducive to those learning needs across the

school system. Effectiveness will continue to be measured by multiple, valid measures, including test scores, proficiency scores, formative assessment measures, and professional assessment. Students gain skills and experiences colleges and employers look for in applicants, including communication skills, critical thinking skills, and specified subjects. Decreased learning loss during the remote/online learning experience will continue to offset summer learning loss by keeping students engaged in learning every day. High risk students (exceptional children, low-income families) who may not have access to educational resources throughout the summer are given additional time to master academic content. Increased programming will also include purchasing the Leader in Me program to address instructional and cultural components of learning recovery by implementing systems that accelerate academics and empower all students to thrive personally. All of our students NEED, and our more vulnerable students (especially those with the most learning losses from COVID and the most difficulty learning even during normal times) REQUIRE additional learning time and more supports for recovery from those year-long-plus deficits that have accrued. Providing afterschool programs to Pre-K through high school is a large part of our efforts to overcome COVID's learning losses. Afterschool teachers, tutors, and relevant support personnel with be hired to provide these services. Pre-K and high school students are not otherwise served by our current afterschool programs, and these funds will supplement the prospective 21st century afterschool program if our school system is selected during cohort 15 21CCLC round of grants. (Partial year-funding for k-8 afterschool is assured by 21CCLC and ICARES carryover for 2022 school year.) Swain County Schools are small and rural, and staffing - attracting the best teaching candidates who will remain with us - is becoming more of an issue for us in the far west. The pandemic demonstrated that in emergency times, it is even more difficult to provide the quality staffing needed by our students. Especially difficult was hiring and maintaining key teaching positions such as our exceptional children teachers. In order to support our EC students, many of whom will have the utmost difficulty in recovering from learning losses sustained during COVID, we plan to encourage more of our educators to become certified in EC areas, as well as other difficult-to-fill positions. We will assist this effort with professional development and tuition reimbursement funding.

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

Absenteeism during the pandemic continued to increase. Additional personnel will be hired to improve student attendance, allowing focus on student attendance, student and family engagement, and programming instituted to improve student attendance towards our goal of 95% (see section c). The additional hiring of the Dean of Students allows for consistent structure in how absenteeism is approached with each student and family. Early interventions create a more positive school culture, consistency in tracking and acting on real-time data involving absences, communication of attendance expectations, instructional support to the home to achieve MTSS 80% proficiency and the 95% student attendance goal. The addition of the Dean of Students at an elementary school will support an increased and equitable opportunity for both elementary schools to improve instruction in the classroom by freeing the

principal and teacher learning coaches from management needs. The addition of a teaching and learning coach (TLC) at the middle school will provide professional growth not possible before the pandemic, as well as to aid teachers with providing more effective instruction - whether delivered via face-to-face or digitally. DoS and TLC are critical capacity builders in SCS buildings in order to stem student learning losses as quickly as possible. These positions are critical elements not only regarding needed academic recovery, but as we attempt to aid students and families in recovery from social-emotional situations significantly exacerbated by the extended length of time of the pandemic.

* (D) Tracking student attendance and improving student engagement in distance education;

I-Ready programs provide dashboards and clear reports with actionable data that give teachers and administrators a foundational understanding of students' strengths and weaknesses and confidently determine students' on-grade proficiency levels based on state and national standards. Provide in the moment resources and resources to teach individually, in small groups, and whole-class levels. Moby Max shows 360-degree progress monitoring and reporting for students, parents, teachers s, and administrators. Built-in motivational techniques allow students to learn without teacher intervention. Designed to find and fix student learning gaps. This information is critical as goals are set with students and families for growth.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

I-Ready programs provide dashboards and clear reports with actionable data that give teachers and administrators a foundational understanding of students' strengths and weaknesses and confidently determine students' on-grade proficiency levels based on state and national standards. Provide in the moment resources and resources to teach individually, in small groups, and whole-class levels. Moby Max shows 360-degree progress monitoring and reporting for students, parents, teachers s, and administrators. Built-in motivational techniques allow students to learn without teacher intervention. Designed to find and fix student learning gaps. This information is critical as goals are set with students and families for growth.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	During the pandemic, COVID-19, some classroom spaces were unable to be used because of the increased risk of transmission of the virus due to moisture and humidity issues. HVAC work and improvement to update older systems to provide better air quality, reduce humidity in classrooms and reduce the transmission of airborne contaminants. Decisions about which buildings will receive upgrades/replacements will be based on a pending environmental assessment from a	July 2021 - July 2024	Reduction in student and staff absenteeism due to illness, ability to provide more adequate socially distanced learning areas with the increased, usable learning spaces.	$ 436,979.98

		local architect. As details solidify, a budget amendment will be submitted to provide more specificity at that time. We plan to replace all conventional water fountains with water bottle refill units throughout all schools in order to reduce the spread of germs. We plan to contract with a company to provide a facility needs and environmental survey to address building capacity and improvements needed to address the health and safety of students.			
	* ⦿ Yes ◯ No	Increased monitoring of ventilation units and replacement of ventilation filters more frequently to reduce the risk of airborne particulates and contaminants from COVID-19. Increased education of staff, students, and parents about the importance of Air Quality and their	July 2021 - July 2023	Reduction in student and staff absenteeism due to illness from poor air quality and ventilation and create a school environment as safe as possible	$ 87,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		roles to ensure a healthy, high-quality learning experience. These things will occur after environmental assessment by NOVICE Architect has taken place to allow for the most accurate, timely information. Purchase of air ionization units for schools in order to purify the air and reduce the number of contaminants in the air. Improving air quality in traditionally damp areas will decrease the probability of exacerbated respiratory complications in light of the COVID pandemic by replacing guttering systems at both East and West Elementary Schools in order to help divert the water that is creating moisture leading to mold and mildew issues			

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	COVID-19 has increased the workload of school nurses. They are required to ensure proper protocols are followed, supervise isolation rooms, conduct screenings, track suspected and confirmed cases of COVID-19, and communicate with the local Health Department to ensure appropriate tracking. Swain County Schools will increase our nurses from 80% to 100% employees so schools are fully staffed with a highly qualified school nurse 5 days a week. This will ensure COVID-19 protocols are followed to better meet the safety and wellness needs of our students and staff. Swain County Schools are also pursuing school based COVID-19 testing that school nurses will be expected to facilitate.	Aug 2021 - June 2022	This will ensure COVID-19 protocols are followed to better meet the safety and wellness needs of our students and staff.	$ 42,876.81

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ○ No	At present, only about 35% of the county has direct access to internet and in proportion, only about 35% of the student population has direct access to internet. In order to offset learning loss as a direct result of COVID-19, allow students the ability to continue remote online learning for homework, access during summer school programming and over the course of a normal school year; as well as, the event of closure due to inclement weather or pandemic, internet hotspot subscriptions need to be purchased to give all students access to reliable internet services.	July 2023 - June 2024	Increased student achievement and increased student academic proficiency measurable by their proficiency scores on but not limited to EOC and EOG tests.	$ 56,990.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	Due to COVID-19, historically disadvantaged and under served populations have suffered as a result of	July 2022- June 2023	The school psychologist will participate in school and grade/subject level MTSS	$ 247,145.76

| | | lack of access to resources. Greater access to mental health personnel helps provide an ideal environment for promoting good emotional wellbeing, identifying early behavior changes and signs of mental distress, provide consistent, protective and therapeutic environment in order to help students cope. Additional school psychologists will be hired to help design interventions for students identified at working below grade level as part of MTSS programming. These positions will also provide additional mental health support for students, including exceptional children. Current support personnel will also be encouraged to pursue professional development in mental health and SEL | | meetings to help design specific interventions for students. They will help create more individualized interventions leading to more individual growth as measured by MTSS data tracking. Swain County Schools has created district-approved data collection tools and charts. The school psychologist will provide direct counseling services to students identified as Tier 3 SEL in the MTSS | |

		health and SEL support. This is necessary in order to sustain the need for long-term mental health support for students and families. Social Workers will be increased from 80% to 100% employment to provide additional support.			the MTSS process.	
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	The Summer Learning Program will be focused on recovery for students stemming from learning loss due to COVID. Summer programming will be a 4 week intensive program covering 100 hours of Direct service Summer School Learning, continued in-person online learning options for students over the summer and subsequent school years, supplemental after school programs including classroom instruction or online learning options, meals to eligible students, and mental health	June 2022-July 2024	Effectiveness measured by multiple, valid measures including test scores, proficiency scores, formative assessment measures, and professional assessment. Decrease learning loss suffered during the remote/online learning experience, offset summer learning loss	$ 217,107.15

		and mental health services and support meeting requirements set forth by IDEA. Programming will include: Math Instruction, Reading Instruction, Science Instruction for students, periods of physical activity, and enrichment activities. Programming will also include transportation available for all students. Funding for 2 site leaders, SEL support for all grades, and # of teachers based on student performance data. When data provides more specifics about staffing needs, a budget amendment will be submitted.		learning loss by keeping students engaged in learning every day. Students of need (exceptional children, low income families) who may not have access to educational resources throughout the summer are given additional time to master academic content.	
	* ◉ Yes ○ No	Since the beginning of June 2021, Swain County Schools has lost 13 employees requiring 17 number of jobs to be filled or reallocated. The pandemic has created an increase in	July 2021-June 2024		$ 400,288.96

| **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. | | instruction need to overcome learning loss. This level of expectation along with general fatigue from a very 2020-21 school year has eroded the internal motivation of all staff. The district administration is regularly faced with requests for pay increases and salary supplements. In response to the realized staffing attrition and to provide continuity for the 2021-22 school year, it is the intent of Swain County Schools to provide a retention and appreciation bonus to all permanent employees. Those employed by Sept 1 and still employed by Oct 1 will receive a $500 bonus in Nov. Those employed by Dec 1 and still employed by March 1 will receive a $500 bonus during March. It is possible to receive | | To help cover the administrative cost of administering the grant for the District. Also, increased staff morale, recruitment and retention of quality staff. | |

	is possible to receive both bonuses by continued employment during these periods of time. Budgeted amt also include IDC		

		Total ESSER III Allotment	$ 1,488,388.66

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.

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* ☑ **LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)**
An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Swain County Schools (870) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Swain County Schools (870) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Stephanie Treadway	

Substantially Approved Dates

Grant	**Substantially Approved Date**
FPMS-ARPA ESSER III PRC 181	Friday, July 30, 2021

Swain County Schools (870) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Swain County Schools (870) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Swain County Schools (870) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

79069696

* Address:

P.O. Box 2340 Bryson City , NC 28713

* Superintendent:

Mr. John Mark Sale

Key Personnel:

* Regina Ash

* Evan Clapsaddle

Transylvania County Schools (880) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:11:17 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Transylvania County Schools (880) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,422,488.00	$2,422,488.00
Carryover	$4,821,316.62	$4,821,316.62
Total	$7,243,804.62	$7,243,804.62

Budget

Transylvania County Schools (880) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
880	181	0	No	Yes	3.23 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$2,422,488.00	$0.00
Carryover Amount:	$4,821,316.62	$4,821,316.62
Allotment Plus Carryover:	$7,243,804.62	$4,821,316.62
Total Budgeted:		$4,821,316.62
Total Remaining:	$2,422,488.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/23/2021 04:45 PM	Admin, NCCCIP

☐ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/23/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/23/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/20/2021 10:32 AM	Approved (Pending)		Perrotta, Paul			
9/14/2021 8:33 AM	Received		Admin, NCCCIP			
9/1/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Perrotta, Paul
		☑		3-5110-121-000-580-00	0	At this time, the budget should only reflect the amount the PSU received (i.e., carryover, $4,821,316.62)
9/1/2021 1:24 PM	Denied (Pending)		Perrotta, Paul			
7/21/2021 8:13 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▼]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	580	00	$669,997.20	$0.00	$669,997.20		
ⓘ	Salary	3	5110	135	580	00	$83,749.65	$0.00	$83,749.65		
ⓘ	Salary	3	5110	142	580	00	$250,166.70	$0.00	$250,166.70		

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ⓘ	Other	3	5110	211	580	00	$76,799.33	$0.00	$76,799.33
ⓘ	Other	3	5110	221	580	00	$223,571.57	$0.00	$223,571.57
ⓘ	Other	3	5110	231	580	00	$169,104.96	$0.00	$169,104.96
ⓘ	Other	3	5110	411	580	00	$30,000.00	$0.00	$30,000.00
ⓘ	Salary	3	5130	121	580	00	$72,684.00	$0.00	$72,684.00
ⓘ	Other	3	5130	211	580	00	$5,560.32	$0.00	$5,560.32
ⓘ	Other	3	5130	221	580	00	$16,186.73	$0.00	$16,186.73
ⓘ	Other	3	5130	231	580	00	$10,569.06	$0.00	$10,569.06
ⓘ	Salary	3	5210	126	580	00	$341,383.50	$0.00	$341,383.50
ⓘ	Salary	3	5210	142	580	00	$35,738.10	$0.00	$35,738.10
ⓘ	Salary	3	5210	145	580	00	$105,247.35	$0.00	$105,247.35
ⓘ	Other	3	5210	211	580	00	$36,900.03	$0.00	$36,900.03
ⓘ	Other	3	5210	221	580	00	$7,958.88	$0.00	$7,958.88
ⓘ	Other	3	5210	231	580	00	$10,569.06	$0.00	$10,569.06
ⓘ	Salary	3	5340	121	580	00	$111,623.63	$0.00	$111,623.63
ⓘ	Salary	3	5340	142	580	00	$71,476.20	$0.00	$71,476.20
ⓘ	Other	3	5340	211	580	00	$14,007.12	$0.00	$14,007.12
ⓘ	Other	3	5340	221	580	00	$40,776.35	$0.00	$40,776.35
ⓘ	Other	3	5340	231	580	00	$36,991.71	$0.00	$36,991.71
ⓘ	Salary	3	5360	126	580	00	$483,549.60	$0.00	$483,549.60
ⓘ	Other	3	5360	211	580	00	$36,989.63	$0.00	$36,989.63
ⓘ	Salary	3	5830	131	580	00	$687,352.95	$0.00	$687,352.95
ⓘ	Other	3	5830	211	580	00	$52,582.46	$0.00	$52,582.46
ⓘ	Other	3	5830	221	580	00	$153,073.49	$0.00	$153,073.49
ⓘ	Other	3	5830	231	580	00	$95,121.54	$0.00	$95,121.54

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ⓘ	Other	3	5860	418	580	00	$76,831.12	$0.00	$76,831.12
ⓘ	Equipment	3	5860	462	580	00	$663,943.50	$0.00	$663,943.50
ⓘ	Other	3	8100	392	000	00	$150,810.63	$0.00	$150,810.63
ⓘ	Other	3	8200	399	000	00	$0.25	$0.00	$0.25

Total: $4,821,316.62   **$0.00 $4,821,316.62**

Grant Details

Transylvania County Schools (880) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

A committee composed of representation from Curriculum Directors, Finance Officer, Technology Director, Superintendent, Human Resources/Assistant Superintendent, Child Nutrition, Transportation Director, School Principals, parents, and teachers brainstormed the needs of the district to develop the needs assessment Plan for the ESSER II Funds. Transylvania County plans to use the funds to address learning interruptions in a variety of ways using the allowable areas to guide our decisions. Transylvania County Schools plans to utilize various assessment tools to address student learning gaps. In the original plan TCS had included Math Coaches due to the need for closing gaps in math skills due to COVID. Although we have tried our best, to this point we have not been successful. Tools used will be Istation for Reading and Math (K-5) *Current Istation data shows that approximately 25% of our K-5 students are at risk for reading development. These students need intensive support in order to trend towards a grade level path. *Current Istation data shows that approximately 30% of our K-5 students are at risk for math development. These students need intensive support in order to trend towards a grade level path. IXL for reading and math (6-8) Exact Path for reading and math (6-8) *For more detailed information regarding Summer Learning, see the full TCS Summer School plan below on Part E. 2021-2022: Under ESSER II, TCS is planning to use funds to further enhance

our TCS Online Learning Path program. This online platform was created to respond to needs from the result of Covid 19. Items purchased will be additional computer monitors, enhanced microphones, possible boosters for adequate internet service. Addressing Student Learning Gaps: In 2021-2022, school personnel will increase to provide targeted instruction to struggling learners and also to provide smaller class size to further enhance our high performing students. Under ESSER III, specific positions added will be Reading and Math Specialists at the elementary level, Math Specialists at the middle school level, and an Academic Specialist Coordinator to work closely with the specialists to analyze and interpret student data. Exact Path for reading and math (6-11) NC Check Ins (Reading, Math, Science: 3-8 & Math 1) Case Benchmarks (Math 3, Biology) Common Lit (English 10) Academic and SEL meeting with school counselors for Online Learning Path Students Transylvania County Schools plans to add Specialists positions (Interventionists) in the area of reading and math. Reading and Math for elementary schools, K-5. Math Specialists for middle schools. These added positions will determine student levels in September and work to close the achievement gap for our Tier 2 and Tier 3 students. Resources used to address learning gaps will be small groups, 1:1 support, enVision math program tools, and other approved resources that are research based in maximizing student growth. The added position of Academic/MTSS Coordinator will work closely with school Specialists to analyze growth trends and adjust strategies, as needed. This position will work closely with each school in the MTSS process to ensure that all processes are geared towards problem solving and helping students grow, academically, behaviorally and socially. MTSS has been earmarked as an improvement area for our school system to ensure we are adequately identifying and serving all students in need. TCS Online Learning Path teacher positions being added will allow students to have the option of being full virtual for academic learning. These teachers will work on school sites and collaborate together to enhance remote instruction for grades K-12. Educational Technology is needed to enhance the online learning. Teachers had difficulty with equipment this year. The online option will remain in place in order to meet the needs of families. All of this is a result of Covid and parents not wanting their children to return to in person learning. Therefore, the need is great. The age of the equipment makes it difficult to have effective teaching and learning that teachers were forced into due to COVID so in response to COVID we need panels, mics, etc in order to deliver quality instruction. Three of our elementary schools have Preschool classes. These classes are full with a waiting list for next year. In order to meet the needs of families and better prepare children for kindergarten an additional class is needed. Families are in desperate need of quality care and learning for their children as a direct result of the pandemic. Some of the families that were hesitant to enroll their children last year realize they are behind in starting school this year and are scrambling. Looking at the kindergarten data, it is clear that children are better prepared for learning when they attend preschool compared to those children who do not attend. Children who attend preK outscore the children who do not attend preschool on the Kindergarten Early Entry Assessment. In order to meet the 1:6 ratio, teacher assistants are needed for preK. The preK is an inclusive population of NC PreK, DD, and general ed children. The ratio is mandated by the license and having an inclusive classroom. The classroom and TAs needed are a direct result of COVID and meeting families needs. EC teacher and TA are needed as mandated by the summer

school requirement. The EC grant 137 will be used in addition to the ESSER III to meet the number of teachers needed to carryout the summer program. Ratio for EC students will be maintained. An Elementary Math textbook adoption will serve to streamline practices and close identified gaps of knowledge, created by Covid 19. Currently our math data from Istation shows the majority of our grade levels have students working below grade level. K: 20% below grade level on our Istation Math Summary Report for May 1st: 27% 2nd: 57% 3rd: 48% 4th: 45% 5th: 6

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

TCS current data shows that we need to offer an extended learning program for the Summer of 2021. This is also in accordance with the law signed in April, Summer School Choice for NC Families. Elementary: Istation Mid Year (January) data shows that: 60% of Kindergarten students need supplemental or intensive support (in addition to Core) 57% of First Grade students need supplemental or intensive support (in addition to Core) 38% of Second Grade students need supplemental or intensive support (in addition to Core) 37% of Third Grade students need supplemental or intensive support (in addition to Core) 40% of Fourth Grade students need supplemental or intensive support (in addition to Core) 44% of Fifth Grade students need supplemental or intensive support (in addition to Core) Middle School: Exact Path Diagnostic (April) data shows that: 25% of middle school students are below grade level in Reading 28% of middle school students are below grade level in Math High School At Risk: Students not on track to be promoted to the next grade level Students not on track to graduate with the assigned cohort Students who failed 2 or more classes in 20-21 Reflection on EOC proficiency levels and student growth Addressing comprehensive needs of students: In 2021-2022, school personnel will increase to provide targeted instruction to struggling learners and also to provide smaller class sizes to further enhance our high performing students. Tools used will be Istation for Reading and Math (K-5) IXL for reading and math (6-8) Exact Path for reading and math (6-11) NC Check Ins (Reading, Math, Science: 3-8 & Math 1) Case Benchmarks (Math 3, Biology) Common Lit (English 10) Academic and SEL quarterly meetings with school counselors for Online Learning Path students SEL Curriculum and screeners Restorative practices Due to having a preK classrooms for children, data shows that the children are 75% better prepared going into kindergarten compared to those that did not attend PreK programs. Early intervention and providing a PreK programs sets children up for success as they enter kindergarten. Due to Covid, children in our community are farther behind. Children that would have started school last year did not due to the pandemic. This year we have a waiting list of children that would fill an additional classroom just due to COVID and not attending. These children will need the benefit if a preK program to provide the SEL due to COVID and the learning opportunities that COVID prevented.

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.

$ 1,462,518.20 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Specific positions added, as mentioned in ESSER III, will be Reading and Math Specialists at the elementary level, Math Specialists at the middle school level, and an Academic Specialist Coordinator to work closely with the specialists to analyze and interpret student data. Additional qualitative data was analyzed as well (i.e. bullying at school versus abusive home life). Robust summer school over the next 3 summers will help to close the learning gaps. We have included special populations in all areas of summer school. PreK to 12th grade have been invited to receive 5 weeks of support. Reading and math focused activities. Assessments will be given to monitor progress High Quality Assessments: Assessments measured in TCS for 2021-2022 will be: -NC Reading Diagnostic, grades K-3 -enVision Math Diagnostic, grades K-5 -Exact Path Diagnostic, grades 6-12 -NC Check Ins, grades 3-8 -SEL Screener, grades K-12 These high quality assessments will be given at BOY, MOY and EOY. NC Check Ins will follow the window schedule set forth by the NCDPI. The data collected from these various assessments will be collected and analyzed by our Academic Specialist Admin role, helping District and School leaders identify strengths, weaknesses and what areas need strengthened curriculum support. This data will continue to be collected and utilized to drive instruction for the benefit of the students.

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

Addressing comprehensive needs of students: In 2021-2022, school personnel will increase to provide targeted instruction to struggling learners and also to provide smaller class sizes to further enhance our high performing students. Tools used will be Istation for Reading and Math (K-5) IXL for reading and math (6-8) Exact Path for reading and math (6-11) NC Check Ins (Reading, Math, Science: 3-8 & Math 1) Case Benchmarks (Math 3, Biology) Common Lit (English 10) Academic and SEL quarterly meetings with school counselors for Online Learning Path students SEL Curriculum and screeners Restorative practices These activities will be repeated for Summer School 2022,2023, and

2024 to ensure that students benefit from the additional learning and support opportunities. School Number of Counselors Number of Students Foster Care McKinney Vento 1:1 Group Sessions BRH Referrals Counselor to Student Ratio: BES 1 537 4 20 22 3 18 1-537 BMS 1 549 1 13 0 0 0 1-549 PFES 1 434 9 2 0 5 18 1-434 RMS 0.5 235 1 13 3 1 12 0.5-235 RES 1 327 5 5 0 3 10 1-327 BHS 2 704 3 15 40 plus 0 22 1- 352 RHS 1 266 3 9 11 1 13 1-266 TCH 0.5 118 0 5 7 1 1 0.5- 118 DRS 1 95 0 21 17 1 7 1-95 Above or below the average ASCA Recommendation Ratio- BES above by 287, BMS Above by 299, PFES Above by 184, RMS above by 110, RES above by 77, BHS above by 102, RHS above by 16, TCH below by 7DRS below by 155. Above or below by National Average of 464: BES Above by 73, BMS above by 85, PFES below by 30, RMS Above by 3, RES Below by 137, BHS below by 369, RHS below by 369, TCH below by 114, DRS below by 369 The ASCA recommends that schools maintain a ratio of 250 students per school counselor, and that school counselors spend at least 80 percent of their time working directly with or indirectly for students. Across all schools, the average student-to-school-counselor ratio is 464 to 1. Summer School requirements also mandate a counselor to be onsite to work with students on SEL. Counselors are directly tied to social emotional learning. Leading professional development for staff on implementing restorative circles to degrade or eliminate academic learning barriers. High School- high quality assessments will be administered twice a year not including state required assessments. NC Check Ins for Math 1, Common Lit for English 10, and Case21 benchmarks for Math 3 and Biology will be used to determine student gaps and specific areas of struggle to drive teacher instruction. The therapist position will be filled by a licensed Social Worker/Licensed Mental Health Therapist who will run small groups and individual counseling as needed to Social and Emotional Support to students which is especially needed as a result of COVID, isolation and family loss and disruption because of COVID. Students mental health needs are needed more than ever.

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

Parent invitations for at-risk students to attend summer school Virtual parent meetings/training for K-5, 6-8, and 9-12 for online learning students Links to resources for academics and counseling services are available on school's websites; communicated to parents in a variety of ways (face to face, phone conversations, email, social media, dojo, newsletters, Title I parent nights, transition from elementary to middle, middle to high, and high to post-secondary parent information sessions) PreK teacher is needed better prepare children for the later years of learning. Data shows that Preschools have a positive impact on early learning. Due to covid the children have been at home and are behind in many areas. Preschools lay the foundation for reading and math as well as the social and emotional piece that the children need. We will be tracking data to show the direct correlation between attending prek and not attending as the children enter kindergarten. We already see an overall, however, we are going to keep it by individual preschool both county and TCS. We will continue to hold trainings for our parents to better understand how to help their students navigate the chromebooks and Google Classroom along with other platforms or programs used by the

various grade bands of students. By training the parents, they will better understand what the expectations are and ensure that the students complete assignments thus better performance and grades of the students.

* (D) Tracking student attendance and improving student engagement in distance education;

Transylvania County Schools will continue into 2021-2022 with our TCS Online Learning Path (OLP). Currently, we will have: 3 Elementary OLP teachers (K-1,2-3,4-5). Serving approximately 36 students. 3 Middle School OLP teachers (6th, 7th, 8th). Serving approximately 32 students. 4 High School OLP teachers (various sections). Serving approximately 29 students. *TCS will use ESSER III funds to hire 3 OLP teachers so we are able to meet NC Class Size Mandates. *In the OLP platform: -Student attendance is taken daily through Powerschool -Cameras will be required to be turned on for 21-22 to ensure active learners and to help with a strong SEL connection. -Under ESSER II, funds will be used to enhance OLP instruction with updated technology equipment Student attendance will be closely monitored to ensure that students are attending regularly both in person on virtual dep[ending on what the parent signed their child up for due to COVID. If a child is not participating online as expected, the child will be moved to in person learning with proper precautions due to COVID.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Transylvania County Schools will continue implementation of formative assessment tools to identify student learning gaps. Istation (K-5) IXL NC Check Ins (3-8 reading and math; math 1) Case benchmarks (Math 3 & Biology) Common Lit (English 10) Attendance will continue to be tracked in PowerSchool. Letters will be delivered for 3,5, and 10 day attendance. Social Workers and Principals will make hope visits to help with resolving issues with attendance. We will continue to take parents to court for intervention with the students and attendance. Due to the gaps in learning based on data, math materials for remediation and enrichment will be purchased to close the achievement gaps. The need for an EC TA is for additional support due to the rise in EC students. This position is needed to assist with meeting this populations learning needs.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

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IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ● No				$ _____
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				$ _____
		*Brevard and Rosman Middle	2021-2024		$ 1,042,500.72

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | * ◉ Yes ○ No | ~~Reeman Middle~~ Schools will each add an interventionist to provide support to our Tier 2 and Tier 3 students. *3 additional school counselors will be added to our highest needs schools. One full time counselor added to BES and one full time counselor to be shared between PFES and BMS. One additional counselor will be added as an interim for RES and then moving to TCH full time. *The middle school interventionists will be measured in effectiveness by analyzing student growth on NC Check In Benchmarks, Exact Path | | * School counselor data will be collected twice a year to determine if SEL supports and restorative practices are impacting students in a positive manner(November & April) *Data from formative assessments will be analyzed to identify specific learning deficits and student growth *Percentages of students not on track to graduate or be promoted to the next grade level will be compared against previous data The rise in the EC population has created a need for additional support creating need for TA | |

		diagnostic growth, daily student grades, EOG scores. *Data will be collected twice a year to analyze effectiveness. Comparing current referrals and other student services data with future student services data. *The LSCW/LCMHC position will be measured in effectiveness by analyzing our TCS SEL Screener, discipline reports, school counselor referrals. Growth in the TCS Online Learning Path will be measured by NC Check Ins, Reading/Math Diagnostics. The rise in EC			

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⊙ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⊙ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⊙ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$
	* ⦿ Yes ○ No		2021-2024		$ 740,774.62

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | | Interactive smart panels will go hand in hand with enhancing the teaching and learning for students to be engaged and better focused. This upgrade is in response to COVID and will be rolled out over a 3 year period. Teachers would not have had to move to virtual teaching full time had it not been for COVID. Instructional Technology is ineffective in teaching when the equipment doesn't work, and students can't hear the instruction. Teachers are teaching face to face and online simultaneously due to COVID. | | Better interactive teaching Higher scores from students More individual growth from students More effective teaching and learning The additional panels were added here where they had to be subtracted earlier. This was the original number of smart panels. | |

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$
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	Transylvania County Schools plans to offer summer learning opportunities due to COVID and learning loss for 2022 and 2023, focused on growing struggling learners, but also providing opportunities to our grade level and advanced learners. Offerings at various elementary and middle schools will be "Theme" Based and offer a wide variety of topics (Space Camp, Coding Camp, Art Camp, etc). This amount was increased to	Summer 2022 and through Summer 2024	Data will be used to identify struggling learners needing summer enrichment. In addition, parents will be given the opportunity to sign up their child for a Theme offering. School Counselors, Admin and teachers may also make student referrals for these opportunities.	$ 520,539.37

		was increased to allow for summer learning opportunities in 2022,2023, 2024. Job Core Tutors were also added here at 15.00 per hour, 20 hours per week for 6 tutors. These positions have been posted but we have not interviewed. We had originally dedicated part of this funding for Math Coaches but we did not receive any applications. Therefore, we included tutors and additional funds for summer learning through 2024. Out overall goal is to grow the struggling learners due to COVID.			
		* Reading & Math Specialists	2021-2024		$ 1,054,983.71

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	will work with Tier 3 students to address student weaknesses & provide explicit & structured interventions. Data will be analyzed with NC K-3 Reading Diagnostic, 4th-8th grade Diagnostic & Specialists will provide personalized PD to support teachers in reading strategies. *The reading diagnostic for grades 4 and 5. TCS wants to have the same diagnostic adopted in grades K-3 so schools can have streamlined data, vocabulary & processes. *The Academic/MTSS Coordinator will work directly with		*Growth measures for the Reading and Math specialists will be NC Reading Diagnostic scores, Teacher EVAAS growth, enVision Math Diagnostic growth, 3-5. NC Check Ins. *Growth measures from the reading diagnostic for 4th and 5th will be measured at BOY, MOY and EOY. *The Academic/MTSS Coordinator position will be measured in effectiveness by student growth on reading and math diagnostics, teacher surveys on support from this position, and NC Check in results. Indirect cost is being added here.	

work directly with the Reading & Math specialists to assist with support and identifying growth trends & strategies. *The LSCW/LCMHC Therapist will work in our high school setting to provide mental health supports to high school students. We have an influx of preschoolers trying to enroll. We currently have 3 PreK classes that are at max capacity with a waiting list. Therefore the need for an additional classroom with T and TA are needed. Need for additional support with EC - TA needed Due to the situation we are in with

		employees in TCS being exhausted in trying to meet the needs of our students as a response to COVID; it is reasonable and necessary to pay all employees a retention bonus for remaining with the school district. The devotion of our staff needs to be rewarded. We are going to pay full time employees who work 30 hours or more a week 1200.00 and part-time employees who work up to 29 hours a week 600.00. This bonus will be paid to all employees since it takes everyone doing their job for			

| | | the county to run effectively and efficiently. If a sub works for 8 days in a month between November 2021 and May 2022 a percentage will be paid to them for their dedication. The agreement will be if the employee leaves or is terminated before the end of the school year the bonus will be paid back. We plan to pay this bonus in 2 equal parts if the employee meets the criteria. Once in February 2022 as a retention bonus for the year and again in October 2022 as an incentive for returning. The morale of the teachers is at the lowest point and | | | |

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		lowest point and this will be a small incentive to stick with the profession and things will be better after COVID. We also have a tremendous amount of trouble finding subs for the classroom when teachers are out sick. On any given day, we have 15 vacancies for subs and only 50% of those are filled. We are using teacher assistants to cover classes as well as admin in the building and central office staff to fill in the gaps. We have approximately 550 employees in the district who will receive the bonus. We have not been able to			

		fill a few of the positions we had written into the original plan. Retaining the people we have and encouraging them to remain with the school system during difficult times will help with not requiring hiring replacements. The need is great.			
				Total ESSER III Allotment	$ 3,358,798.42

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.

*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Transylvania County Schools (880) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Transylvania County Schools (880) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Audrey Reneau

Transylvania County Schools (880) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, July 22, 2021

Transylvania County Schools (880) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Transylvania County Schools (880) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Transylvania County Schools (880) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100059104

* Address:

225 Rosenwald Lane Brevard, NC 28712

* Superintendent:

Dr. Jeffrey S. McDaris

Key Personnel:

* Audrey Reneau

Tyrrell County Schools (890) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:11:24 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Tyrrell County Schools (890) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$599,904.00	$599,904.00
Carryover	$1,209,288.00	$1,209,288.00
Total	$1,809,192.00	$1,809,192.00

Budget

Tyrrell County Schools (890) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
890	181	0	No	No	0.00 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$599,904.00	$0.00
Carryover Amount:	$1,209,288.00	$1,209,288.00
Allotment Plus Carryover:	$1,809,192.00	$1,209,288.00
Total Budgeted:		$1,209,288.00
Total Remaining:	$599,904.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/01/2021 04:47 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 8:55 PM	Approved (Pending)		Letchworth, Tina			
9/10/2021 8:19 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$40,000.00	$0.00	$40,000.00		
ⓘ	Salary	3	5110	135	000	00	$60,000.00	$0.00	$60,000.00		
ⓘ	Other	3	5110	143	000	00	$37,500.00	$0.00	$37,500.00		
ⓘ	Salary	3	5110	144	000	00	$22,500.00	$0.00	$22,500.00		
ⓘ	Other	3	5110	164	000	00	$32,000.00	$0.00	$32,000.00		
ⓘ	Other	3	5110	183	000	00	$134,697.70	$0.00	$134,697.70		
ⓘ	Other	3	5110	211	000	00	$24,990.35	$0.00	$24,990.35		
ⓘ	Other	3	5110	221	000	00	$30,465.75	$0.00	$30,465.75		
ⓘ	Other	3	5110	231	000	00	$19,740.00	$0.00	$19,740.00		
ⓘ	Other	3	5110	411	000	00	$398.18	$0.00	$398.18		

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ⓘ	Other	3	5110	418	000	00	$13,000.00	$0.00	$13,000.00
ⓘ	Other	3	5210	411	000	00	$5,000.00	$0.00	$5,000.00
ⓘ	Salary	3	5270	144	000	00	$9,288.00	$0.00	$9,288.00
ⓘ	Other	3	5270	211	000	00	$712.00	$0.00	$712.00
ⓘ	Salary	3	5320	131	000	00	$40,000.00	$0.00	$40,000.00
ⓘ	Other	3	5320	211	000	00	$3,060.00	$0.00	$3,060.00
ⓘ	Other	3	5320	221	000	00	$9,948.00	$0.00	$9,948.00
ⓘ	Other	3	5320	231	000	00	$6,580.00	$0.00	$6,580.00
ⓘ	Other	3	5320	311	000	00	$5,000.00	$0.00	$5,000.00
ⓘ	Salary	3	5360	126	000	00	$80,000.00	$0.00	$80,000.00
ⓘ	Salary	3	5360	142	000	00	$5,400.00	$0.00	$5,400.00
ⓘ	Salary	3	5360	171	000	00	$3,200.00	$0.00	$3,200.00
ⓘ	Salary	3	5360	174	000	00	$3,900.00	$0.00	$3,900.00
ⓘ	Other	3	5360	211	000	00	$7,500.00	$0.00	$7,500.00
ⓘ	Salary	3	5810	135	000	00	$40,000.00	$0.00	$40,000.00
ⓘ	Other	3	5810	211	000	00	$3,060.00	$0.00	$3,060.00
ⓘ	Other	3	5810	221	000	00	$9,948.00	$0.00	$9,948.00
ⓘ	Other	3	5810	231	000	00	$6,580.00	$0.00	$6,580.00
ⓘ	Equipment	3	5860	462	000	00	$151,500.00	$0.00	$151,500.00
ⓘ	Salary	3	6540	173	000	00	$23,220.00	$0.00	$23,220.00
ⓘ	Other	3	6540	211	000	00	$1,779.99	$0.00	$1,779.99
ⓘ	Other	3	6540	311	000	00	$5,000.01	$0.00	$5,000.01
ⓘ	Equipment	3	6540	461	000	00	$7,500.00	$0.00	$7,500.00
ⓘ	Other	3	6580	325	000	00	$42,005.00	$0.00	$42,005.00
ⓘ	Other	3	6580	326	000	00	$225,000.00	$0.00	$225,000.00

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6720	311	000	00	$2,000.00	$0.00	$2,000.00		
ⓘ	Other	3	6720	312	000	00	$3,000.00	$0.00	$3,000.00		
ⓘ	Other	3	6720	411	000	00	$3,000.00	$0.00	$3,000.00		
						Total:	$1,118,472.98	$0.00	$1,118,472.98		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6400	113	000	00	$63,564.00	$0.00	$63,564.00		
ⓘ	Other	3	6400	211	000	00	$4,862.65	$0.00	$4,862.65		
ⓘ	Other	3	6400	221	000	00	$15,808.37	$0.00	$15,808.37		
ⓘ	Other	3	6400	231	000	00	$6,580.00	$0.00	$6,580.00		
						Total:	$90,815.02	$0.00	$90,815.02		

Grant Details

Tyrrell County Schools (890) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1. The process of conducting our educational needs assessment for Tyrrell County Schools started with the district leadership team. We reviewed the ESSER-I needs assessment and also reviewed the guidance and allowable expenses that were currently available for ESSER-II to craft the needs assessment for ESSER-II. The district created a survey and disseminated it via the district website to allow stakeholders to give input on the use of ESSER II funds. Feedback from the surveys in addition to previous needs assessments and current inventory was used in developing our initial needs assessment to determine the best utilization of ESSER II funding. District directors were asked to work with their individual departments to access immediate and long term needs that were or could be impacted by future closures or changes to school operations due to COVID-19. These areas included student support services, child nutrition, maintenance, transportation, exceptional children, Pre-K, curriculum and instruction, federal programs, human resources, testing/accountability and technology. School administrators were given a timeline to meet with staff at their sites to gather data and report their findings. They were also able to elaborate their needs during weekly meetings with the superintendent and district directors. They obtained and shared information about their individual school sites and presented their needs based on school level and current or projected site operations. Instructional

staff were asked to give input about staffing needs, strategies to address learning loss, resources needed and supplies desired to promote a healthy learning environment. Other staff members, such as librarians/media specialists, registrars and secretaries, were asked to conduct a list of needs that were either unique to their positions or common to the needs of administrators and instructional staff that were not previously mentioned. A draft of the ESSER-II needs assessment was shared with the superintendent's cabinet for suggested edits and revisions. The final ESSER-II needs assessment was disseminated to diverse stakeholder groups including principals, assistant principals, district administrative staff, exceptional children's department staff, teacher leaders, school social workers, school nurses, school counselors and parents. The ESSER-II needs assessment received various responses from a diverse group of stakeholders. The data was compiled to create graphs to drive the discussion around ESSER-II planning. Collaboration around the graphed data occurred with members of the school board, district leadership, and the superintendent. The data created a priorities list from each ESSER-II allowable area of focus. 2. TCS intends to assess and address student learning gaps resulting from the disruption in educational services due to the COVID-19 pandemic. While conducting our needs assessment with directors, schools administrators, instructional staff and parents. TCS identified several ways that we want to address learning due to changes in the operational structure of the district, chronic absenteeism, inequity related to internet access. a). Personalized learning interventions: personalized learning interventions would be a collaborative effort between instructional staff and regular or at-risk students. These flexible learning options for individual students will address academic needs and allow for differentiation between learners. This includes one-on-one, small grouping, individual coaching, increased instructional time (during school if applicable),or contract with specially trained professionals (if needed). b). After school tutoring: after school tutoring will allow for additional academic services to regular and at-risk students after the regular school day. Learning options for individual students will allow for smaller instructional groups to enhance in-school instruction. This includes addressing content specific needs in settings that could be one-on-one or in small groups. This time could also provide compensatory services for exceptional children. c). Additional or specialized instruction for EC, regular, and at-risk students: additional or specialized instruction after school will allow for additional academic services after the regular school day. Learning options for individual students will allow enhanced after-school instruction or services. This includes providing content instruction, compensatory services for exceptional children or occupational services for students. d). Increase staff for specialized populations: Language interpreters are needed to work with ESL students who are Spanish and Vietnamese speaking on the elementary and secondary level. Interpreter services will be needed to meet with/ inform parents about participating in any strategy to address student learning gaps, translate/ distribute information about opportunities to address learning loss or assessments in the native language. e). Summer enrichment: address learning loss and social-emotional health for at-risk students Pre K-12. Students will receive academic based instruction as well as encore courses (art, music, pe, stem) and go on field experiences. f).Purchasing additional educational resources: curriculum for math and reading, software to support and enhance instruction and training. Assessing student gaps and closures to those gaps will be done using diagnostic and

formative assessments. Previous performance data such as BOY, MOY, EOY, BOG, EOG, benchmark and the pass/fail grades from Power School data will be the best tools for establishing baselines.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The process of data collection, interpretation and collaboration with stakeholders supported the need to continue with the implementation of systemic resources that were implemented in ESSER-I. Data analysis reflected the following areas of focus for ESSER-II funding: 1. Extend systemic instructional resources into grades K-12. Rationale: data has showed that the K-12 resources purchased with ESSER-I had a positive impact of students consistently with engaging in instruction, teachers were able to effectively collaborate and plan within district wide PLCs to target and address student deficiencies in both face to face and virtual environments, this was not as prominent on the secondary level. 2. Implement systemic core reading curriculum which includes grammar instruction and instructional resources K-6. Rationale: the district did not purchase a systemic curriculum for the elementary grades with ESSER-I, the data indicated lower student performance compared to Math. Instructional resources will be needed to supplement and address this. 3. Provide instructional resources for our most vulnerable groups including EL, Migrant, Immigrant, and EC. Rationale: ESSER-1 provided systemic resources to regular education teachers, teachers serving subgroups of students needing additional support due to limited English proficiency, significant interruptions to formal education, and learning disabilities were still using outdated curriculums while attempting to help provide a bridge for their students to access the core curriculum in either face to face or virtual environments, these teachers have to have curriculum materials that effectively supplement core curriculum in order to effectively serve and impact the performance of these identified subgroups. 4. Provide instructional resources that will facilitate integrated learning in core subject areas, arts, world languages, dual languages, and social emotional learning. Rationale: COVID-19 precluded the opportunity for robust instruction in these areas, it was determined that strategies and resources should be purchased and used to embed these subjects and positively impact student engagement and achievement 5. Provide a curriculum that will address the needs of Tier III students. Rationale: A K-8 core ELA curriculum was put in place with ESSER-I with data to indicate that it is positively impacting student performance, students exhibiting concerns with accessing core curriculum prior to COVID (low performing students in traditionally low performing subgroups) are significantly further behind and will require intensive intervention strategies to keep pace with typically performing peers. 6. Complete the provision of adequate hardware and software initiated with ESSER-I as well as provide additional support at school sites for the seamless expansion of technology in the classrooms and at home. Rationale: the integration of technology is critical to student success in both the face to face and virtual environment, therefore our efforts in this area must be maintained and increased. 7. Maintain the staffing level of the district to ensure adequate class size ratios for the

facilitation of student learning. Rationale: classroom environments that are conducive to student learning are imperative to student success, the availability of lower student to teacher ratios and small group instruction are results based interventions. 8. Initiate actions to address clean air flow Rationale: a thorough review of school facilities and the needs assessment indicate that repair and replacement of equipment and units is necessary so that recommendations in this area are fulfilled (HVAC, chillers and boilers, AC, windows, roof and wall damages that disturb air flow, removal and replacement of items deemed hazardous,etc). 9. Initiate repairs to buildings that produce exposure to environmental health hazards. Rationale: a thorough review of school facilities and the needs assessment indicate that repair and replacement of roofs, walls, carpets and removal of asbestos is necessary 10. Continue to implement and expand actions to support the social emotional and health needs of students and staff through mental health services, additional social workers, and additional nurses Rationale: ESSER-I allowed us to provide contracted nurses, an additional social worker and contracted mental health support, a master service spreadsheet and the needs assessment indicates that these services are still needed through ESSER-II. 11. Provide additional support to school sites in identifying Tier III students through the integrated academic and behavior support (IABS) services. Rationale: COVID 19 has slowed down the process of identifying students who may require services under IDEA, in an effort to remedy this, ESSER-II will be used to provide additional school psychologist for evaluation and support of identified mental health needs. 12. Provide PD for instructional resources initiated in ESSER-I and extended in ESSER-II as well as PD in instructional Rationale: school leadership and teacher feedback in district PLCs and student performance data indicate the positive impact of PD associated with implementation of new instructional resources, sustained PD is critical for the proposed curriculum updates and technology integration. PD supporting the implement 13. Continue and expand training and support to parents and families around academic support, response to trauma, technology, social emotional learning, early intervention, and mitigation of the virus. Rationale: active partnerships with parents have been essential in addressing learning loss, SEL skills that are lacking, and alignment of school and home practices, ESSER-II will be used to extend and deepen these partnerships, district survey data indicates that parents need both training and support. 14. Provide intervention and opportunities for extended learning during the summer, after-school, regular year

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.

$ 241,857.60 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

The district will use any universal screeners that are required by NCDPI in addition to Benchmark Data, BOY, MOY, EOY data and teacher assessments. The aim of these assessments are to progress monitor instruction and improve student performance. Teachers will most often use formative assessments to progress monitor modules of learning to help them understand how each student is progressing so the teacher can clearly plan next steps for the class as a whole and for small groups of students and individuals. Used 3 times of the year are our large-scale assessments which include pre and post. They determine whether students have met learning goals. Our pre-assessments or beginning of the year assessments evaluate important prerequisite knowledge and help our teachers determine a range of needs . We use the post or summative assessments at the end to determine the level of mastery each student has achieved. All assessments are based on the curriculum guides for each grade level from NCDPI. We encourage the use of released tests and practice tests provided on the NCDPI website as practice tools.

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

Restructure daily schedule to provide around a minimum of 1 hour of daily tutoring in addition providing after school sessions in an effort to extend thed school day. Data shows this strategy has high in meaningfully close gaps in achievement in the areas of math and reading for most struggling students. High-dosage tutoring tied to classroom content can substantially accelerate learning in both math and reading for the most struggling students . Extended learning time interventions, including weeklong acceleration with highly effective teachers and some double dose math structures, show strong evidence of effectiveness. Provide struggling students with targeted, smallgroup instruction in a single subject, Create homogenous ability groups of around 10-12 students and provide 10-15 of extra content instruction. The extra time will enable teachers to provide intensive instruction. Monitor for early student warning signs paired with strong norms and routines help students recover emotionally and engage academically. Look for those who have regular disruptions in teaching and then learning with the shift to remote learning, but also stress and trauma from the crisis itself, and loss in family financial resources. Identify students who need support for any reason. Teachers will increase more supports particularly for low-achieving students to help them continue to make strides towards achievement. Provide mental health services via more school social workers Provide translators/interpretive services for ESL students who need assistance or have been identified as needing services

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

Regular and English learners face inequitable access to learning in many formal educational contexts, and those inequities are exacerbated by the demands of virtual learning. The district, schools and teachers are always working to find ways to help regular and English learners continue their English language development as well as learn content, and there are many existing online resources that English learners and their families can access. The district has identified a running list of tools that may be used during virtual learning. We have also created a tutorials page for parents/guardians who may need assistance in learning about those virtual learning tools. The list is updated as training is completed and more resources are available. We also provide guidance on what parents and family members can do at home to work with their students. These are posted on school websites and any school based social media platforms. They can: read to their child at home. For ESL- read to their child in their home language. Research shows that children who are read to in their native language will have an easier time learning to read in the second language. All families can think aloud as they read together with children. This is a method in which the parent talks through their thoughts as they read. All families can incorporate writing at home, such as: writing a letter to a family member, read a part of the book and have their child write their own ending to the story or having their child illustrate the story by drawing part of the story and then writing a few sentences below the drawing that tells them All families can incorporate cooking into content lessons. These lessons can incorporate reading, math, and science. All families can incorporate physical activity to resemble PE class. Counting exercises, chores, afternoon, and morning walks. Filming activities so students can see themselves doing them, The district also provide\s a list of free learning websites that our employees may utilize. This is includes: BrainPop offers videos and quizzes to students at no cost to families. Resources available for ELs include: BrainPOP ELL (focuses on grammar and vocabulary) and BrainPOP Español (for Spanish-speakers who are learning English) Khan Academy provides some supports to parents and educators for all grade levels in 40 different languages.

* (D) Tracking student attendance and improving student engagement in distance education;

Tracking student attendance includes:. At least one weekly "live" checkpoint between the teacher and students, although the format varies. Monitor/track participation through submission of assignments. Tracking participation in live virtual instruction When a student is not present for a checkpoint or does not turn in an assignment, the teacher follows up with the family by e-mail or phone and then escalates calls to school leaders or support staff when a student is unreachable. Prioritize wellness and social and emotional learning over participation in remote learning. I Strategies for improving student engagement: Track time and adjust (increase/decrease) on a learning platform, Time watching videos (in hours),Number of videos accessed, Number of login sessions per week, Mean length of session (hours), Mean time between sessions (hours) , Quiz submission timeliness , Proportion of session time spent watching videos , Average platform time per week , Number of revisited video lectures, Number of discussion forum visits, Number of forum contributions, Percentage of time spent on quizzes, Determining the use of synchronous or asynchronous learning based on instructional need I Provide instructor presence and opportunities for interaction Provide

opportunities to interact with peers Provide use of problem- or project-based learning Opportunities to practice or test skills Give students opportunities for feedback through discussion Alter frequency or quantity of online learning activities completed based on current levels Administer engagement surveys to students, families and teachers to inform improvements to their distance learning plans and supports Providing a device for all students for online learning such as a laptop or a tablet. Deliver wraparound supports academic and non-academic

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Review student access to the internet to determine consistency Review/determine if teachers have received targeted training and support for online instruction. Review data of students and determine if learning needs to be personalized, and sufficient resources are available. Reduce/ increase learning time to determine the amount and quality of learning through extended schedules, summer enrichment and after-school activities, more personalized instruction, and staffing strategies that reduce class sizes and staff schools with sufficient and highly credentialed educators. Review attendance and suggest strategies for decreasing chronic absenteeism reinforce the urgency of providing appropriate support to those at risk of becoming disengaged and eventually dropping out. Research shows that a lack of contingency planning exacerbates the negative impacts of recessions, natural disasters, and pandemics on learning. Contingency planning thus needs to be institutionalized and include emergency funding to replenish the resources drained during emergencies.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No		June 1, 2021 - September 30, 2024		$ 42,005.00

		repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards; Electrical, plumbing renovations, new construction or even roof replacements to convert portions of a building to additional academic or dining space Implementing facilities improvements to support remote learning or concurrent learning		Facility improvements to assist in combatting Covid-19 spread and reopening schools safely by thoroughly cleaning and maintaining healthy facilities. Sites will the reports from the most recent inspections and the newly adopted COVID protocols toolkit to drive facility improvements. Maintenance while conduct a monthly report of issues that they identify needs, recommend upgrades, make repairs and or upgrades. They will place orders and keep an inventory of performance logs, supplies, and reports	
		HVAC renovations and replacements			$ 225,000.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ○ No	at all of the district's three schools. These revocations will improve air quality in all of the buildings. Four of the units will be installed in the TES Cafeteria,TES Art Room,TES Music Room, and CTE room 606 the Scope of work for heat pump would be: 1. Remove and dispose of existing equipment. 2. Install a new 18 SEER energy efficient heat pump. 3. Inspect existing ductwork for air leaks 4. Seal and re-insulate as needed. 5. Install high efficiency air filters. 6. Start up and warranty registration by contractor. 7.	June 1, 2021 - September 30, 2024	Upon the instillation for new HVAC systems, air quality professionals will come to the district twice a year for the first two years and annually after. They will take taking air samples and compare them to the outside air and determine if air quality is standard. We will keep records of these air quality reports to determine a log of the air quality inside each site.	

		Maintenance and service conducted by the school Maintenance Department according to manufacturer recommendations. Scope of work for replacement carrier chiller: The new proposed 130 ton chiller shall provide proper cooling and humidity control for the high school building. Piedmont Service Group will provide the chiller and the pricing (Quotation: Q-6-2021-141855). Base price for installation for chiller for the sum.......... $121,801 Carrier chiller specifications: · DX cooling, · Freeze protection,· Al fin/Cu tube coil , Ultra-low sound			

option, · Suction line service valves , Coil protection trim panels Clarifications: Price is based on normal working hours and complete access to the building during replacement of the unit(s) No repairs to existing mechanical equipment 13-15 week estimated delivery from manufacturer 1. Removal and disposal of the existing Carrier chiller unit to EPA standards 2. Installation of a new Carrier 130 ton air cooled packaged chiller- M# 30RBX130 3. Fabrication and installation of new welded black iron piping to mate to existing supply

| | | and return CW piping 4. New heat trace freeze protection included 5. All new piping shall be wrapped with fiberglass insulation and wrapped with a weatherproof metal jacket 6. Installation of new thermometers and pressure gauges 7. All high voltage electrical included 8. All low voltage wiring disconnection and reconnection are included 9. Project Management and coordination with Tyrrell County Schools personnel 10. Unit logistics and mobilization included 11. Crane services included- Crane to utilize front parking lot over the building and set unit on | | | |

		set unit on existing concrete pad 12. All labor and miscellaneous materials included 13. Cleanup and removal of all debris at work site 14. Factory start up and commissioning			
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	Continue to implement and expand actions to support the social emotional and health needs of students and staff through mental health services, additional social workers, and additional nurses	June 1, 2021 - September 30, 2024	The LEA will use the following measures to determine the degree of impact for coordination and response: Parent/student Needs Survey Intervention logs Contact logs notes Notifications from Blackboard by then district Correspondence from the School Nurse who will act a Public Health Agent	$ 3,000.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ○ No	Language interpreters and translator services are needed to work with ESL students who are Spanish and Vietnamese speaking on the elementary and secondary level native language. Provide instructional resources for our most vulnerable groups including EL, Migrant, Immigrant, and EC, provide a curriculum that will address the needs of Tier III students. Provide additional support to school sites in identifying Tier III students	June 1, 2021 - September 30, 2024	The LEA will use the following measures to determine the degree of addressing the unique needs of special populations: Parent/student Needs Survey Intervention logs Contact logs from EC teachers with notes Contact logs from ESL teachers with notes Service Time Logs for students ESL /EC Data that includes progress monitoring of students progress	$ 10,000.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	Continue to implement and expand actions to support the social emotional and health needs of students and staff through mental health services, additional social workers, and additional nurses	June 1, 2021 - September 30, 2024	The LEA will use the following measures to determine the degree of impact for coordination and response: Blackboard frequency reports Power School data (updated) for response (addresses and phone numbers) Parent/student Needs Survey Intervention logs Contact logs notes Notifications from Blackboard by then district Correspondence from the School Nurse who will act a Public Health Agent	$ 2,000.00

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◉ Yes ○ No	Professional Development in mitigation of COVID and other viruses	June 1, 2021 - September 30, 2024	The LEA will use the following measures to determine the degree of impact for training to minimize transmission: Participant Surveys about the trainings PD records of attendance transmission plan being written into the district PD plan Evaluations of custodians and are they ability to replicate what they learned in training logs of service equipment inventory cleaning schedule invoices from services provided	$ 3,000.00

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Sanitizing equipment, Cleaning Equipment Part time custodians to operate on a stagnating or alternative schedule and/or cleaning services contracted outside of the LEA	June 1, 2021 - September 30, 2024	The LEA will use the following measures to determine the degree of impact for supplies to sanitize and clean: Logs of service for cleaning Monthly equipment inventory Weekly/Monthly cleaning schedule Invoices from services provided Invoices from products ordered	$ 37,500.00
	* ◉ Yes ○ No	Extend systemic ELA instructional resources into secondary grades. Implement systemic Math instructional resources K-12. Provide instructional resources for our most vulnerable groups including EL, Migrant, Immigrant, and EC. Provide instructional	June 1, 2021 - September 30, 2024		$ 5,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		instructional resources that will facilitate integrated learning in core subject areas, arts, world languages, dual languages, and social emotional learning. Complete the provision of adequate hardware and software initiated with ESSER-I as well as provide additional support at school sites for the seamless expansion of technology in the classrooms and at home. Continue all efforts initiated under ESSER I for provision of meals during extended closure and hybrid settings.		The LEA will use the following measures to determine the degree of impact for long-term closure activities: Results from Parent/Stakeholder Surveys Results from Staff/Student Surveys Participation Data in the surveys Virtual Observations Administrative Surveys Minutes/logs from Planning Meetings Developed Google Forms to identify technology needs Service time logs	

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	brand new Chromebooks for students, audio equiptment, hotspots, tablets, new document cameras for in person and virtual learning, and additional software for students and teachers.	June 1, 2021 - September 30, 2024	The LEA will use the following measures to determine the degree of impact for education technology current inventory of technology needs itemized invoices from orders projection allotments of costs for devices and software for teachers/students	$ 151,500.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	Mental health supports through local and telehealth agencies for staff/student counseling sessions and support groups social and emotional wellness.	June 1, 2021 - September 30, 2024	The LEA will use the following measures to determine the degree of impact for mental healthn services: Reports from interventionists indicated number of students and families served.	$ 64,588.00
					$ 100,000.00

| 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 | Summer Learning for TCS will take paces over the month 4 week period. All summer learning will provided face-to-face. Schools administrators will been plan with district administration to meet all of the requirements as required by NCDPI or the local LEA board of education. The emphasis for summer learning will be in the content areas of science, reading and math but will also have a socio-emotional aspects by providing participation in elective course and the CATS program. | June 1, 2021 - September 30, 2024 | The LEA will use the following measures to determine the degree of summer learning for closing achievement gap: Allow for re-testing based on current accountability measures. Compare pre and post COVID results based on NCDPI curriculum and accountability standards A decrease learning loss due to virtual learning A decrease mental/behavioral supports needed for at-risk students Normalize re-entry to regular school setting Provide intensive support for ESL students. | |

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	Media Coordinator Completion of capital needs project that will address the issue of small space at the secondary level. This will expand student/teacher learning space, allow for social distancing, advance new learning opportunities and provide community space COVID Retention Package (bonus)	June 1, 2021 - September 30, 2024	The LEA will use the following measures to determine the degree of impact for other ESSA eligible transmission: Logs of community use of space Increase the need for social distancing Updated (21st century) workspace for students/teacher Smaller class sizes for more intimate learning and social distancing.	$ 323,837.40
				Total ESSER III Allotment	$ 967,430.40

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Tyrrell County Schools (890) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	carolyn simmons LaKesia Boone

Substantially Approved Dates

Tyrrell County Schools (890) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, September 27, 2021

Tyrrell County Schools (890) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Tyrrell County Schools (890) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Tyrrell County Schools (890) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

193017480

* Address:

P.O. Box 328 Columbia, NC 27925

* Superintendent:

Mr. Oliver A. Holley

Key Personnel:

* LaKesia Boone

* Carolyn Simmons

Union County Public Schools (900) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:11:26 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Union County Public Schools (900) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$13,038,940.00	$13,038,940.00
Carryover	$26,382,755.00	$26,382,755.00
Total	$39,421,695.00	$39,421,695.00

Budget

Union County Public Schools (900) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
900	181	0	No	No	2.96 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$13,038,940.00	$0.00
Carryover Amount:	$26,382,755.00	$26,382,755.00
Allotment Plus Carryover:	$39,421,695.00	$26,382,755.00
Total Budgeted:		$26,382,755.00
Total Remaining:	$13,038,940.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/02/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/1/2021 12:52 PM	Approved (Pending)		Dryman, Timothy			
8/26/2021 8:32 AM	Received		Admin, NCCCIP			
7/27/2021 2:27 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	00	$530,000.00	$0.00	$530,000.00		
ⓘ	Salary	3	5210	121	000	00	$450,000.00	$0.00	$450,000.00		
ⓘ	Salary	3	5210	142	000	00	$500,000.00	$0.00	$500,000.00		
ⓘ	Other	3	5210	211	000	00	$72,675.00	$0.00	$72,675.00		
ⓘ	Other	3	5210	221	000	00	$226,575.00	$0.00	$226,575.00		
ⓘ	Other	3	5210	231	000	00	$199,350.00	$0.00	$199,350.00		
ⓘ	Other	3	5210	311	000	00	$750,000.00	$0.00	$750,000.00		
ⓘ	Other	3	5210	317	000	00	$304,437.00	$0.00	$304,437.00		
ⓘ											

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	Salary	3	5270	121	000	00	$400,000.00	$0.00	$400,000.00
ℹ	Salary	3	5270	142	000	00	$200,000.00	$0.00	$200,000.00
ℹ	Salary	3	5270	144	000	00	$300,000.00	$0.00	$300,000.00
ℹ	Other	3	5270	211	000	00	$68,850.00	$0.00	$68,850.00
ℹ	Other	3	5270	221	000	00	$214,650.00	$0.00	$214,650.00
ℹ	Other	3	5270	231	000	00	$199,350.00	$0.00	$199,350.00
ℹ	Salary	3	5310	143	000	00	$2,250,000.00	$0.00	$2,250,000.00
ℹ	Salary	3	5310	146	000	00	$427,500.00	$0.00	$427,500.00
ℹ	Other	3	5310	211	000	00	$204,828.75	$0.00	$204,828.75
ℹ	Other	3	5310	221	000	00	$101,958.75	$0.00	$101,958.75
ℹ	Other	3	5310	231	000	00	$99,675.00	$0.00	$99,675.00
ℹ	Salary	3	5350	198	000	00	$2,688,000.00	$0.00	$2,688,000.00
ℹ	Other	3	5350	211	000	00	$205,632.00	$0.00	$205,632.00
ℹ	Other	3	5350	221	000	00	$641,088.00	$0.00	$641,088.00
ℹ	Other	3	5350	331	000	00	$265,000.00	$0.00	$265,000.00
ℹ	Salary	3	5360	116	000	00	$162,000.00	$0.00	$162,000.00
ℹ	Salary	3	5360	126	000	00	$3,360,000.00	$0.00	$3,360,000.00
ℹ	Salary	3	5360	131	000	00	$420,000.00	$0.00	$420,000.00
ℹ	Salary	3	5360	132	000	00	$420,000.00	$0.00	$420,000.00
ℹ	Salary	3	5360	133	000	00	$600,000.00	$0.00	$600,000.00
ℹ	Salary	3	5360	142	000	00	$1,500,000.00	$0.00	$1,500,000.00
ℹ	Salary	3	5360	144	000	00	$375,000.00	$0.00	$375,000.00
ℹ	Salary	3	5360	147	000	00	$337,500.00	$0.00	$337,500.00
ℹ	Salary	3	5360	174	000	00	$337,500.00	$0.00	$337,500.00
ℹ	Salary	3	5360	176	000	00	$60,000.00	$0.00	$60,000.00
ℹ									

	Salary	3	5360	180	000	00	$2,218,770.00	$0.00	$2,218,770.00	
ⓘ	Other	3	5360	211	000	00	$748,993.91	$0.00	$748,993.91	
ⓘ	Equipment	3	5810	461	000	00	$1,590,000.00	$0.00	$1,590,000.00	
ⓘ	Other	3	5840	319	000	00	$2,000,000.00	$0.00	$2,000,000.00	
ⓘ	Other	3	5870	312	000	00	$282,975.17	$0.00	$282,975.17	
ⓘ	Other	3	8100	392	000	00	$670,446.42	$0.00	$670,446.42	
						Total:	$26,382,755.00	$0.00	$26,382,755.00	

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Grant Details

Union County Public Schools (900) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Our district spent a great deal of time listening to and encouraging feedback from our stakeholders, community partners, and school leaders regarding the best uses for improved student achievement related to but not limited to learning loss. The district scheduled virtual meetings with parents, teachers, staff, principals, students, and board of education members to discuss ESSER II funds, the specific guidelines and rules associated with the funds, and how best the district could utilize those funds to support students, principals, families, and the district related to learning loss and academic achievement. Additionally, our academics department used disaggreated data to determine failure rates, decrease attendance, achievement gaps and the affects of remote and blended instruction on both attendance and achivement amoung students in grades K-12. Likewise, our Student Services department utilized Social Emotional rating scales completed through a program called Panarama to deterime the effects of COVID on the physical and emotional well-being of our students. 2). After a thorough analysis of data, feedback from all stakeholder groups, and many hours of data diving, Union County Public Schools has determined the following uses for ESSER II funds that will target learning loss while embracing the Social and Emotional well-being of our students. Moreover, a majority of the funds will be used to support intensive interventions, robust summer learning programs for multiple

years, and to enhance intervention efforts throughtout hte 21-22 school year and the subsequent years (2022-23 and 2023-24) to follow.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

A thorough analysis of summative and formative data including BOG-3 and ACT, it was determined that there was significant learning loss among students of UCPS. Due to limited data from Standardized Testing, our district looked closely at BOG-3 and ACT data to a demonstrate the level of learning loss that has occured as a result of COVID-19. The data is below: Year UCPS BOG3 Proficiency 2015-2016 39.0 2016-2017 38.3 2017-2018 36.0 2018-2019 35.2 2019-2020 34.8 2020-2021 24.1 Table 2. UCPS BOG3 Results 5-Year Trend Key Findings: - The district's current proficiency rate is 24.1. - UCPS's current proficiency rate fell 10.7 percentage points as compared to the results from 2019. - All schools with the exception of Prospect witnessed a decrease in CCR as compared to the previous year. - All schools with the exception of Prospect witnessed a decline in GLP as compared to the previous year. ACT: Key Findings: - UCPS's average reading score decreased 0.7 points as compared to the previous year. - UCPS's average Reading score is 1.9 points higher than the state average. - Four schools (CATA, Piedmont, Porter Ridge, and South Providence) witnessed increases in Reading scores in 2020-21 as compared to the 2019-20 school year

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.

$ 5,276,551.00 * 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;

To address 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,Union County Public Schools will utilize ESSER III funds for targeted tutoring, intensive and directed interventions during the regular school day, extended school day, during the summer, and other opportunities that may arise. With K-5 students, UCPS will comply with the NCDPI's Comprehensive Plan for Reading Achievemnet. Additionally, ESSER III funds will be used to support increased and targeted counseling and academic supports for ESL, students identified as EC, and those at risk of homelessness or already experiencing homelessness. Likewise, ESSER III funding will be used to employ additional Psychologist , Social Worker, nurses, and and other health-related specialist to support Social Emotional learning for students at risk of failure, students in transition, students in foster care, and ethnic minorities. Lastly, UCPS will use ESSER III funds to provide increased opportunities for connectivity and club/sponsorships.

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

ESSER III funds will be used to support the implementation of evidence-based activities to meet the comprehensive needs of students by utilizing the following assessments: iReady, NCCheck-ins, Orton Gillingham, iStatiton, APEX, CORE Phonics, and Running Records

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

Additional support for parent and family engagement activities district-wide,

* (D) Tracking student attendance and improving student engagement in distance education;

UCPS will utilize ESSER III funds to employ additional Student Outreach Positions as well as addtional attendance counselors to monitor and track student attendance.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

UCPS will continue to utilize the district MTSS Data Dashboard to monitor and track student progress of the lack there of. The analysis will be evaluated to inform the district's yearly Needs Assessment and decision-making as it relates to programming and staff.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how

you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◯ Yes ⦿ No				$
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				$
		English Learners, racial and ethnic			$ 7,802,554.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ⦿ No	racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care,Union County Public Schools will utilize ESSER III funds for targeted tutoring, intensive and directed interventions during the regular school day, extended school day, during the summer, and other opportunities that may arise. With K-5 students, UCPS will comply with the NCDPI's Comprehensive Plan for Reading Achievemnet. Additionally, ESSER III funds will be used to support increased and targeted counseling and	06/14/2021-09/30/2024	Increased student performance on formative and summative assessments.	

		academic supports for ESL, students identified as EC, and those at risk of homelessness or already experiencing homelessness. Likewise, ESSER III funding will be used to employ additional Psychologist , Social Worker, nurses, and and other health-related specialist to support Social Emotional learning for students at risk of failure, students in transition, students in foster care, and ethnic minorities. Lastly, UCPS will use ESSER III funds to provide i			

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ● No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ● No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ● No				$

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LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$ [ ]

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	To increase the number of devices to ensure all students have equitable access to high quality technology as well as the abiltiy to connect to the Internet using district provided Hot Spots. This will increase the capability for hybrid instruction.	06/14/2021- 09/30/2024	Survey data for parents, staff, students, and other district stakeholders.	$ 903,650.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Additional supports in the way of school counselors, social workers, nurses, and other health-related supports to target the social and emotional needs and well-being of our students.	06/14/2021- 09/30/2024	Panarama Data PowerSchool Educator's Handbook	$ 1,240,000.00

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	ESSER III funds will be used to fund a robust summer program to combat learning loss for the 20-21 school year as well as 21-22 and 22-23. These supports will be used for all students with a significant focus on low income, students with disabilities English Learners and those at risk of homelessness or living in foster care.	06/14/2021-09/30/2024	Increased student performance on formative and summative assessments.	$ 11,160,000.00
	* ◯ Yes ◉ No				$

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.					
			Total ESSER III Allotment	$	21,106,204.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Union County Public Schools (900) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Union County Public Schools (900) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Type	Required Contacts Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Cynthia Hogston

Substantially Approved Dates

Union County Public Schools (900) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, July 30, 2021

Union County Public Schools (900) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Union County Public Schools (900) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Union County Public Schools (900) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100059138

* Address:

307 E. Jefferson Street Monroe, NC 28112

* Superintendent:

Dr. Andrew G. Houlihan

Key Personnel:

* Cynthia D. Hogston
* William Breedlove
* Shanna McLamb

Vance County Schools (910) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/14/2021 9:23:26 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/14/2021 9:23:21 AM	Erin Lewis	Correction: The grant application revisions in the "not approved" comment on 10/14/21 should be for Part A, Part D, and Part D.	C
☐	10/14/2021 9:21:25 AM	Erin Lewis	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District/Charter as NOT APPROVED for the following reasons: ■ Part A: Include the processes used and groups involved in the development of the Needs Assessment. ■ Part C: Add details about how funds will be used and how the expenditures are specifically related to COVID-19 response, reduction, or prevention for the following: *-Addressing Learning Loss*: Reading skills enhancement *-Coordination of Preparedness and Response:* Cost of transportation, meals, housing, uniforms *-Providing Principals/Leaders with Resources*: PD. tuition reimbursement, and incentive program for succession planning for	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
			leadership *-Mental Health Services*: Mental health support for staff ■ Part C: If there are items in the description boxes that you are not using ESSER funds for, or that are not reflected in your budget, they can be removed. Some no-cost efforts could be moved to your impact measures (*parent survey, identifying emotional needs of staff and students*). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. **Erin Lewis** **Erin.Lewis@dpi.nc.gov** **ESSER Program Administrator** **Federal Programs Monitoring and Support Division**	
S	10/8/2021 9:10:58 AM	Laura Rigsbee	Status changed to 'Chief Administrator Approved'.	S
S	10/8/2021 9:10:52 AM	Laura Rigsbee	Status changed to 'Fiscal Representative Approved'.	S
S	10/8/2021 9:10:45 AM	Laura Rigsbee	Status changed to 'Draft Completed'.	S

11/10/2021 2:11:27 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/30/2021 9:51:05 PM	Melissa Eddy	**Vance County** *has requested an extension for submission of their 181 Federal Application for the 2021-22 school year.* **Vance County** *has been granted a* **first extension** *by the Consolidated Section Chief (Melissa Eddy). The application is now due on* **10-14-2021**. *This extension does not provide any access to 2021-22 funding until the Application within CCIP and corresponding budgets within BAAS are fully approved. If a subsequent extension is required, please email an extension request to Melissa Eddy (melissa.eddy@dpi.nc.gov) prior to the new application due date.*	C
	8/2/2021 8:20:30 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:43:00 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Vance County Schools (910) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) **PRC181** **CFDA: 84.425U**	**Total**
Allotment	$8,091,923.00	$8,091,923.00
Carryover	$16,371,244.00	$16,371,244.00
Total	$24,463,167.00	$24,463,167.00

Budget

Vance County Schools (910) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
910	181	0	No	No	2.34 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$8,091,923.00	$8,071,907.00
Carryover Amount:	$16,371,244.00	$16,371,244.00
Allotment Plus Carryover:	$24,463,167.00	$24,443,151.00
Total Budgeted:		$24,443,151.00
Total Remaining:	$20,016.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	10/06/2021 04:45 PM	Admin, NCCCIP

11/10/2021 2:11:27 PM

Budget History
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/6/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☑		3-5110-142-000-205-00	0	The budget for PRC 181 has been returned to the district as "denied". Please adjust the FY22 budget so that it only includes the correct carryover amount.
10/6/2021 2:24 PM	Denied (Pending)		Lewis, Erin			
10/6/2021 2:23 PM			Lewis, Erin	3-5110-142-000-205-00	0	The budget for PRC 181 has been returned to the district as "denied". Please adjust the FY22 budget so that it only includes the correct carryover amount.
8/2/2021 8:20 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	142	205	00	$100,000.00	$0.00	$100,000.00		The budget for PRC 181 has been returned to the district as "denied".

11/10/2021 2:11:27 PM

									Please adjust the FY22 budget so that it only includes the correct carryover amount.
ℹ	Other	3	5110	180	205	00	$200,000.00	$0.00	$200,000.00	
ℹ	Other	3	5110	211	205	00	$22,950.00	$0.00	$22,950.00	
ℹ	Other	3	5110	221	205	00	$73,110.00	$0.00	$73,110.00	
ℹ	Other	3	5110	231	205	00	$6,580.08	$0.00	$6,580.08	
ℹ	Other	3	5110	311	205	00	$800,000.00	$0.00	$800,000.00	
ℹ	Other	3	5110	312	205	00	$500,000.00	$0.00	$500,000.00	
ℹ	Other	3	5110	343	212	00	$400,000.00	$0.00	$400,000.00	
ℹ	Other	3	5110	411	205	00	$100,000.00	$0.00	$100,000.00	
ℹ	Other	3	5110	418	205	00	$3,200,000.00	$0.00	$3,200,000.00	
ℹ	Other	3	5110	418	212	00	$30,000.00	$0.00	$30,000.00	
ℹ	Other	3	5120	351	205	00	$50,000.00	$0.00	$50,000.00	
ℹ	Other	3	5210	418	206	00	$150,000.00	$0.00	$150,000.00	
ℹ	Equipment	3	5210	461	206	00	$40,000.00	$0.00	$40,000.00	
ℹ	Other	3	5330	311	213	00	$100,000.00	$0.00	$100,000.00	
ℹ	Other	3	5330	411	213	00	$500,000.00	$0.00	$500,000.00	
ℹ	Other	3	5340	311	205	00	$75,000.00	$0.00	$75,000.00	
ℹ	Other	3	5340	411	205	00	$11,800.00	$0.00	$11,800.00	
ℹ	Other	3	5350	411	205	00	$780,000.00	$0.00	$780,000.00	
ℹ	Salary	3	5360	116	205	00	$108,000.00	$0.00	$108,000.00	

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ℹ	Salary	3	5360	126	205	00	$1,417,500.00	$0.00	$1,417,500.00
ℹ	Salary	3	5360	131	205	00	$243,000.00	$0.00	$243,000.00
ℹ	Salary	3	5360	142	205	00	$106,875.00	$0.00	$106,875.00
ℹ	Salary	3	5360	146	205	00	$22,500.00	$0.00	$22,500.00
ℹ	Salary	3	5360	151	205	00	$45,000.00	$0.00	$45,000.00
ℹ	Salary	3	5360	171	205	00	$180,000.00	$0.00	$180,000.00
ℹ	Salary	3	5360	174	205	00	$39,600.00	$0.00	$39,600.00
ℹ	Salary	3	5360	176	205	00	$25,200.00	$0.00	$25,200.00
ℹ	Other	3	5360	180	214	00	$359,200.00	$0.00	$359,200.00
ℹ	Other	3	5360	211	205	00	$167,356.65	$0.00	$167,356.65
ℹ	Other	3	5360	211	214	00	$27,478.80	$0.00	$27,478.80
ℹ	Other	3	5400	311	205	00	$100,000.00	$0.00	$100,000.00
ℹ	Other	3	5400	312	214	00	$250,000.00	$0.00	$250,000.00
ℹ	Other	3	5400	351	214	00	$300,000.00	$0.00	$300,000.00
ℹ	Other	3	5840	311	224	00	$450,000.00	$0.00	$450,000.00
ℹ	Other	3	5840	312	224	00	$825,000.00	$0.00	$825,000.00
ℹ	Equipment	3	5840	461	211	00	$300,000.00	$0.00	$300,000.00
ℹ	Other	3	5850	311	224	00	$22,500.00	$0.00	$22,500.00
ℹ	Equipment	3	5850	461	224	00	$500,000.00	$0.00	$500,000.00
ℹ	Equipment	3	5860	462	212	00	$844,000.00	$0.00	$844,000.00
ℹ	Other	3	5880	312	213	00	$75,000.00	$0.00	$75,000.00
ℹ	Equipment	3	6400	541	212	00	$600,000.00	$0.00	$600,000.00
ℹ	Other	3	6540	311	211	00	$140,000.00	$0.00	$140,000.00
ℹ	Other	3	6540	411	211	00	$200,000.00	$0.00	$200,000.00
ℹ	Other	3	6550	331	205	00	$600,000.00	$0.00	$600,000.00
ℹ									

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	Other	3	6570	522	211	00	$1,000,000.00	$0.00	$1,000,000.00
ℹ	Other	3	6570	523	211	00	$3,500,000.00	$0.00	$3,500,000.00
ℹ	Other	3	6570	532	211	00	$1,000,000.00	$0.00	$1,000,000.00
ℹ	Other	3	6580	411	211	00	$500,000.00	$0.00	$500,000.00
ℹ	Other	3	8100	392	000	00	$311,223.52	$0.00	$311,223.52
ℹ	Other	3	8200	399	000	00	$3,044,276.95	$0.00	$3,044,276.95
						Total:	**$24,443,151.00**	**$0.00**	**$24,443,151.00**

Grant Details

Vance County Schools (910) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Part 1 1. 0 out of 16 have a sufficient outdoor dining and learning space. 2. 0 out of 16 schools have a sufficient Face-to-Face Summer Learning Opportunity to support student learning loss in all subgroups. 3. 0 out of 16 schools have sufficient mental health staff and wellness space to support families and students in times of crisis. 4. 0 out of 16 schools have a school wide Social and Emotional program to support students of all subgroups. 5. 0% of the VCS administrative staff have had sufficient effective professional development to address the areas of curriculum oversight, operational systems, and organizational effectiveness. 6. 0 out of 16 schools have researched based tutoring and enrichment programs. 7. 0 out of 16 schools have a student data tracking system to identify student learning loss. 8. 0 out of 16 schools have sufficient resources to address student learning loss for students of all subgroups. 9. 100% of VCS teachers have been trained on currently used instructional programs used by VCS. 0% of new staff has been trained on currently used programs and 0% on newly purchased programs and resources. 10. 15 out of 16 schools need infrastructure upgrades to accommodate the 1:1 initiative. 11. 71% of the students in VCS have received a new Chromebook device and supplemental equipment for instruction purposes. 12. VCS will increase 1:1 initiative quantity by 15 % to support incidentals (breakages, manufacture defect, and losses) 13. 0 out 16 schools have replacement devices to fulfil their 25 % replacement cycle. 14. 0 out of 16 schools have sufficient internet connectivity for students to

participate in remote learning. 15. 0 out of 16 schools have sufficient and effective classroom management and instructional software. 16. 0 out of 16 schools have uninterruptible power supply systems. 17. 0 of out 16 schools have sufficient technology resources to support simultaneous face-to-face and remote instruction. 18. As a virtual learning option, 100% for Vance Virtual school staffing salaries rendered will be paid. 19. 100% of extra duty stipends, Temporary positions, and time and effort portions of salaries will be paid for COVID related activities. 20. 0 out of 16 schools have an environment that is assured to meet the needs of all students of all subgroups. 21. 15 out of 16 schools need a continuous sufficient PPE supply and sanitation supplies at their schools for COVID related purposes. 22. 100% of the VCS staff has been trained on effective cleaning and disinfecting processes. 0% of new staff have been trained in these processes. 23. 0 out of 16 schools have sufficient, effective HVAC equipment. 24. 0 out of 16 have a current (less than 2 year old) Comprehensive Needs Assessment 25. 0 of out 16 schools and the District will have a more enhanced and creative parent engagement program that will give stakeholders opportunities to help inform decision making and access to Face-to-Face and Remote learning instructional support. 26. 0 out of 16 schools have sufficient and effective internal emergency protocols and procedures with adequate working equipment. 27. 0 out of 4 High Schools do not have a tuition reimbursement and incentive programs for leadership planning 28. 0 out of 16 schools will provide an effective and positive transition program for all grade spans every year. 29. 0 out of 15 schools has carpet that does not exhibit extreme signs of mold or smell that contributes to inadequate air quality. 30. 0 out of 16 buildings have bathrooms that are adequate and safe for all students and staff. 31. 0 out of 16 schools has enough food to supply students by Child Nutrition because of problems in the supply chain, extra cost, and shipping. 32. Additional technology support is needed to work on the Network Infrastructure. 33. 4 out of 16 schools have IT technicians to deploy computers to students and staff and make repairs to those computers. Part 2) K-3 Literacy will continue to use the state RtA assessment to assess learning loss and gaps resulting from disruption in educational services. K-5 Literacy will continue to use i-Ready Diagnostic assessments to assess learning loss and gaps. A new assessment program addressing learning gaps for academic and Instruction recovery will be purchased, so educators will have easy access to all data sources that inform daily decisions. Phonemic Awareness Instructional Resources: Kindergarten: Heggerty Phonemic Awareness Curriculum 2020 First Grade: Heggerty Phonemic Awareness Curriculum: Primary 2020 Second-Fifth: Heggerty Bridge The Gap, intervention lessons for Phonemic Awareness Phonics Instructional Resources Kindergarten: Kindergarten Letterland and Letterland Decodable Text Sets 1st Grade: 1st-Grade Letterland and Letterland Decodable Text Sets 2nd Grade: 2nd Grade Letterland and Letterland Decodable Text Sets 3rd-5th: Phonics and Spelling Through Phoneme-Grapheme Mapping Comprehension: Continue use of Ready and Learning A-Z for K-5 Literacy. Grade 9: Read 180 9-12: Continue use of Actively Learn; expand to include universal screener for reading Math K-8 Math will continue to use i-Ready Diagnostic assessments to assess learning loss and gaps. Grade 9: Expand iReady Grade 9: Math 180 EL/Migrant K-12: GrapeSEED Exceptional Children PreK-12: Goalbook K-3: Spire PreK-12: Unique Learning System

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

1. Schools do not have a sufficient outdoor dining and learning space to extend learning and dining spaces. 2. There are no Summer Learning Opportunities for students to focus on student learning loss. 3. Schools do not have sufficient Mental Health staff or Wellness Space to support families and students in times of crisis. 4. Schools do not have a school wide Social and Emotional program to support students of all subgroups. 5. Training is needed for the VCS Administrative staff in areas of curriculum oversight, operational systems, and organizational effectiveness. 6. Schools do not have a researched based tutoring and enrichment program. 7. Schools do not have a student data tracking system to identify student learning loss. 8. Schools do not have sufficient resources to address student learning loss for students in all subgroups. 9. Training is needed for all staff newly purchased instructional programs and for new staff on currently used programs. 10. Schools need an infrastructure upgrade to accommodate the 1:1 initiative. 11. New and existing students and staff who currently do not have electronic devices need Chromebook devices and supplemental equipment for instructional purposes. 12. VCS needs additional devices to continue the 1:1 initiative in order to support instruction and incidentals. 13. VCS will replace 25% of their devices each year for 4 years to keep the devices current. 14. With the transition from Remote Learning to Face-to-Face, students continue to have wifi internet needs. 15. Schools do not have effective classroom management and instructional software to support student learning loss. 16. Schools do not have an effective uninterruptible supply system to prevent outages during face-to-face and remote instruction. 17. Schools do not have sufficient technology resources to support simultaneous face-to-face and remote instruction. 18. All salaries rendered by Vance Virtual staffing will be paid. 19. Contracted, existing staff, time and effort portions of salaries and temporary staff will be paid for services rendered. 20. Schools will be assessed to determine a favorable environment to meet the needs of all students in all subgroups. 21. Schools will have a continuous sufficient supply of PPE and sanitation supplies at all times. 22. New and existing staff will be trained or retrained on effective cleaning and disinfecting processes. 23. New HVAC equipment will be installed in schools to upgrade the efficiency of the equipment. 24. Schools will be having a detailed Comprehensive Needs Assessment completed. 25. A enhanced and creative Parent Engagement program will give parents and guardians opportunities to help with decision making and better access to Face-to-Face and Remote Learning instructional support. 26. Schools will be putting into place more effective internal emergency protocols and procedures with adequate working equipment.. 27. There will be a program put in High Schools to reimburse tuition and give incentives for succession planning for leadership. 28. All schools will put in place an effective and positive transition program for all grade spans every year 29. New carpet will be place in any building where the carpet is over 20 years old to improve air quality and reduce the signs of mold. 30. Bathroom facilities in buildings built prior to 1950 will be upgrade and include spatial improvements to ensure adequate and safe restroom access to students and staff. Should there be a need, buildings built between 1950-1960 will be evaluated next. 31. To cover any excess cost with Child Nutrition because of the increased cost of food due to supply and demand, extra cost, and shipping. 32 The district will hire a Network Engineer and IT Security Specialist to ensure

safe and efficient operations of the network and protect the district from security vulnerability. 33. To increase the number of adequate and working computers for students and staff.

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.

$ 4,888,630.20 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

K-3 Literacy will continue to use the state RtA assessment to assess learning loss and gaps resulting from disruption in educational services. K-5 Literacy will continue to use i-Ready Diagnostic assessments to assess learning loss and gaps. K-8 Math will continue to use i-Ready Diagnostic assessments to assess learning loss and gaps. 3-8 NC Check-Ins for Reading and Math will be used to assess academic progress and mastery (3 times per year) Math I Check-In (twice per year) 9-12: Expand Actively Learn to include universal screener for reading 9-12: Incorporate a universal screener for Math K-12 WIDA Assessment for EL to access learning loss and gaps (Pre and Post assessments). K-12 ACCESS Assessment for EL to access learning loss and gaps. EC PreK-12: Unique Learning System testing for EC to access learning loss and gaps.

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

Phonemic Awareness Instructional Resources: Kindergarten: Heggerty Phonemic Awareness Curriculum 2020 First Grade: Heggerty Phonemic Awareness Curriculum: Primary 2020 Second-Fifth: Heggerty Bridge The Gap, intervention lessons for Phonemic Awareness Phonics Instructional Resources Kindergarten: Kindergarten Letterland and Letterland Decodable Text Sets 1st Grade: 1st-Grade Letterland and Letterland Decodable Text Sets 2nd Grade: 2nd Grade Letterland and Letterland Decodable Text Sets 3rd-5th: Phonics and Spelling Through Phoneme-Grapheme Mapping ELA/Comprehension: Continue use of Ready and Learning A-Z for K-5 Literacy 6-12: Continue use of Actively Learn 9-12: Incorporate Language of Thinking online learning community (Thinking Maps) Math K-8: Continue use of iReady/Ready K-12: Continue use of IXL 9: Expand iReady 9-12: Continue Carnegie Math 9-12: Expand Actively Learn

to include Math in support of Tier 2 instruction ESL K-12: GrapeSEED K-12: ReadWorks Exceptional Children PreK-12: Goalbook K-3: Spire PreK-12: Unique Learning System

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

Each month, the VCS Parent Involvement, the Exceptional Children and EL/Migrant departments conduct virtual meetings to educate parents on various topic related to helping their child increase students achievement, Social/Emotional assistance for parents and students, professional development for online resources we are using for remote learning,where they can find WIFI assistance and what to do if they have trouble with their electronic devices, and resources to survive during COvID. Each time there is a meeting, it is recorded and placed on the VCS website for future reference. Also, the facilitator shares their screen and shows the attendees, exactly where to find the information they had been referring to in the meeting.

* (D) Tracking student attendance and improving student engagement in distance education;

At the present time, the only way we have to track student attendance is through PowerSchool or by running the analytics report on the various instructional platforms such as Edmentum, Google Classroom, Zoom, etc. VCS has purchased GoGuardian to help ensure students are logged onto the appropriate website and the teachers have the ability to disconnect and redirect them when they are off-task online. This will improve student engagement and help with learning loss by keeping students focused on the academic lesson they are covering at that time. A committee was formed to explore and implement strategies to address attendance. As a result, the district designed billboards around the community to encourage students to attend school and developed a process to reconcile attendance records.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

VCS will be purchasing a high quality program that will have a baseline indicator to determine where our students are. It will give teachers easy access to all data sources that inform daily decisions. Teachers will be able to retrieve data related to social and emotional well-being, attendance, discipline, and student achievement-disaggregated by subgroup-to make informed decisions when developing support for each student. The progress monitoring component will allow teachers to establish goals and make sure learning gaps are filled. It will provide teachers and administrators with real-time visual reports, intervention lists, and student dashboards. VCS has other assessment programs, but this one will allow teachers to identify students in need of assistance, design targeted interventions, and spot trends in their classroom.

Part D: Other Allowable Uses

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In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No		Summer 2021 and Fall of 2023	Reduce time needed for meals due to expansion of space. Expansion of learning spaces as a means of reducing student ratios To help students and families learn to cope with all the social and emotional issues that have risen during the	$ 2,025,000.00

| | | Purchase of outdoor furniture to expand dining and collaboration spaces Touch less Plumbing/Water Fountains to minimize transmission points in facilities Development of outdoor learning spaces on each campus to extend learning in a safe environment Development of Health and Wellness centers at all sites to enhance social emotional wellness of staff and students Upgrade and Spatial improvements to restroom facilities to buildings built prior to 1950 to ensure adequate and safe restrooms for students and staff. Replace carpet that is older that 20 years old to reduce signs of mold and air quality. | | pandemic. Restroom improvements will reduce the number of students and staff being put in unsanitary conditions and reduce repairs. Carpet improvements will increase the number of rooms being used for students which in turn will reduce class size. | |

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	Installation of GPS systems in Air Handling equipment throughout the district. Replace or upgrade HVAC equipment where needed to maximize the efficiency of this equipment. Addressing other Air Quality Issues after getting assessment, etc. (could be replacing carpeting, etc. that could trap and hold viruses, etc. to improve air quality) Replace filters regularly with MERV filters to reduce air borne particles.	Begin in the summer of 2021 until December 2022	Monitor areas for air exchange with fresh outside air vs areas with limited capacity to supply regular air exchanges.	$ 5,400,000.00

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	Contracted services with Social Workers, Nurses, Counselors and Psychologists for support for families in times of crisis (cost of local transportation, meals, housing and uniforms)	Summer 2021 - Fall of 2023	Connection to local support and medical agencies for families, staff and students	$ 2,000,665.80
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No		Fall 2021 - Spring 2023	Overall academic enhancements and growth for students in the areas of Reading, Math and Science Strengthened family engagement as evidenced by surveys and engagement	$ 150,000.00

		Support for housing, transportation and medical assistance for students who are below levels of proficiency, K-12 Additionally, support for assessment in academic areas and Social Emotional Learning (SEL) (assessment materials, psychologist) Enhance parent engagement activities with all stakeholders to ensure access and information to support learning are in place Use surveys to collect input from parents, utilize feedback from parents to help inform decision making.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	Organizational effective analysis, systems check for internal systems Internal mock drills and community emergency awareness events Safety System/Paging/Intercom	Fall 2021 - Fall of 2023	Enhance and correct any issues with internal protocols and procedures	$ 150,000.00

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ◯ No	PPE and Staff Training	Summer 2021 - Summer 2023	Reduction in staff absences due to virus or virus related medical implications	$ 25,000.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ◯ No	Lysol and wipes for each classroom for easy access for sanitizing tables, desks, etc., PPE Electronic device disinfectants for each school	Summer 2021 - Summer 2023	To reduce the number of staff and student absences due to the virus or virus related medical implications	$ 340,000.00
	* ⦿ Yes ◯ No	Wifi cards, Keejets, Bus Hotspots, Making sure that all students have a working electronic device. Ensure technology programs are ASHA and HIPPA approved for Speech, OT and PT)	Summer 2021 - Summer 2023	Will impact the number of students that log onto their daily Google classroom lessons.	$ 200,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ⦿ Yes ◯ No		Summer 2021 - Summer 2023		$ 50,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Purchase devices for students and staff to deliver and receive instruction. Peripherals Protection for devices Continue to support classroom management and instructional software Continue to support classroom management and instructional software Infrastructure needs to support increased 1:1 programs (wireless & switching & UPS). Power backup system for central communication rooms and adequate cooling systems Video conferencing equipment to support remote learning needs Assistive Technology Devices IT Support to repair student and staff computers Network Engineer and IT Security Specialist to ensure the safety and efficient operations of the network.		Impact will be that students will not have devices to be able to connect to their Google Classrooms to complete assignments. The absentee rate will increase. The number of workable computers will increase for students to use for blended learning. The infrastructure and network will have less outages which will enable students and staff to have less interruptions during classroom instruction.	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	Identify the social and emotional state of staff and students Adopt a district model of mental health support for staff Contract with mental health professionals for staff and students to provide telehealth and tele-counseling. Development of Health and Wellness centers at all sites to enhance social emotional wellness of staff and students	Summer 2021 - Summer 2023	To help students and families learn to cope with all the social and emotional issues that have risen during the pandemic.	$ 750,000.00
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	Summer Learning Opportunities for all K-12 Students who qualify - 150 hrs of face to face instruction at 8 school sites. Ensure EC, ELL newcomers and migrant students are participating in the summer learning program.	June 2022 - August 2022; Summer 2022 - Summer 2022 Summer 2023 - Summer 2023	Provide additional time for students to master content and decrease learning loss.	$ 150,000.00

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	Grade Span Transition Programs for students and parents Time & Effort for Staff Supporting ESSER Activities various positions - In Reserve Vance Virtual Academy (#369), support staff as may be needed Indirect Cost Unbudgeted Reserve	Fall 2021 - Fall 2023	Allows additional staff to help in students in areas of learning loss Supports salaries of Vance Virtual staff to enable students to have a remote option. Unbudgeted Reserve allows us to add more monies to areas that cost more than predicted.	$ 241,948.00
				Total ESSER III Allotment	$ 11,482,613.80

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Vance County Schools (910) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Laura Rigsbee

Substantially Approved Dates

Vance County Schools (910) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, October 8, 2021

Vance County Schools (910) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

GAN Information

Vance County Schools (910) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Vance County Schools (910) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

40042046

* Address:

P.O. Box 7001 Henderson, NC 27536

* Superintendent:

Dr. Cindy Bennett

Key Personnel:

* John Suther
* Laura Rigsbee
* Jennifer Bennett

Wake County Schools (920) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:11:40 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Wake County Schools (920) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$71,092,757.00	$71,092,757.00
Carryover	$143,869,011.00	$143,869,011.00
Total	$214,961,768.00	$214,961,768.00

Budget

Wake County Schools (920) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: | Received ▼ |

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
920	181	1	No	No	3.20 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$71,092,757.00	$71,092,757.00
Carryover Amount:	$143,869,011.00	$143,869,011.00
Allotment Plus Carryover:	$214,961,768.00	$214,961,768.00
Total Budgeted:		$214,961,768.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/10/2021 08:19 AM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/10/2021 8:19 AM	Received		Admin, NCCCIP			
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/31/2021 11:52 AM	Approved (Pending)		Eddy, Melissa			
8/26/2021 10:57 AM	Under Review		Eddy, Melissa			
8/16/2021 5:33 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	180	000	00	$0.00	$18,786,025.00	$18,786,025.00	[Repurpose of funds]	✏
ⓘ	Other	3	5110	211	000	00	$0.00	$1,437,130.91	$1,437,130.91		✏
ⓘ	Other	3	5120	180	000	00	$0.00	$1,554,125.00	$1,554,125.00	[Repurpose of funds]	✏
ⓘ	Other	3	5120	211	000	00	$0.00	$118,890.56	$118,890.56		✏
ⓘ	Other	3	5130	180	000	00	$0.00	$3,431,500.00	$3,431,500.00	[Repurpose of funds]	✏
ⓘ											✏

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	Other	3	5130	211	000	00		$0.00	$262,509.75	$262,509.75	
ℹ	Other	3	5210	180	000	00		$0.00	$5,891,150.00	$5,891,150.00	[Repurpose of funds]
ℹ	Other	3	5210	211	000	00		$0.00	$450,672.98	$450,672.98	
ℹ	Other	3	5220	180	000	00		$0.00	$55,000.00	$55,000.00	[Repurpose of funds]
ℹ	Other	3	5220	211	000	00		$0.00	$4,207.50	$4,207.50	
ℹ	Other	3	5230	180	000	00		$0.00	$671,250.00	$671,250.00	[Repurpose of funds]
ℹ	Other	3	5230	211	000	00		$0.00	$51,350.63	$51,350.63	
ℹ	Other	3	5240	180	000	00		$0.00	$337,375.00	$337,375.00	[Repurpose of funds]
ℹ	Other	3	5240	211	000	00		$0.00	$25,809.19	$25,809.19	
ℹ	Other	3	5260	180	000	00		$0.00	$344,875.00	$344,875.00	[Repurpose of funds]
ℹ	Other	3	5260	211	000	00		$0.00	$26,382.94	$26,382.94	
ℹ	Other	3	5270	180	000	00		$0.00	$555,750.00	$555,750.00	[Repurpose of funds]
ℹ	Other	3	5270	211	000	00		$0.00	$42,514.88	$42,514.88	
ℹ	Other	3	5310	180	000	00		$0.00	$252,500.00	$252,500.00	[Repurpose of funds]
ℹ	Other	3	5310	211	000	00		$0.00	$19,316.25	$19,316.25	
ℹ	Other	3	5320	180	000	00		$0.00	$20,000.00	$20,000.00	[Repurpose of funds]
ℹ	Other	3	5320	211	000	00		$0.00	$1,530.00	$1,530.00	
ℹ	Salary	3	5330	121	000	00	$12,326,912.00	$1,021,352.00	$13,348,264.00	[Higher/Lower cost personnel has been hired]

ⓘ	Salary	3	5330	122	000	00	$18,500.00	($18,500.00)	$0.00	[Higher/Lower cost personnel has been hired]
ⓘ	Salary	3	5330	131	000	00	$606,576.00	$7,099.00	$613,675.00	[Higher/Lower cost personnel has been hired]
ⓘ	Other	3	5330	162	000	00	$716.15	$34,000.00	$34,716.15	[More substitute pay is needed to cover absences]
ⓘ	Other	3	5330	180	000	00	$0.00	$2,015,250.00	$2,015,250.00	[Repurpose of funds]
ⓘ	Other	3	5330	181	000	00	$2,325,580.52	$224,377.70	$2,549,958.22	[Higher/Lower cost personnel has been hired]
ⓘ	Other	3	5330	211	000	00	$1,168,788.78	$251,193.78	$1,419,982.56	
ⓘ	Other	3	5330	221	000	00	$3,312,176.86	$267,602.45	$3,579,779.31	
ⓘ	Other	3	5330	231	000	00	$1,760,722.21	$1,019.53	$1,761,741.74	
ⓘ	Other	3	5330	232	000	00	$65,696.12	$5,454.31	$71,150.43	
ⓘ	Other	3	5330	234	000	00	$87,567.55	($224.35)	$87,343.20	
ⓘ	Salary	3	5340	135	000	00	$0.00	$84,000.00	$84,000.00	[Additional personnel added]
ⓘ	Other	3	5340	180	000	00	$0.00	$255,000.00	$255,000.00	[Repurpose of funds]
ⓘ	Other	3	5340	181	000	00	$0.00	$15,059.04	$15,059.04	[Additional

									personnel added]	
ⓘ	Other	3	5340	211	000	00		$0.00	$27,085.52	$27,085.52		✎
ⓘ	Other	3	5340	221	000	00		$0.00	$21,476.00	$21,476.00		✎
ⓘ	Other	3	5340	231	000	00		$0.00	$12,652.08	$12,652.08		✎
ⓘ	Other	3	5340	232	000	00		$0.00	$425.95	$425.95		✎
ⓘ	Other	3	5340	234	000	00		$0.00	$648.00	$648.00		✎
ⓘ	Other	3	5400	180	000	00		$0.00	$1,407,000.00	$1,407,000.00	[Repurpose of funds]	✎
ⓘ	Other	3	5400	211	000	00		$0.00	$107,635.50	$107,635.50		✎
ⓘ	Other	3	5410	180	000	00		$0.00	$477,500.00	$477,500.00	[Repurpose of funds]	✎
ⓘ	Other	3	5410	211	000	00		$0.00	$36,528.75	$36,528.75		✎
ⓘ	Other	3	5420	180	000	00		$0.00	$973,612.50	$973,612.50	[Repurpose of funds]	✎
ⓘ	Other	3	5420	211	000	00		$0.00	$74,481.36	$74,481.36		✎
ⓘ	Other	3	5810	180	000	00		$0.00	$513,750.00	$513,750.00	[Repurpose of funds]	✎
ⓘ	Other	3	5810	211	000	00		$0.00	$39,301.88	$39,301.88		✎
ⓘ	Other	3	5820	180	000	00		$0.00	$477,500.00	$477,500.00	[Repurpose of funds]	✎
ⓘ	Other	3	5820	211	000	00		$0.00	$36,528.75	$36,528.75		✎
ⓘ	Other	3	5830	180	000	00		$0.00	$1,434,937.50	$1,434,937.50	[Repurpose of funds]	✎
ⓘ	Other	3	5830	211	000	00		$0.00	$109,772.72	$109,772.72		✎
ⓘ	Other	3	5860	180	000	00		$0.00	$15,000.00	$15,000.00	[Repurpose of funds]	✎
ⓘ	Other	3	5860	211	000	00		$0.00	$1,147.50	$1,147.50		✎
ⓘ	Other	3	5880	180	000	00		$0.00	$15,000.00	$15,000.00	[Repurpose	

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								of funds]	
ⓘ	Other	3	5880	211	000	00	$0.00	$1,147.50	$1,147.50		✏
ⓘ	Salary	3	6200	151	000	00	$0.00	$40,884.00	$40,884.00	[Additional personnel added]	✏
ⓘ	Other	3	6200	211	000	00	$0.00	$3,127.63	$3,127.63		✏
ⓘ	Other	3	6200	221	000	00	$0.00	$8,863.65	$8,863.65		✏
ⓘ	Other	3	6200	231	000	00	$0.00	$6,326.04	$6,326.04		✏
ⓘ	Other	3	6200	232	000	00	$0.00	$175.80	$175.80		✏
ⓘ	Other	3	6200	234	000	00	$0.00	$324.00	$324.00		✏
ⓘ	Other	3	6400	411	000	00	$19,000,000.00	($11,700,000.00)	$7,300,000.00	[Repurpose of funds]	✏
ⓘ	Other	3	6540	180	000	00	$0.00	$810,500.00	$810,500.00	[Repurpose of funds]	✏
ⓘ	Other	3	6540	211	000	00	$0.00	$62,003.25	$62,003.25		✏
ⓘ	Other	3	6550	331	000	00	$5,500,000.00	$0.00	$5,500,000.00		✏
ⓘ	Other	3	6620	180	000	00	$0.00	$6,725,200.00	$6,725,200.00	[Repurpose of funds]	✏
ⓘ	Other	3	6620	211	000	00	$0.00	$514,477.80	$514,477.80		✏
ⓘ	Salary	3	6810	113	000	00	$0.00	$71,776.00	$71,776.00	[Additional personnel added]	✏
ⓘ	Other	3	6810	211	000	00	$0.00	$5,490.86	$5,490.86		✏
ⓘ	Other	3	6810	221	000	00	$0.00	$15,561.04	$15,561.04		✏
ⓘ	Other	3	6810	231	000	00	$0.00	$6,326.04	$6,326.04		✏
ⓘ	Other	3	6810	232	000	00	$0.00	$308.64	$308.64		✏
ⓘ	Other	3	6810	234	000	00	$0.00	$324.00	$324.00		✏
ⓘ	Other	3	7200	180	000	00	$0.00	$1,611,250.00	$1,611,250.00	[Repurpose of funds]	✏

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ⓘ	Other	3	7200	211	000	00	$0.00	$123,260.63	$123,260.63	✎
ⓘ	Other	3	8100	392	000	00	$1,475,696.63	$1,361,235.84	$2,836,932.47	✎
ⓘ	Other	3	8200	399	000	00	$167,155,268.18	($43,795,528.78)	$123,359,739.40	✎
						Total:	**$214,804,201.00**	**$157,567.00**	**$214,961,768.00**	

Wake County Schools (920) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

NEEDS ASSESSMENT PROCESS The Wake County Public School System engages in an ongoing process of needs assessment. Key elements of the needs assessment process include: * Use of the ongoing district strategic planning process to identify, prioritize, and respond to strategic goals of the district. * Principal feedback is regularly collected to provide details on their needs related to strategic goals. * Periodic surveys of parents and teachers as key stakeholders. These surveys have been administered on a regular basis over the last year and inform the needs assessment process. * Focus group feedback from key groups including the Superintendent's Teacher Advisory Council (STAC) and the Superintendent's Student Leadership Council. These focus groups meet several times each year. * A district-level curriculum team meets regularly and specifically focuses on assessing needs related to curriculum and instruction resources necessary to support teachers and students in moving to post-pandemic learning. The development of the Superintendent's proposed budget to the Board of Education also informs the needs assessment process. As a part of developing the budget, data and feedback are collected from teams across the district and needs are prioritized. These priorities as well as the examination of all available funding sources has contributed to the development of the plan for use of ESSER funds. In addition to the activities listed above, several

steps have been taken specifically related to the use of ESSER funds. Several cross-departmental teams have reviewed current and future needs and various data related to those needs. This process specifically examined the allowable uses related to ESSER funds. Data relevant to the needs assessment process include: data and surveys listed above, multi-year standardized testing data, achievement data from other assessment sources, financial data relevant to the budget development process, current spending related to ESSER 1 (PRC 163) funds, and virtual academy enrollment and related costs/needs. This needs assessment process will be ongoing throughout the term of the ESSER funds. ASSESS & ADDRESS STUDENT LEARNING GAPS The district's Standard Treatment Protocol for learning is a key component of addressing student learning gaps. This protocol establishes resources and parameters for core instruction throughout the district at each grade level. It also provides research-based / research-informed options for supplemental and intensive intervention. Embedded in this standard treatment protocol are assessments and activities aimed at providing teachers key information to assess and respond to student learning. Intervention teacher positions are being added to school sites to (1) support appropriate, timely response to learning data, and (2) to mitigate lost opportunities for learning as a result of the pandemic. Also key to assessing and addressing student gaps is developing effective tools to translate district vision and process into classroom practice with students. WCPSS is developing additional curricular resources that will inform pacing and alignment to strategic goals. The resources will also provide teachers with assessment strategies and resources useful in responding to the outcomes of those assessments. These resources will prioritize standards based on the progression of learning over multiple grades to help address any potential gaps resulting from the pandemic. Also, the district will invest in additional tools within Canvas, our primary learning management system, that will streamline our ability to view learning data both at the classroom level and at the district level. This will allow curriculum teams and school leaders to immediately identify and responsive to patterns in learning needs. School-based processes will be important in assessing and addressing student learning needs. First, the role of professional learning teams (PLTs) will be critical to this process as they will be able to coordinate common school-level assessments and develop responses to the data those assessments produce. Second, the school-based school improvement process will provide the opportunity to review learning outcomes across grade levels / courses for further response. Both PLT work and school improvement processes are supported at a district level by the area superintendents' team to determine patterns at a district level. Finally, learning gaps related to behavioral health skills will also be addressed. With ESSER funds, investments will be made in additional student support positions (counselors, psychologists, etc.) that will support students in building appropriate behavioral and social emotional skills to be able to fully engage with learning.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Based on the process and data outlined in Section A, a number of key needs have been identified related to the use of ESSER funds. It is important to note key assumptions: * CONTINUED GROWTH. The district population will continue to grow during the administration of ESSER funds. The projected student enrollment for 2021-2022 is 160,591 students with increasing numbers in subsequent years. The district anticipates opening four new schools during the lifetime of the ESSER grant. * REMOTE INSTRUCTION: It is anticipated that the district will continue to operate some type of virtual option for students throughout the lifetime of the ESSER funds. * CHANGE IS A CONSTANT: District needs and priorities will continue to evolve during the implementation of the grant as will costs related to those needs. Upon review of the data, the following analysis supports decisions regarding priorities for ESSER funding: * LOST OPPORTUNITIES FOR LEARNING: Starting in March 2020, WCPSS moved to fully virtual learning. The district similarly began the 2020-2021 school year in a fully virtual setting. PreK-3 students returned October 26 with grades 4-8 returning in early November. High school students did not return to in-person learning until January 2021 and did so then in cohort rotations. The number of days of in-person learning missed are significant in terms of missed opportunities for learning. The inability to have all students in person has limited the district's ability to assess all students on their current mastery of grade level / course standards. A review of current course grades indicates an increase in the number of students who are struggling academically in 2020-2021. Because we anticipate a higher number of students requiring academic support, several needs have been identified including (1) the need for additional staff to focus on intervention and more personalized instruction, (2) the needs for additional administrative employment during the summer to support summer learning and adapt structures to current realities; and, (3) the need to expand learning supports to include but not be limited to tutoring, programs outside the school day or year, and activities to aid students in fully accessing resources and opportunities within their learning environment. * REMOTE INSTRUCTION: WCPSS will continue to support students needing fully remote instruction. Data indicates the need to support at least 14,000 students in a virtual setting which will require investment in additional staff including potential needs for teachers, counselors, administrative staff, and other appropriate personnel to support student success. Curriculum and instructional resources will also be needed to support students and staff members. * SUMMER LEARNING: Based on state guidance, WCPSS identified definitions of "at-risk" students to be invited to summer extended learning. Data included in this review of student performance include: IStation assessments, Number Knowledge Test, End-of-Grade/Course tests, grades in current courses, and other relevant data. Approximately 23,000 students meet the criteria developed and will be invited to summer learning. This level of need requires operation of approximately 130 summer learning sites and necessitates approximately 1,100 staff to support effective student outcomes. Summer learning in isolation is unlikely to yield long-term gains for students. Support structures must be extended into the 2021-22 school year and beyond. Addressing this need will include the creation of intervention teacher positions at school sites as well as the potential need for future summer programming. * EDUCATIONAL TECHNOLOGY: WCPSS is building toward a 1:1 program (1 device:1 student) in part so that the district is better able to respond and maintain continuity of learning should another closure occur. Additional devices

(~200,000) will be needed over a three year period in order to account for growth and device replacement. This movement toward a 1:1 program will require additional human capital to support students and parents. Feedback indicates that this level of support is critical to ensuring that all students and parents have equitable access to technology and digital resources. * SOCIAL EMOTIONAL SUPPORTS: At present, WCPSS exceeds the recommended ratios of student support professionals (counselor, psychologist, etc.) to students. With high levels of student need around social emotional supports, additional school-based positions are needed. These positions will move the district closer to recommended ratios and therefore provide greater service to students as they return to the school building following the pandemic. * OPERATIONAL DETAILS: Budget analysis shows reductions in the 2020-2021 school year to key resources due to the district being fully/partially virtual. Examples include cost reductions to maintenance, cleaning, transportation, fuel costs, child nutrition and other departments. These reductions will need to be restored and in some cases expanded in 2021-2022 and beyond in order to meet the increased need of students in fully in-person instruction. In some cases, expanded needs will require funds to cover existing costs to maintain continuity of services across the district. Examples include but are not limited to cleaning and sanitation contracts, utilities, child nutrition maintenance costs related to maintaining a safe environment, and costs related to specialized transportation contracts. * HUMAN RESOURCE NEEDS: Schools continue to see position vacancies and staff absences due to the pandemic as evidenced by staff attendance data. There is a need for continuity of support and staffing via substitute teachers to promote greater ability of (1) substitute staff with necessary knowledge of resources to adequately support students, and (2) decreasing use of teachers for non-instructional duties so that they can better focus on instructional goals.

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.

$ 42,916,647.82 * 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;

WCPSS will be providing additional staffing to each school to support the intervention process including the process of data-based problem solving. These additional staff members will assist in: (1) securing and utilizing assessment data to support and inform student learning, (2) providing direct instruction to classes, small groups, or individuals to support learning in response to relevant assessment data, and (3) grow capacity with teachers and school staff by modeling research-based strategies for addressing learning goals. Assessments are being created and vetted at the district level to support assessment of key standards. Also, reliable common assessments are built into core curriculum resources to assess student understanding. Resources are being developed for 2021-2022 to revise pacing and related resources in anticipation of learning gaps and to prioritize and assess key standards for learning. WCPSS will also work to ensure that teachers have sufficient resources to respond to learning data. This includes the purchase of supplies and materials, curriculum writing, digital subscriptions, and contracted services (ex: tutoring and other related student supports). This will include purchasing materials and supplies to replace instructional supplies lost / damaged during remote learning.

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

WCPSS has developed a Standard Treatment Protocol that outlines the components of strong core instruction as well as appropriate, aligned supplemental and intensive intervention supports. District-wide core instructional resources have been identified and procured in reading / Language Arts for Kindergarten through Grade 8 as well as mathematics for Kindergarten through Grade 8 as well as Math I, II, and III. These core resources were vetted for standards alignment and are monitored in terms of effectiveness of implementation and outcomes. Additional core materials are being procured presently for high school English courses. Supplemental and intensive support resources have also been procured at the elementary and middle school level to support growth with regard to reading and mathematics. This set of resources is research-based and available to all schools in the district. Implementation is monitored and supported through professional learning and coaching supports where applicable. Intervention teachers funded through ESSER funds will build greater capacity of teachers to choose the correct resources and tools as well as the frequency and intensity of instruction.

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

Family engagement remains a key component of the WCPSS Strategic Plan. Panorama as well as other parent surveys are used regularly to gather parent feedback and to assess success of district initiatives. The Title I Program also provides supports to schools related to family engagement strategies. WCPSS will continue to encourage family engagement and monitor effectiveness of such efforts throughout the duration of the ESSER grant. Our needs assessment identified a current gap with regard to ensuring that parents and families will be able to fully support their students with technology devices and digital resources. Instructional Support Technician positions will be established

using ESSER funds to staff and support a Help Desk to assist parents and students to ensure that they have equitable access to instructional resources. By ensuring equitable access, further lost opportunity for learning is mitigated.

* (D) Tracking student attendance and improving student engagement in distance education;

Student attendance will be tracked through PowerSchool both in (1) virtual / distance learning as well as (2) in-person instruction. Protocols are in place to support students and families related to chronic or repeated absences. School counselors and social workers are available to support this effort, but it is insufficient to meet the need. Additional counselors and social workers will be hired through ESSER funds to meet the unique needs of students as it relates to attendance and returning from the pandemic. Engagement is a mixture of not only attending school but also finding success and connection with the learning process. WCPSS will continue to build capacity with the instructional core. Specifically, this is the interaction between the content, the student and the teacher. The overall connection between these components helps to define the student experience and influence their outcomes. WCPSS annually surveys students regarding their perceptions about their experience and abilities. This combined with monitoring of academic grades provides data points that can be monitored to inform discussions about student engagement. WCPSS has formed an Engagement Team that involves district and school staff to provide leadership to this work.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Data on student achievement prior to the pandemic provides a baseline for both individual and student achievement. Data points include standardized testing such as End-of-Grade and End-of-Course testing, course grades, and other assessment structures such as IStation, iReady, Dreambox, and ACT and its related assessments. As current learning data is collected, a relative comparison can be made to determine if academic progress is moving along a positive trajectory. This data will be used in a data-driven problem solving process to support continuous growth and improvement. The WCPSS Office of Data, Research and Accountability regularly monitors student performance and provides tools and supports to schools to monitor this data as well. Professional learning is provided to assist schools in understanding the data and identifying research-based strategies for responding to the data. The creation of intervention teacher positions at each school will facilitate greater ability to collect and act on current learning data. It will also provide an avenue to respond to changes in the academic achievement of students in presently learning when compared to pre-pandemic learning.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how

you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$ 0.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ⦿ No				$ 0.00
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		July 2021 - September 2024		$ 2,000,000.00

| | | WCPSS will respond to the impact of the virus in part by continuing to offer virtual learning for students who have health concerns with returning to learning within the school building. WCPSS will provide courses through remote instruction to support implementation of the Virtual Academy. These positions provide human capital in response to families that have concerns about returning to fully in-person instruction due to the pandemic. | | Surveys of Virtual Academy families will reflect a perception that students are receiving a full, comprehensive learning experience. Academic performance will reflect similar levels of achievement when comparing in-person learners and their remote learning counterparts. | |

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	Contracted transportation services will be secured to meet the needs of special populations including special education students, students served under McKinney Vinto, and other students in a special population as approved by the district.	July 2021 - September 2024	Transportation data will be collected based on effectiveness of the vendor / service; Success will also be reflected in increased attendance and academic success of students serviced through the transportation service.	$ 11,000,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ 0.00

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TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$ 0.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No		July 2023 - September 2024	Standard sanitation inspection data will reflect appropriate use of the supplies and services in order to achieve standards for cleaning and sanitation.	$ 4,389,309.00

		During 2019-2020, funds were reduced from cleaning supplies and service contracts due to reduced presence in school buildings. This funding is being restored to respond to greater use of the school building. This funding will also maintain a portion of the cleaning / custodial budget for contracted services aimed at maintaining cleaning standards and thus preventing the spread of the virus.			

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$ 0.00
	* ◉ Yes ○ No	Laptops will be purchased with the goal of maintaining the district's commitment to a 1:1 environment to support remote learning if needed in the future. To accomplish this goal and keep current with replacement	July 2021 - September 2024	District inventory will reflect alignment with the 1:1 goal; Student survey data will reflect student perception that they have sufficient skill, access, and support to fully engage in digital resources and instruction.	$ 38,000,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		devices, an additional 200,000 laptops must be purchased over the period of the grant. Additional funds will support related software and connectivity needs related to ensuring all students have access to digital instruction. Funds will also be budgeted to support replacement devices as necessary.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No		July 2022 - September 2024		$ 8,008,200.00

		Additional counselor, psychologist, social workers and other related student support positions will be funded at various schools to support counseling and social-emotional needs of students following the pandemic. Relevant additional district positions will be funded to provide support to the schools and the additional school-based positions.		Student survey results will be used to gather student perception data over time as a measure of student mental health. Positive patterns will be observed in attendance, referral data, and other monitored data.	
	* ○ Yes ○ No		January 2022 - September 2024		$ 20,000,000.00

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.		Summer learning programming will continue to be incorporated into the summer session of 2022 and 2023 to include intentional focus on learning loss and mitigating impacts of the pandemic. This will include costs for teacher pay with higher incentive rates, bonus pay, transportation costs, CNS costs, supplies & materials, and other appropriate allowable expenses.		At the school level and the district level, we will continue to monitor the same criteria that were used to identify student summer learning starting in summer 2021. Indicators will reflect positive academic growth as well as positive student perceptions about learning as evidenced by annual student survey results.	
	* ◉ Yes ⚪ No		July 2021 - September 2024		$ 17,554,854.18

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.		Other ESSA eligible activities will be built into the ESSER budget to support continuity of services within the district. This includes: (1) appropriate indirect costs, (2) unbudgeted balance, (3) maintenance costs to include new square footage and custodial costs as well as base custodial costs related to continuing operations; (4) utility costs related to continuity of services; (5) Transportation Fuel costs, (6) administrative costs.		Finance staff will monitor indirect costs and unbudgeted balanced and address as appropriate through the standard budget development and needs assessment process. Maintenance of fiscal reporting and administrative compliance will be monitored for appropriate implementation of funds for other ESSA eligible activities.	
				Total ESSER III Allotment	$ 100,952,363.18

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Wake County Schools (920) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Wake County Schools (920) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Brian Pittman	

Substantially Approved Dates

Wake County Schools (920) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, August 20, 2021

Wake County Schools (920) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Wake County Schools (920) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Wake County Schools (920) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

75581884

* Address:

5625 Dillard Drive Cary, NC 27518

* Superintendent:

Mrs. Cathy Q. Moore

Key Personnel:

* Brian W Pittman

Warren County Schools (930) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	8/4/2021 5:47:35 PM	Chelsa Jennings	Status changed to 'Draft Completed'.	S
S	7/28/2021 9:35:23 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
S	5/18/2021 11:43:01 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Warren County Schools (930) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,502,520.00	$2,502,520.00
Carryover	$5,059,704.00	$5,059,704.00
Total	$7,562,224.00	$7,562,224.00

Budget

Warren County Schools (930) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

Change Status of Current Budget: [Received ▼]

Mark Plan As Required: ☑

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
930	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$2,502,520.00	$0.00
Carryover Amount:	$5,059,704.00	$5,059,704.00
Allotment Plus Carryover:	$7,562,224.00	$5,059,704.00
Total Budgeted:		$5,059,704.00
Total Remaining:	$2,502,520.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	07/28/2021 09:35 AM	Admin, NCCCIP

Budget History
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
7/28/2021 9:35 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$700,000.00	$0.00	$700,000.00		✏
ⓘ	Other	3	5110	192	000	00	$280,000.00	$0.00	$280,000.00		✏
ⓘ	Other	3	5110	211	000	00	$74,970.00	$0.00	$74,970.00		✏
ⓘ	Other	3	5110	221	000	00	$223,440.00	$0.00	$223,440.00		✏
ⓘ	Other	3	5110	231	000	00	$91,000.00	$0.00	$91,000.00		✏
ⓘ	Other	3	5110	312	000	00	$86,616.50	$0.00	$86,616.50		✏
ⓘ	Other	3	5110	411	000	00	$750,000.00	$0.00	$750,000.00		✏
ⓘ	Equipment	3	5110	462	000	00	$500,000.00	$0.00	$500,000.00		✏
ⓘ	Salary	3	5320	131	000	00	$200,000.00	$0.00	$200,000.00		✏
ⓘ	Other	3	5320	211	000	00	$15,300.00	$0.00	$15,300.00		✏
ⓘ	Other	3	5320	221	000	00	$45,600.00	$0.00	$45,600.00		✏
ⓘ	Other	3	5320	231	000	00	$26,000.00	$0.00	$26,000.00		✏

ⓘ	Other	3	5330	192	000	00	$300,000.00	$0.00	$300,000.00	✏
ⓘ	Other	3	5330	211	000	00	$22,950.00	$0.00	$22,950.00	✏
ⓘ	Other	3	5330	221	000	00	$68,400.00	$0.00	$68,400.00	✏
ⓘ	Other	3	5330	411	000	00	$70,000.00	$0.00	$70,000.00	✏
ⓘ	Salary	3	5840	131	000	00	$200,000.00	$0.00	$200,000.00	✏
ⓘ	Other	3	5840	211	000	00	$15,300.00	$0.00	$15,300.00	✏
ⓘ	Other	3	5840	221	000	00	$45,600.00	$0.00	$45,600.00	✏
ⓘ	Other	3	5840	231	000	00	$26,000.00	$0.00	$26,000.00	✏
ⓘ	Other	3	6400	418	000	00	$50,000.00	$0.00	$50,000.00	✏
ⓘ	Salary	3	6540	173	000	00	$70,000.00	$0.00	$70,000.00	✏
ⓘ	Other	3	6540	192	000	00	$42,000.00	$0.00	$42,000.00	✏
ⓘ	Other	3	6540	211	000	00	$8,568.00	$0.00	$8,568.00	✏
ⓘ	Other	3	6540	221	000	00	$25,536.00	$0.00	$25,536.00	✏
ⓘ	Other	3	6540	231	000	00	$13,000.00	$0.00	$13,000.00	✏
ⓘ	Other	3	6540	411	000	00	$178,115.50	$0.00	$178,115.50	✏
ⓘ	Other	3	6580	192	000	00	$24,000.00	$0.00	$24,000.00	✏
ⓘ	Other	3	6580	211	000	00	$1,836.00	$0.00	$1,836.00	✏
ⓘ	Other	3	6580	221	000	00	$5,472.00	$0.00	$5,472.00	✏
ⓘ	Other	3	6580	311	000	00	$750,000.00	$0.00	$750,000.00	✏
ⓘ	Other	3	6580	411	000	00	$150,000.00	$0.00	$150,000.00	✏
						Total:	**$5,059,704.00**	**$0.00**	**$5,059,704.00**	

Grant Details

Warren County Schools (930) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Warren County Schools collect, analyze, and progress monitor student data to include academic, attendance, and social emotional learning (SEL). Once student data has been collected, the district and schools' MTSS leadership teams use EWS (Early Warning Sign) indicators from the results of the universal screeners in collaboration with other data such as attendance, behavior, and additional performance data to students identify learning loss and at-risk students. Next, specific skill deficits were identified for grade spans and individual students. Warren County Schools superintendent, executive cabinet, the district management team (principals, directors, coordinators, managers, etc..), school-level leadership teams (principal, teachers, instructional staff, etc..) all collectively decide on the needs of the students being served. The teams collaborate on the best practices to use in order to have the greatest impact on student learning. The district will provide additional instruction during the summer, and throughout the school year using a variety of approaches including but not limited to scheduled intervention times, instructional academies to address student learning loss. Student data will be collected at the end of each cycle of learning to determine effectiveness of the extended learning opportunities. I

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

As measured by iReady MOY universal screener, in 2019-2020 54% of WCS K-8 students were Tier 2 and 22.5% were Tier 3. In 2020-2021, 43.4% of WCS were Tier 2 and 33.5% were Tier 3 as measured by iReady MOY universal screener. Based upon EOC data for Warren County's 9-12 students, 20.7 % were proficient in Math I, 9.8% were proficient in Math III, 39.5% were proficient in Math II, 31.1% were proficient in Biology, 29.4% were proficient in ACT, 35% were proficient in WorkKeys and 79.4% were proficient in CGR.

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.

$ 3,728,376.00 * 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;

Any and all of the district's at-risk students will be administered a diagnostic universal approved screener to assess students' academic level and then to progress monitor academic gain over a specified period of time. The collected data will be used to identify student learning needs thereby providing teachers academic information that will be used to determine interventions needed to address learning loss. Teachers will use research-based supplies, materials, and resources to provide differentiated instruction.

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

During interventions and small group instruction teachers will implement best practices that are evidence-based and proven to be effective in promoting closing learning gaps. Teachers will be provided professional development that will assist with learning the techniques of the evidence-based materials prior to implementing these best practices.

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

Teachers will communicate the progress of student performance with parents on a regular basis. The district will also prepare and implement learning workshops for parents in an effort to provide them with materials and suggestions that can be used at home to assist with addressing a student's learning loss. The communication concept will create a true partnership between home and school.

* (D) Tracking student attendance and improving student engagement in distance education;

The district will collect attendance data regularly and promote opportunities for student engagement and self-motivation.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The district will use comparative data to determine the effectiveness of the educational strategies used to close student learning loss.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ⦿ No				$
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⦿ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⦿ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$

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SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ◯ No	Funds allocated for this use will assist with sustaining supplies and materials that will be used to sustain a certain required level of sanitation within our schools in order to maintain a safe learning environment.	FY2021- FY2023	Impact measures will be a record of the number of Covid 19 cases within a school and the district.	$ 501,104.00
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ◯ Yes ⦿ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	These funds will be used to ensure that all students are equipped for blended learning engagement.	FY2021-FY2023	The impact measures that will be used are a data collection of student information and data points onto selected instructional programs, platforms, and learning management systems.	$ 400,000.00

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	The Social-Emotional Learning needs of students and staff are crucial to improving learning loss and assisting students with identifying and addressing their own emotional needs. This includes services provided by social workers and nurses.	FY2021-FY2023	The impact measures that will be used include the use of a universal screener and a daily database of services rendered. Data will be collected and progress monitored at least three times a year.	$ 230,224.00
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				$

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	To maintain quality instruction for all students in all buildings by providing research-based instructional practices for instruction. To assist with meeting the needs of all students in all course areas. Provide materials and resources for adequate instruction in various courses.	FY2022-FY2023	The impact measures that will be used include data reports, building walk-throughs, and data feedback from students, parents, and staff.	$ 200,000.00
				Total ESSER III Allotment	$ 1,331,328.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Warren County Schools (930) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Warren County Schools (930) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Chelsa Jennings	

Substantially Approved Dates

Warren County Schools (930) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Not Yet Substantially Approved

Warren County Schools (930) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

GAN Information

Warren County Schools (930) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Warren County Schools (930) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100059146

* Address:

P.O. Box 110 Warrenton, NC 27589

* Superintendent:

Dr. Mary L. Young

Key Personnel:

*

Washington County Schools (940) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:12:27 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Washington County Schools (940) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$2,209,071.00	$2,209,071.00
Carryover	$4,465,837.00	$4,465,837.00
Total	$6,674,908.00	$6,674,908.00

Washington County Schools (940) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
940	181	1	No	Yes	4.56 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$2,209,071.00	$0.00
Carryover Amount:	$4,465,837.00	$4,465,837.00
Allotment Plus Carryover:	$6,674,908.00	$4,465,837.00
Total Budgeted:		$4,465,837.00
Total Remaining:	$2,209,071.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/01/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/1/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
10/1/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/29/2021 10:13 PM	Approved (Pending)		Letchworth, Tina			
9/28/2021 8:13 AM	Received		Admin, NCCCIP			
9/3/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/3/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/31/2021 2:49 PM	Approved (Pending)		Letchworth, Tina			
8/16/2021 3:58 PM	Received		Admin, NCCCIP			
8/2/2021 9:27 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$741,420.00	$0.00	$741,420.00		
ⓘ											

	Salary	3	5110	141	000	00	$138,600.00	$0.00	$138,600.00	
ⓘ	Salary	3	5110	146	000	00	$201,600.00	$0.00	$201,600.00	
ⓘ	Other	3	5110	181	000	00	$103,000.00	$0.00	$103,000.00	
ⓘ	Other	3	5110	183	000	00	$344,198.40	$0.00	$344,198.40	
ⓘ	Other	3	5110	211	000	00	$116,954.80	$0.00	$116,954.80	
ⓘ	Other	3	5110	221	000	00	$331,447.88	$0.00	$331,447.88	
ⓘ	Other	3	5110	231	000	00	$56,934.36	$0.00	$56,934.36	
ⓘ	Other	3	5110	333	000	00	$65,124.00	$0.00	$65,124.00	
ⓘ	Other	3	5110	343	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Other	3	5110	411	000	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Equipment	3	5110	461	000	00	$100,000.00	($20,000.00)	$80,000.00	Move 20,000 to cover the cost of a admin assistant who will work with all of the paperwork and processing reqs and POs for all of the ESSR PRCs.
ⓘ	Salary	3	5320	146	000	00	$49,000.00	$0.00	$49,000.00	
ⓘ	Other	3	5320	211	000	00	$3,748.50	$0.00	$3,748.50	
ⓘ	Other	3	5320	221	000	00	$10,623.20	$0.00	$10,623.20	
ⓘ	Other	3	5320	231	000	00	$6,326.04	$0.00	$6,326.04	
ⓘ	Other	3	5400	181	000	00	$23,000.00	$0.00	$23,000.00	
ⓘ										

	Other	3	5400	211	000	00	$1,759.50	$0.00	$1,759.50
ℹ	Other	3	5400	221	000	00	$4,986.40	$0.00	$4,986.40
ℹ	Other	3	5830	181	000	00	$10,000.00	$0.00	$10,000.00
ℹ	Other	3	5830	211	000	00	$765.00	$0.00	$765.00
ℹ	Other	3	5830	221	000	00	$2,168.00	$0.00	$2,168.00
ℹ	Other	3	5840	411	000	00	$109,256.00	$0.00	$109,256.00
ℹ	Salary	3	5860	152	000	00	$49,200.00	$0.00	$49,200.00
ℹ	Other	3	5860	211	000	00	$3,763.80	$0.00	$3,763.80
ℹ	Other	3	5860	221	000	00	$10,666.56	$0.00	$10,666.56
ℹ	Other	3	5860	231	000	00	$6,326.04	$0.00	$6,326.04
ℹ	Other	3	5860	418	000	00	$200,000.00	$0.00	$200,000.00
ℹ	Equipment	3	5860	462	000	00	$100,000.00	$0.00	$100,000.00
ℹ	Other	3	5870	311	000	00	$170,000.00	$0.00	$170,000.00
ℹ	Other	3	5870	312	000	00	$75,000.00	$0.00	$75,000.00
ℹ	Other	3	6400	181	000	00	$3,000.00	$0.00	$3,000.00
ℹ	Other	3	6400	211	000	00	$229.50	$0.00	$229.50
ℹ	Other	3	6400	221	000	00	$650.40	$0.00	$650.40
ℹ	Other	3	6540	181	000	00	$16,000.00	$0.00	$16,000.00
ℹ	Other	3	6540	211	000	00	$1,224.00	$0.00	$1,224.00
ℹ	Other	3	6540	221	000	00	$3,468.80	$0.00	$3,468.80
ℹ	Other	3	6540	411	000	00	$100,000.00	$0.00	$100,000.00
ℹ	Salary	3	6550	147	000	00	$4,500.00	$0.00	$4,500.00
ℹ	Salary	3	6550	171	000	00	$90,000.00	$0.00	$90,000.00
ℹ	Other	3	6550	181	000	00	$20,000.00	$0.00	$20,000.00
ℹ	Other	3	6550	211	000	00	$8,759.25	$0.00	$8,759.25

ⓘ	Other	3	6550	221	000	00	$24,823.60	$0.00	$24,823.60	
ⓘ	Other	3	6550	231	000	00	$10,543.40	$0.00	$10,543.40	
ⓘ	Other	3	6550	423	000	00	$98,000.00	$0.00	$98,000.00	
ⓘ	Other	3	6550	424	000	00	$64,400.00	$0.00	$64,400.00	
ⓘ	Salary	3	6580	175	000	00	$77,016.00	$0.00	$77,016.00	
ⓘ	Other	3	6580	181	000	00	$6,000.00	$0.00	$6,000.00	
ⓘ	Other	3	6580	211	000	00	$6,350.72	$0.00	$6,350.72	
ⓘ	Other	3	6580	221	000	00	$17,997.86	$0.00	$17,997.86	
ⓘ	Other	3	6580	231	000	00	$12,652.08	$0.00	$12,652.08	
ⓘ	Other	3	6580	411	000	00	$68,988.00	$0.00	$68,988.00	
ⓘ	Other	3	6580	422	000	00	$400,893.46	($30,000.00)	$370,893.46	Reduced amount here to cover water costs for the year until systems can be purchased and installed.
ⓘ	Salary	3	6940	151	000	00	$0.00	$16,512.00	$16,512.00	Full time position that will be split funded through testing and accountability and ESSR. Assistant will help with overseeing ESSR funds, completeing

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ										requesitions, and other paperwork related to ESSR for 50% of their role.	
ⓘ	Other	3	6940	181	000	00	$14,000.00	$0.00	$14,000.00		
ⓘ	Other	3	6940	211	000	00	$1,071.00	$1,263.17	$2,334.17		
ⓘ	Other	3	6940	221	000	00	$3,035.20	$3,579.80	$6,615.00		
ⓘ	Other	3	7200	181	000	00	$15,000.00	$0.00	$15,000.00		
ⓘ	Other	3	7200	211	000	00	$1,147.50	$0.00	$1,147.50		
ⓘ	Other	3	7200	221	000	00	$3,252.00	$0.00	$3,252.00		
ⓘ	Other	3	8100	392	000	00	$184,547.55	$1,631.52	$186,179.07		
ⓘ	Other	3	8200	399	000	00	$62,418.20	($54,426.09)	$7,992.11		
						Total:	$4,465,837.00	($81,439.60)	$4,384,397.40		

306 - Creswell Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	7200	459	000	00	$0.00	$7,222.40	$7,222.40	Water for students and staff due to not being able to use water fountains due to COVID	
						Total:	$0.00	$7,222.40	$7,222.40		

314 - Pines Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	7200	459	000	00	$0.00	$27,870.40	$27,870.40	Water for students and staff due to not being able to use water fountains due to COVID	
						Total:	$0.00	$27,870.40	$27,870.40		

316 - Washington County High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Equipment	3	5500	541	000	00	$0.00	$17,000.00	$17,000.00	New equipment will allow for proper sanitization of equipment to prevent the spread of COVID among athletes	
ⓘ	Other	3	7200	459	000	00	$0.00	$13,028.40	$13,028.40	Water for students and staff due to not being able to use water fountains due to COVID	

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| | | | | | | | Total: | $0.00 | $30,028.40 | $30,028.40 | | |

328 - Washington County Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	7200	459	000	00	$0.00	$12,633.60	$12,633.60	Water for students and staff due to not being able to use water fountains due to COVID	
						Total:	$0.00	$12,633.60	$12,633.60		

330 - Washington Early College High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	7200	459	000	00	$0.00	$3,684.80	$3,684.80	Water for students and staff due to not being able to use water fountains due to COVID	
						Total:	$0.00	$3,684.80	$3,684.80		

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Grant Details

Washington County Schools (940) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

A Comprehensive Needs Assessment (CNA) was completed at each of our school sites and at the District Level in the Spring of 2018 by DPI. In 2021 a Comprehensive Needs Assessment was completed at each site and the District Level by the district to gain input from all of our stakeholders including staff, students and parents. Our focus is on the effective use of all available funds designed to improve student learning, including but not limited to Title I, Title IV, CARES Act funding, ESSR II, and ESSR III. The analysis of the CNA will be the springboard to providing additional services to support students with input from parents on additional supports beyond the school day to enhance learning opportunities including summer and extended day programs. We will also be hiring additional staff to that will support building teacher's capacity and work to support the needs of the whole child including SEL support. Air purifiers were purchased for each classroom prior to students returning to school. In March 2021 Piedmont Service Group was contracted to conduct an air quality study of each facility and made an official report to the Washington Board of Education in April 2021. All buildings except Pines Elementary were within normal ranges but recommendations were made to perform quarterly maintenance and cleaning regiments with additional cleaning strategies along with upgrading filters in all locations. Pines Elementary was closed immediately and WCS along with the support of the County of Washington is in the middle of collecting bids on the repairs needed to have a safe school incorporating an architectural engineer report from Hall Architecture in 2017 that identified other concerning issues regarding air handlers, fresh air circulation, roofing and structural issues. We have moved PES to WCMS for the current school year. To address the

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

An analysis of our current Comprehensive Needs Assessment Data indicates the need to focus additional resources in the following areas: (1) develop a plan for identifying areas of teacher need and accompanying support to increase professional capacity through coaching. (2) Establish and implement instructional monitoring practices that ensure lessons and activities are aligned to standards, meet the appropriate level of rigor and are differentiated to meet all student needs. (3) Leverage available technology resources to extend student opportunities beyond the classroom, fostering the development of 21st-century skills. (4) Ensure the air quality at all sites is at a safe level. (5) Ensure all sites are appropriately cleaned, sanitized, and safe (including but not limited to the effective use of PPE). (6) Focus on the whole child - including but not limited to social-emotional learning, safety, health, and student learning. Our CNA showed that we had needs about before and after school care, concerns of students being well below grade-level in many areas, needing before and/or after school care, safe buildings, and additional experiences for students. We will focus on these needs by adding positions that will support teacher's capacity in the classroom, provide support in SEL, provide additional support to maintaining the building and air quality as well as providing additional learning opportunities in the way extended day learning, summer programming, field experiences, a district makers space, AVID, and PGC. Our CNA showed a high need for basic literacy support across the district so a district reading specialist will be hired to support reading instruction at all levels, we will provide specialized PD for each grade span as well.

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.

$ 1,105,248.00 * 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;

Washington County School incorporates a Comprehensive Assessment System that includes formative assessments as its base. Formative Assessments are built into our daily lesson design and provide the teacher with data to address the individual needs of our students. Elementary students take a BOY with Imagine Learning that will offer individualized targeted instruction in both reading and math and build time in the schedule to assure students are able to complete personalized lessons beyond

whole group and small group interventions. WCS will utilize the NCDPI approved tool. Middle school students will use IReady as a BOY Aug-Sept and personalized learning metric to support individualized learning needs. Monthly reports will be analyzed by the administrator and instructional coach to ensure that students are received targeted support in small groups as needed. A MOY Dec-Jan and EOY April-May assessment will be conducted to compare growth for each student in the academic year. The High school will utilize school need with short assessments that address specific subject objectives. The data is also analyzed within our Professional Learning Communities (PLC's) to determine the need for interventions and enrichment. Benchmark Assessments are created by a collaboration of teachers, instructional coaches, and the District to determine the effectiveness of our current instructional approach, the need for interventions and enrichment, the need to supplement/enhance our curriculum, and the need for alternate instructional approaches (analyzed by the District, School Level Administrators, Instructional Coaches and teachers - next steps determined - action steps created). Summative Assessments are provided at the end of each semester to determine proficiency, student growth and the effectiveness of our current instructional approach in Dec for HS and again in May with testing for elementary and middle school at the end of May and June. Vertical planning and grade level meetings will be held weekly to support effective communication and address student needs. The Chief Academic Officer, Instructional coaches, and Administrators will assist with monitoring reports and analysis of data shared in PLC's quarterly. Professional Development 2021-2022 will be centered around Schools That Lead for elementary , WCS has been selected to participate in Cohort 1 for the Science of Reading Training, AVID for the middle school, and WestEd Reading Apprenticeship for the high school.

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

Washington County Schools has invested in Curriculum focused on Literacy and Mathematics for K-5 (SAAVAS) and for Mathematics, Sciences, Social Studies and English Language Arts for 6-12 (HMH). Each Program provides our teachers with differentiated research-based activities designed to meet the needs of all students. Social Emotional Learning is also incorporated into both our literacy program (K-5) and English Language Arts (6-12): 1) Technology facilitator with benefits - 70,000 2) Extended Day Program - 100,000 3)Field Trips/Curriculum Extension (K-12) - 65,124 4) Additional Instructional Coach (Continued from 2021) - 80,000 5) Professional Development - 150,000 6) 500 supplemental pay for growth/proficiency (TA) - 12,500 7) 1000 supplemental pay for growth/proficiency (teachers) - 100,000 8) STEAM Camps - 27,624 9) Reading Interventionists (each campus) - 280,000 10) AVID (WCMS) - 80,000 11) PGC (WCHS) - 15,000 12) Maker Spaces - 100,000 13) Support for Arts - 25,000

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

Student assessment data is kept current by our teachers and is available for review by our students and our parents throughout the school year. Progress Reports are provided every three weeks. mClass and Imagine Learning Assessment Data is available to students and to parents (K-5) and IReady Data (6-8). Positive communications between school and home are completed using a variety of platforms that include but are not limited to REMIND app, phone calls, text messages, the use of social media, at athletic events, through the PTO, through our School Leadership Teams which include parents, and the use of technology.

COVID-19 identified a number of challenges that we have addressed over time. The need for a second social worker/SEL Support - one for Elementary and one for Secondary will assist in this area. In addition, through ongoing professional development efforts lead by our Instructional Coaches and supported by NCCAT - our teachers have become more proficient at creating lesson designs that are more engaging. Additional funds have been included in this budget to continue this effort.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

An analysis of our mClass, IReady and Imagine Learning data indicates that our students have experienced a learning loss related the adverse effects of the pandemic. We anticipate that our Summative Assessment Data will further highlight this loss. Our goals would be: 1) increase Student Growth Data by 5% as measured from EOC/EOGs, mClass, IReady, Imagine Learning, ACT/pre-ACT Data 2) Increase Student Proficiency by 5% at the district level 3) Attendance Data by school increased 8% on average from 20-21 District will offer data trackers to help principals monitor the above-listed progress areas. Data will be reviewed on the school level during PLCs.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

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FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	1) Touchless fixtures - 400893.46 2) Water Filtration - CES - 100,000	July 1, 2021 - June 30, 2024	Reduce risk of transmission - monitor transmission rate. The water at the Creswell Facility is currently not safe to drink. Monitoring - school by principal and district level by director of maintenance	$ 500,894.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	1) HVAC maintenance/repair - 117754/yr	July 1, 2021 - June 30, 2024		$ 117,754.00

| | | | | Air quality sensors have been purchased. These sensors are placed around the building to record air quality. Sensors are moved every 3 days. The director of maintenance monitors the results makes repairs as needed. PES was moved to WCMS for the year while we continue to work towards a solution around the air quality issues at PES. Due to the two schools sharing one location, units are being replaced as needed to ensure adequate air flow in all spaces. | |

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⊙ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	1) 2 Maintenance Staff (HVAC) - 110,000 2) HVAC systems, ducts, and vents - 109256 3) Cleaning Supplies - 68.988	July 1, 2021- June 30, 2024		$ 288,244.00

				Supplies will be ordered by the lead nurse, director of maintenance, and federal programs directors when needed to ensure that the buildings are clean and safe for students and staff. These same people will monitor the effectiveness of the products. The maintenance work order system shows the need for additional maintenance staff with the large increase in repairs due to COVID 19 and air quality issues, cleaning, and repairs. Monitoring - school and district level	

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⊙ No				$ [ ]
	* ⊙ Yes ○ No	1) Computer intervention/Instructional Aides - 100,000/yr 2) Device replacement - 100,000/yr 3) Power Pack/E-Collect - 10,000/yr 4) Automated Projection System - 10,000 5) Instructional Tech sound systems/AV Equipment - 10,000	July 1, 2021 - June 30, 2024		$ 440,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.				Addressing differences in student learning styles and modalities - classroom observation data - lesson plan review. The director of testing and accountability, CAO, and CTO will meet quarterly to look at usage and student progress/ growth in these programs/ interventions. The goal would be to see an increase in the overall growth of students by 5% Equipment will be used to better serve students and families during Covid by increasing the district's ability to communicate with stakeholders.

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	1) SEL Resources -30000yr 2) Flexible Seating - 100,000 3) Social Worker/ SEL support staff with benefits - 70,000/yr	July 1, 2021 - June 30, 2024	Increase effectiveness of services The ITF and additional SEL support staff will work to decrease discipline referrals by 3% and increase attendance percent at the school leave by 8%. The district will develop an SEL plan to support the needs of the whole child. This will be monitored by the MTSS team.	$ 300,000.00

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	1) School Extension Program - Summer 2022 -342980/yr	July 1, 2021 - June 30, 2024	All students invited; full instructional day. Will incorporate STEAM, SEL, Literacy, and Math as focuses. Our goal would for all students to show growth which will close the gap that was caused by Covid 19.	$ 685,960.00
	* ◉ Yes ○ No		July 1, 2021 - June 30, 2024		$ 1,027,737.00

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.		1) Addressing staffing Needs of schools - 761194 (196,250 WCMS/WCHS/CES/PES); 95,000 (WCECHS)/yr 2. Additional Resources to help principals and other district leaders retain staff will use additional funds to provide a $1000 retention stipend to all staff that worked 45 or more days during the 2020-2021 school year and returned for the 2021-2022 school year and completed duties outside of their job description that ensured the health and safety, as well as, meet the educational needs of students during COVID-19. 224,094 3. Unbudgeted- to allow us the flexibility for needs that arise during COVID-19 42,452.00		Based on Comprehensive Needs Assessment - with the goal of increasing the level of student growth and percentage of students being proficient schools will create positions that will meet the needs of that school. This process will be overseen by HR and CAO with the principal's recommendations. By providing the retention stipend we will decrease the number of positions that we will have open due to the impact of Covid-19. Carryover unbudgeted reserve	
				Total ESSER III Allotment	$ 3,360,589.00

Part E: Assurances

Check **all**assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Washington County Schools (940) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Washington County Schools (940) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Julie Simpson

Substantially Approved Dates

Washington County Schools (940) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, September 29, 2021

Washington County Schools (940) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

There are no new applicants.

GAN Information

Washington County Schools (940) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Washington County Schools (940) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

75552554

* Address:

802 Washington Street Plymouth, NC 27962

* Superintendent:

Dr. Linda Jewell Carr

Key Personnel:

* Julie Simpson
* Jolanda Jordan

Watauga County Schools (950) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:12:32 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Watauga County Schools (950) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,956,170.00	$1,956,170.00
Carryover	$3,954,033.00	$3,954,033.00
Total	$5,910,203.00	$5,910,203.00

Budget

Watauga County Schools (950) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
950	181	0	No	Yes	8.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,956,170.00	$0.00
Carryover Amount:	$3,954,033.00	$3,954,033.00
Allotment Plus Carryover:	$5,910,203.00	$3,954,033.00
Total Budgeted:		$3,954,033.00
Total Remaining:	$1,956,170.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/13/2021 7:07 AM	Approved (Pending)		Popp, James			
7/29/2021 10:13 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$300,000.00	$0.00	$300,000.00		
ⓘ	Salary	3	5110	142	000	00	$390,000.00	$0.00	$390,000.00		
ⓘ	Other	3	5110	164	000	00	$150,000.00	$0.00	$150,000.00		
ⓘ	Other	3	5110	211	000	00	$64,260.00	$0.00	$64,260.00		
ⓘ	Other	3	5110	221	000	00	$182,112.00	$0.00	$182,112.00		
ⓘ	Other	3	5110	231	000	00	$156,588.00	$0.00	$156,588.00		
ⓘ	Other	3	5110	411	000	00	$800,000.00	$0.00	$800,000.00		
ⓘ	Salary	3	5210	121	000	00	$200,000.00	$0.00	$200,000.00		
ⓘ	Other	3	5210	211	000	00	$15,300.00	$0.00	$15,300.00		

ⓘ	Other	3	5210	221	000	00	$43,360.00	$0.00	$43,360.00	
ⓘ	Other	3	5210	231	000	00	$25,054.08	$0.00	$25,054.08	
ⓘ	Salary	3	5840	131	000	00	$300,000.00	$0.00	$300,000.00	
ⓘ	Other	3	5840	211	000	00	$22,950.00	$0.00	$22,950.00	
ⓘ	Other	3	5840	221	000	00	$65,040.00	$0.00	$65,040.00	
ⓘ	Other	3	5840	231	000	00	$37,581.12	$0.00	$37,581.12	
ⓘ	Other	3	5870	312	000	00	$58,895.00	$0.00	$58,895.00	
ⓘ	Other	3	6860	418	000	00	$850,000.00	$0.00	$850,000.00	
ⓘ	Other	3	8100	392	000	00	$292,891.22	$0.00	$292,891.22	
ⓘ	Other	3	8200	399	000	00	$1.58	$0.00	$1.58	
						Total:	**$3,954,033.00**	**$0.00**	**$3,954,033.00**	

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Grant Details

Watauga County Schools (950) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

In response to COVID-19, WCS was forced into the remote learning environment very quickly as a way of maintaining educational services for our students while doing so in a safe environment in an attempt to slow the spread of the virus. School leaders, classroom teachers, technology facilitators, parents, community members and other stakeholders came together to implement a plan that would allow school to open in the remote environment constant with the Governor's Executive Order that required Plan B or C. We started with by assessing our needs around how to open and how to provide necessary technology to families in a remote setting. This also meant that we had to improve our available access points both inside, but mostly outside of our building so that students and families could access the internet from our parking lots if they did not have internet access at home. We also had to arrange student schedules in such a way that they would be with academic teachers and follow a schedule that was as normal as possible. This hurdle meant that teachers could be providing instruction to students that were not in their home school and could be in a variety of locations. We quickly discovered that in addition to technology needs, that basic needs such as school breakfast and lunches needed to be delivered to homes. Our Child Nutrition and Transportation Departments worked hard to create a plan that would meet those needs and many employees changed the course of

their days to driving meals to homes and preparing meals for delivery. WCS Curriculum Team will be looking at EOC/ EOG proficiency data from SY 20-21 and identifying the major gaps from years past. At current, we are seeing a dramatic drop in our G3- G8 math scores district wide. In an effort to afford students the opportunity a second chance to improve a Not Proficient EOG test score, WCS will offer students a second administration following summer school. Students in G3-G8 Math and G5 and G8 Science who did not pass may take the EOG again for a chance to improve their score.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

As time and the virus continued, WCS became strained using resources in a changing environment. We discovered we were planning for a new way to educate our students, provide meals to families and support the emotional toil brought on by a global pandemic. ESSER II funds will help to address some of those needs by addressing any learning loss needs and being proactive in summer planning and the start up of our newly created Watauga Virtual Academy or WVA. WVA will begin as our newest school with its own school number within our LEA. This school began as a result of COVID-19 and we have the need to continue and grow the school in an effort to meet the unique challenges that have presented themselves in the wake of this pandemic. Funds from ESSER II will help to create this school and will help to lay a foundation of sustainably after funds have expired. We will track ADM from each of our schools and using historically ADM data to determine the need to continue the program in the future. We will also track data from standardized assessments to determine the effectiveness of the programs and school as a whole and make any adjustments necessary to ensure learning is high quality in the WVA as compared to that of the face-to-face model. Once summer school has concluded, WCS Curriculum Team will analyze the second administration data in an effort to determine effectiveness of the summer program. With the standard setting process happening in G4-G8 ELA and results being delayed, this year's focus will be on G3-G8 Math and G5 and G8 Science.

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.

$ 790,807.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

WCS will be addressing learning loss using this fund source to purchase reading and math screening assessments in an effort to provide tracking data comparing pre-pandemic academic progress to post. Data gathered will be analyzed across subgroups including but not limited to SWD, EL, EDS, etc. Once learning loss is identified (and how much) we will create a clear path for intervention and support.

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

Reading and Math Screener data gathered will allow WCS to determine what measures will need to be implemented to provide high quality instruction to students who have experienced a learning loss due to COVID-19 and/ or due to limited access to technology within the remote environment. Our schools have been working to improve MTSS protocols within their PLT/ PLC models. They are working within teaming structures to identify students and provide supports to meet the needs of students who may have and are still experiencing learning loss due to COVID and interrupted instruction.

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

Notifications to parents and families will continue even in a distance learning environment. Parent communications including but not limited to, report cards, reports generated from screeners, Individual Student Reports (ISRs), etc. will continue to be provided. Parent/ Teacher conferences will also continue through in person, via phone and Google Hangout for parents and families and will provide information about how they can support learning and make up any potential learning loss deficits related to COVID.

* (D) Tracking student attendance and improving student engagement in distance education;

WCS will track attendance in PowerSchool in accordance to NCDPIs standards and guidance. WCS will track student engagement and contact parents and families for support should engagement in distance education be an issue. WCS will work with families and parents to ensure student learning and engagement maintains a high level of rigor and will partner with them to ensure success.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

WCS will use data provided in the form of historical grades, former screener data, EOG/ EOC data, etc to determine baseline standards for students. WCS will continue to monitor student progress and compare that to current progress. MTSS and other data metrics will be used to formulate plans for improvements and periodic updates and checks will be put into place to ensure success and measure progress.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$

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	In coordination with state and local Health Departments, WCS will employ and maintain additional staffing in the form of nurses who will help with contact tracing, vaccination clinics and rapid testing. Nurses will be able to share data with stakeholders necessary for the prevention and response to COVID-19.	Implementation to September 2024	Data gather and shared will allow WCS to determine and maintain the safe reopening of schools and what to do if a hot spot is identified.	$ 300,000.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⦿ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⦿ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ○ No	In an effort to keep our building open as much as possible and to prepare for the potential of a teacher's need to quarantine, funds will be used to maintain long term subs should the need arise.	implementation to September 2024	Schools will remain open using long term subs when they might have had to experience a closure due to limited staffing.	$ 150,000.00
	* ⦿ Yes ○ No	In response to COVID-19 and the shift to remote learning, the need for greater internet	implementation to September 2024		$ 725,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		greater internet coverage became apparent. WCS moved and added access points to the outside of school facilities so that families/ students could access the internet from their cars at school locations if they did not have internet at homes. We also have a need to purchase additional devices and hot spots so that students who are in the virtual environment may have access to learning throughout district Learning Management System or LMS and to their classroom meetings. In addition, WCS		Greater number of students accessing their classroom meeting times and more engagement during school hours. We also are hoping this is an attractive option for students to enroll in WCS if they previously were not.	

		continues to plan for the unknown in response to COVID. We will utilize funds in Education Tech in the event that a group needs to quarantine because of COVID. Should this occur, we need our infrastructure to be robust enough to meet the student/ teacher needs.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No		implementation to September 2024		$ 285,000.00

| | | WCS will use funds to develop a middle school day treatment program. The stress of COVID-19 has been observed to be most impactful on our middle school population. Programs currently exist to address the need of our younger students however we are noticing an increase need for our middle schoolers. This program will help to meets those challenges by expanding the program and offering services to them. | | Students attendance within the program will be tracked as well as their attendance back into the regular setting. Monitoring and regular check-ins will be preformed to determine proper placement and transition back into the regular setting. | |
| | | WCS will be offering summer learning opportunity to all students in the | Starting with Summer 2021 to Summer 2024 | | $ 1,500,000.00 |

| **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 in the summer of 2021 constant and compliant with HB 82. In addition to summer learning during the day, WCS will also provide enrichment activity time after summer school until 6P. WCS will use ESSER II/ III funds to provide a summer learning program during summer 2021 and beyond that is constant and compliant with HB82. In addition to summer programming, WCS will also offer a summer enrichment program that will take place following the scheduled end of the learning day (2:30P) and until | | Students and families will have the opportunity to attend at no cost. WCS will be able to use attendance data to determine if this program was needed within the community and should be sustained in the future. Also we will use attendance completed with data from next school year to determent the effectiveness of the program as it relates to learning loss. | |

		6P to help working families and those who may be in need of child care. Funds used will cover salaries, required signing bonuses, transportation, after-school staff and materials for the program. In addition, as noted above we have geared our summer program to help those students who have not had success in the first administration of the G3-G8 Math and G5 and G8 Sci EOG. Following the summer program, students may take the EOG again.			
		In response to COVID-19, WCS			$ 203,226.00

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	was forced to create the Watauga Virtual Academy quickly and with little to no funding. The WVA now has a school number within the LEA (950 334) and will operate as its own school beginning with SY 21-22 in an effort to reduce class size in the traditional classrooms for increased focus and attention to address learning loss. Funds will be used to bring the school, staff it as well as provide a service to students and families that learn best in the virtual environment. The amount includes unbudgeted and	implementation to September 2024	Creation of new school will allow students to learn from home with a high qualified WCS teacher. We also hope this will be an attractive option of home school families thus increasing our ADM.

		indirect costs as well as additional compensation to employees for added duties in response to Covid.				

				Total ESSER III Allotment	$	3,163,226.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.

* ☑ **LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)**
An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Watauga County Schools (950) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Type	Required Contacts
	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Wayne Eberle

Substantially Approved Dates

Watauga County Schools (950) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, July 30, 2021

Watauga County Schools (950) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Watauga County Schools (950) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Watauga County Schools (950) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

193456027

* Address:

175 Pioneer Trail Boone, NC 28607

* Superintendent:

Dr. Scott Elliott

Key Personnel:

* Dr Wayne M Eberle II

Wilkes County Schools (970) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:12:41 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Wilkes County Schools (970) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$7,858,231.00	$7,858,231.00
Carryover	$15,898,310.00	$15,898,310.00
Total	$23,756,541.00	$23,756,541.00

Budget

Wilkes County Schools (970) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
970	181	0	No	No	2.81 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$7,858,231.00	$0.00
Carryover Amount:	$15,898,310.00	$15,898,310.00
Allotment Plus Carryover:	$23,756,541.00	$15,898,310.00
Total Budgeted:		$15,898,310.00
Total Remaining:	$7,858,231.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/9/2021 12:31 AM	Approved (Pending)		Popp, James			
7/23/2021 8:23 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	163	000	00	$465,000.00	$0.00	$465,000.00		
ⓘ	Other	3	5110	211	000	00	$35,572.50	$0.00	$35,572.50		
ⓘ	Other	3	5110	413	000	00	$750,000.00	$0.00	$750,000.00		
ⓘ	Other	3	5110	418	000	00	$60,000.00	$0.00	$60,000.00		
ⓘ	Equipment	3	5110	462	000	00	$50,000.00	$0.00	$50,000.00		
ⓘ	Other	3	5130	411	000	00	$47,250.00	$0.00	$47,250.00		
ⓘ	Other	3	5310	413	000	00	$250,000.00	$0.00	$250,000.00		
ⓘ	Other	3	5310	418	000	00	$4,500.00	$0.00	$4,500.00		
ⓘ	Other	3	5350	311	000	00	$1,000,000.00	$0.00	$1,000,000.00		
ⓘ	Other	3	5500	411	000	00	$191,968.98	$0.00	$191,968.98		

11/9/2021 12:01:17 PM

ⓘ	Other	3	5840	311	000	00	$2,702,426.01	$0.00	$2,702,426.01	
ⓘ	Other	3	5840	411	000	00	$230,000.00	$0.00	$230,000.00	
ⓘ	Other	3	5840	418	000	00	$399,890.00	$0.00	$399,890.00	
ⓘ	Other	3	5870	311	000	00	$1,800,157.00	$0.00	$1,800,157.00	
ⓘ	Other	3	5870	418	000	00	$200,000.00	$0.00	$200,000.00	
ⓘ	Other	3	6400	311	000	00	$13,000.00	$0.00	$13,000.00	
ⓘ	Other	3	6400	418	000	00	$45,000.00	$0.00	$45,000.00	
ⓘ	Other	3	6550	331	000	00	$100,000.00	$0.00	$100,000.00	
ⓘ	Other	3	6570	522	000	00	$3,525,000.00	$0.00	$3,525,000.00	
ⓘ	Other	3	6570	523	000	00	$3,949,186.00	$0.00	$3,949,186.00	
ⓘ	Other	3	8100	392	000	00	$79,358.54	$0.00	$79,358.54	
ⓘ	Other	3	8200	399	000	00	$0.97	$0.00	$0.97	
						Total:	**$15,898,310.00**	**$0.00**	**$15,898,310.00**	

Grant Details

Wilkes County Schools (970) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Every year Wilkes County Schools conducts a Comprehensive Needs Assessment (CNA) to determine the most pressing learning needs for the district. This year, the CNA team focused on the needs and gaps identified due to the COVID-19 pandemic as we began our transition to in-person learning. The data considered may be found in within a Google Drive at the link below: https://drive.google.com/drive/u/0/folders/14hhsPN2nks3LFpM9I_RFDzWFHKIngXJT On April 14, 2021 the CNA team met to collaborate on the sources of data to consider for the CNA. Team members consisted of Instructional Services Directors, Auxiliary Services Directors, Chief Financial Officer, Chief Academic Officer and Chief Technology Officer. Additionally, a survey was sent out to stakeholders throughout the system to collect qualitative data on perceived needs of the system. The survey, along with responses can also be found at the link above. As the team began the discussion on relevant data to consider, the initial conversation revolved around the goals of the District Strategic Plan and what information was needed to identify gaps as they relate to district goals. During this time the team made use of the ESSER Planning Guide that was provided by NCDPI, specifically the guiding questions contained in the guide: 1. What are your district goals for the next four years? 2. What worked well with ESSER I? 3. What challenges did you face with ESSER I? 4. How can ESSER (I,II,III) funds be used to help

accomplish district goals in light of COVID-19? 5. How can ESSER (I, II, III) be used in coordination with other fund sources (local, state, other federal dollars)? 6. How can we ensure sustainability of the plan? During the initial meeting of the CNA team, the following data was selected for analysis in regards to learning loss and anticipated needs related to COVID-19: -Test Scores -NC Check-Ins -Social & Emotional Needs Surveys / Counselor Feedback -Nurse Logs -EL Teacher Contact Logs/Surveys -Student Engagement Data -NCStar Assessment/Diagnostic with NC Standards -Course Failures -Retention Lists -Home Visit Logs -Cohort Graduation Rates -Dropout Rates -Attendance -Discipline -504 Online Housing Program -Expenditure Report From ESSER I -Principal/Teacher Survey in Regards to Needs -Progress Report to IEP Goals -Facility / HVAC / Air Quality Reports -BOG 3 Reports -Standards Based Grading -Good-Cause Exemption Sheets -Remote Instruction Anecdotal Data -Remote Instruction Plan -Summer Learning Plan Outline -WCS Virtual Learning Surveys / Data The needs of the system will be assessed and addressed based on the analysis of this data. When possible, data will be triangulated to enhance the credibility of the needs identification process. This will be done to facilitate validation of data through cross verification from more than two sources. It is the team's focus to provide a consistency of findings obtained through the different data analyzed to increase the chance to control, or assess, some of the causes and some threats influencing our results. Priority will be given to needs associated with the prevention of the spread of COVID-19 and learning gaps associated with disruption of education services through the proper allocation of resources provided by ESSER funding. All resources considered will be reviewed for sound, evidenced-based practice.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

At the conclusion of the data analysis, the team identified five categories of support that will address the needs associated with the COVID-19 pandemic. By providing resources to each of the categories of support below, it is anticipated that the district's strategic goals will be positively impacted and our stakeholders will benefit holistically. Once these categories were identified the team identified the allowable uses of ESSER and how they would correlate to our needs. 1. Learning Support - Learning Recovery / Coordination of Preparedness and Responses / Special Populations / Long-Term Closure Activities / Educational Technology 2. Physical, Mental, Social and Emotional Support - Coordination of Preparedness and Response / Mental Health Services 3. Environmental Support - Improve Air Quality / Training to Minimize Virus Transmission / Supplies to Sanitize and Clean 4. ADM Support - Long-Term Closure Activities 5. Frontline Support - Learning Recovery / Summer Learning By addressing these categories with activities that are allowable through ESSER III, we anticipate being able to move forward with our Wilkes County School (WCS) Strategic Plan goals: 1. Eliminate Opportunity Gaps 2. Improve School and District Performance 3.

Increase Educator Preparedness to Meet the Needs of Every Student Detailed Information on the WCS Strategic Plan can be found in the needs assessment data link in Part A.

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.

$ 3,179,662.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Wilkes County Schools will use state mandated assessments, summer learning data, Renaissance Star assessments, daily formative assessments and qualitative data from school staff to identify progress and needs to direct our learning recovery efforts. All federally funded schools will continue using NCSTAR to direct them in determining which school success indicators need to be addressed within the context of the pandemic to support all students. Special populations staff will review, evaluate and revise current individualized education plans (EC, EL, 504, Homeless/Foster Care) in light of needs identified during the past year. All federally funded schools will conduct comprehensive needs assessments with quantitative and qualitative data to determine efforts of learning recovery for their specific students. All the assessments and accountability strategies mentioned above contribute to our goal of improving and fostering student learning recovery. As we analyzed our assessment data our focus will be on mitigating the effects of learning loss and returning students academically to where they would have been in the absence of the pandemic. Our students have been profoundly and differently affected by the closure of schools and the introduction of virtual instruction, and are likely to return to school with an even higher variance in preparation for the coming year than in normal years. The assessment strategy will be an effective tool in helping teachers match their instruction to where students are. In the short term, formative skills-based assessments, pre and post-assessment and progress monitoring, will help our teachers identify student learning levels, differentiate instruction, and meet students where they are as they transition into in-person instruction. In the long term, traditional accountability tests, either administered to all students or a representative sample of students, will hep us measure the large scale average effect

of learning loss due to COVID-19 and direct resources to the groups who have been hit hardest, i.e. EC, EL 504, Homeless, Foster Care, Economically Disadvantaged, etc.

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

Based on the assessment data outlined above, Wilkes County Schools will focus on evidence based activities for learning recovery. Below is a list of each activity planned with a brief description: 1. Textbook adoption for K-5 Ready and K-5 Math - these textbooks will be used to supplement / enhance student learning as they are incorporated into teacher lesson plans. 2. K-12 Interventions - professional development and training will occur to select and implement evidence-based interventions to address identified needs of individual students as well as progress monitoring. 3. Cultural Arts Enrichment - Due to COVID 19 and additional safety protocols our arts programs have been required to allocate additional supplies and materials to keep our programs from becoming potential super spreader events. Our district has been required to replenish materials more often and our supplies are low or completely gone. The time has passed where materials could be shared in class, across grade levels, and across the entire school. Whether in art, music, or theatre we must provide the basics for a sound basic education and this requires increasing the cultural arts budget. 4. Parental and Family Engagement - professional development and training on evidence-based, parent and family engagement strategies for our administrators provided by consultant. 5. After school support for our at-risk students - The learning loss students have experienced may require time beyond the regular school day and summer programming to recover. We are planning to establish Homework Havens as a support for students who need ongoing tutoring or interventions beyond the regular school day. These sites would hire tutors to work every afternoon for several hours to meet the needs of students and families. We would offer drop-in services so that students who are struggling with work can come to get homework assistance, tutoring, or technical assistance for accessing web-based instructional tools and programs. Additionally, schools may elect to offer supplemental interventions to students who are willing to participate in these extra sessions beyond the school day. 6. Completion on upgrading and replacing HVAC systems to mitigate the spread of the COVID-19 virus so that we will increase the likelihood of being able to continue with in-person learning. 7. SNAP Health Center & Portal for School Nurses - One of the major lessons we have learned in the COVID-19 pandemic is how essential the monitoring of health conditions by our school nurses and other staff is to the safety of our schools. With the pandemic, we have had to create and build tools for our nurses to document and track C-19 symptoms, confirmed cases, and return to school dates for our students. While our homemade data collection tools have been sufficient for our needs to date, we recognize that a more robust system would make this work easier for our school nurses and more efficient for our families and schools. We would like to invest in a documentation system that will allow our school nurses to document their interactions with students, manage health plans for those with chronic conditions, monitor medication administration, collect data for state reporting, and securely communicate with both parents and colleagues regarding student health needs. We have selected the SNAP Health Center and Portal for School Nurses for these tasks as it is the industry leading

documentation and communication tool that integrates with PowerSchool. 8. Improving Employee Wellness - The pandemic has also taught us many lessons regarding maintaining and protecting both the physical and emotional health of our employees. The physical and emotional toll on all staff has been great and we want to respond to the evidence of this toll that we have seen already as well as the long-term impacts that may come from living and working in a public school during a global pandemic. We want to improve the physical and mental health of our employees by dedicating funds for wellness initiatives at each school site or work location that meet the needs of personnel in that location. While one site might decide to pursue a yoga instructor to provide weekly yoga classes for the staff, another might feature activities and incentives to help staff maintain a healthy weight, another might offer professional learning sessions on optimizing one's mental and emotional health led by a local therapist and another might install calming and relaxation aids in their staff lounge. 9. Juvenile Mediation - See Part D. 10. Special Populations - Included in after school support as well as addressing needs specific to homeless students and families. We know that many of our families have experienced economic losses from the pandemic that have impacted their housing status. We also know that many of our families have experienced mental health, substance abuse, or other crises that may cause children to enter the foster care system. With either of these scenarios, we know that maintaining school stability for students impacted by homelessness or involved with the foster care system is an absolute priority. We are planning to help assist with transportation costs that go above and beyond our normal transportation costs on our school buses or in contracts with parents/guardians who need to provide transportation if our buses are not available for the student to get to their school of origin. 11. Educational Technology - provided students connectivity and software solutions to support the learning recovery efforts and to prepare for the event of returning to remote learning. 12. Mental Health Services - as outlined in ESSER II funding grant application, i.e. contracted service with licensed therapists, profession development / training, software and supplies needed for embedded training.

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

One of the priorities for our learning recovery efforts is to properly train our administrators to facilitate every opportunity to engage our stakeholders in research-based, parent-friendly strategies to connect home and school and to empower families. A specific need identified in Wilkes County is the decrease in parent and family engagement during the pandemic. We determined that we were not properly prepared to support our families to face the challenge of remote learning as well a hybrid remote learning / in-person schedule. Therefore, through much research we have determined to contract with an established organization that has documented experience in advocating for effective and transformative family engagement. Our plan is to provide ongoing embedded training for our leadership teams on how to properly, and effectively communicate, and engage our families, as we transition into in person learning. This training will not only offer strategies, resources and materials to our leadership teams, but we will also contract to provide on site, supervised family activities that will give the opportunity for the consultants to give real time feedback

on the events during the year. The plan is not only to provide information and assistance to parents and families to support them in distance learning, but also to regain some of the connection that was lost during the pandemic. The company we have chose to contract with is Sliver Ink Publishing and they come highly recommended by several peers. We also want to provide more support for our elementary / Title I parents on the developmental needs of young students. We will be training our K-5 student instructional support personnel in delivering the Circle of Security parenting program. The goals of this program are to increase secure relationships between caregivers and children based on the child's developmental needs for attachment. We have selected this parenting support curriculum based on what we have learned about trauma, resiliency, and protective factors. Rather than focusing on correcting a child's behavior, this parenting program focuses on the caregiver's response to the child, which makes it suitable for parents as well as foster parents and other caregivers (such as teachers) in a child's life. Given the large number of children we have in foster care in our county, it was especially important for us to select a training that would meet the needs of our student and caregiver population. A positive adult relationship is often the key protective factor in a child's resiliency, so we want to utilize this program to help parents and other caregivers improve their relationships with their children. We believe this training will also help us strengthen our relationships with parents/guardians and give us more avenues of supporting parents in meeting the essential needs for their children. Our future plan would be to implement the training with our early elementary teachers also to help increase teacher capacity in understanding the behavior of children, offering consistent support, and meeting relationships needs with their students.

* (D) Tracking student attendance and improving student engagement in distance education;

Wilkes County Schools acutely recognizes that attendance measures have been used as proxies of engagement generally, but in the wake of COVID-19 and the emotional impact it has had on so many students, it will be valuable to directly assess student socioemotional and non-academic skills. It was no surprise as we studied our data that our enrollment has dropped during the pandemic. Many of our students who previously had good attendance records have experienced attendance concerns for the first time. We would like to contract with Juvenile Mediation to provide support to our school administrators and student instructional support personnel in working with students and families who are experiencing attendance issues or other conflicts with the school that interfere with their educational experience.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

As mentioned above, Wilkes County Schools will use state mandated assessments, summer learning data, Renaissance Star assessments, daily formative assessments and qualitative data from school staff to identify progress and needs to direct our learning recovery efforts. All the assessments and accountability strategies mentioned above contribute to our goal of improving and fostering student learning recovery. As we analyzed our assessment data our focus will be on mitigating the effects of learning loss and returning students academically to where they would have

been in the absence of the pandemic. Our students have been profoundly and differently affected by the closure of schools and the introduction of virtual instruction, and are likely to return to school with an even higher variance in preparation for the coming year than in normal years. The assessment strategy will be an effective tool in helping teachers match their instruction to where students are. In the short term, formative skills-based assessments, pre and post-assessment and progress monitoring, will help our teachers identify student learning levels, differentiate instruction, and meet students where they are as they transition into in-person instruction. In the long term, traditional accountability tests, either administered to all students or a representative sample of students, will hep us measure the large scale average effect of learning loss due to COVID-19 and direct resources to the groups who have been hit hardest, i.e. EC, EL 504, Homeless, Foster Care, Economically Disadvantaged, etc.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

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FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	To reduce the potential for airborne transmission of COVID-19 the layout and design of all Wilkes County Schools facilities, as well as occupancy and type of heating, ventilation, and air conditioning (HVAC) system, will be assess to determine the impact potential of airborne spread of the COVID-19. Where determined to be needed,	2021-2024		$ 9,042,504.47

| | | improvements to ventilation and air cleaning will be one step in eliminating the risk of airborne transmission of the SARS-CoV-2 virus. EPA recommends increasing ventilation with outdoor air and air filtration as important components of a larger strategy that includes social distancing, wearing cloth face coverings or masks, surface cleaning and disinfecting, handwashing, and other precautions. | | 1. Decrease in contact rate for students and staff up to 3% at each facility with upgraded air flow as recommended by CDC. 2. Decrease in number of students in remote learning of up to 50% based on confidence of community to transition children to in-person learning due to upgraded air flow systems. 3 Improve attendance rate up to 5% due to reducing the risk of airborne infections by upgrading air quality in antiquated facilities. | |

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	1. Professional Development in Star Assessment and Improving Employee Wellness 2. SNAP Health Center documentation software for nurses to document interactions with students and mange health plans for those with chronic conditions. 3. Supplies for Improving Employee Wellness 4. Contracted services with Juvenile Mediation (attendance)	2021-2024	1. Increase student attendance up to %5. 2. Increase parental engagement contacts up to 20%. 3. Increase of employee attendance up to 15%. 4. Increase of Teacher Working Conditions Survey results overall of up to 25%.	$ 529,600.00
	* ⦿ Yes ○ No	1. 504 Planning Software - A digital platform is needed to manage and share 504 documents during annual meetings. A digital storage platform would	2021-2024		$ 104,500.00

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.		also allow greater access to our 504 coordinators so they could schedule meetings that meet the needs of our parents. During COVID 19 many parents feel safer conducting meetings and signing paper work digitally. 2. We know that many of our families have experienced economic losses from the pandemic that have impacted their housing status. We also know that many of our families have experienced mental health, substance abuse, or other crises that may cause children to enter the foster care system. With either of these scenarios, we know that maintaining school		1. Increase parental engagement contacts up to 20% as measured in communication logs with DHHS / Parent and Family, and 504 meetings.

		maintaining school stability for students impacted by homelessness or involved with the foster care system is an absolute priority. We are planning to help assist with transportation costs that go above and beyond our normal transportation costs on our school buses or in contracts with parents/guardians			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ [_____]

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TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$
	* ○ Yes ⦿ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ◉ Yes ○ No	1. Computer equipment to repair and replace for lost and damaged student 1:1 devices during remote instruction. 2. Zoom Professional subscription for students who will remain in remote instruction due to the pandemic. 3. During the course	2021-2024	1. Maintain 1:1 device ratios of 100% for students. 2. Maintain 100% of connectivity infrastructure for students and staff for remote instruction.	$ 168,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		During the course of the COVID pandemic and remote instructions, a need was determined for some upgrades in our ability to provide connectivity for our students and staff: next generation anti-virus protection, off-site hosted backups for district data, active vulnerability network scanning, and multi-factor authentication software. These upgrades will support our remote instruction efforts provide for a secure and stable infrastructure for our remote learning students due to present/future COVID restrictions.

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	1.Mental Health Therapists - to meet the increased need for students and staff is to contract with the local mental health providers to have three mental health providers dedicated to each attendance zone in the district. 2.Circle of Security Parenting - providing more support to our elementary parents on the developmental needs of young students. 3. DESSA - SEL Universal Screener - a universal SEL screener and to move forward with SEL integration into all classrooms.	2021-2024	1. Increase student attendance up to %5. 2. Increase parental engagement contacts up to 20%. 3. Increase of employee attendance up to 15%. 4. Increase of Teacher Working Conditions Survey results overall of up to 25%. 5. Decrease number of counselor referrals up to 10% in three year window (2021-2024).	$ 2,802,716.00

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				$
	* ◉ Yes ○ No	Indirect Cost	2021-2024	As determined by Finance Dept.to support federal program implementation 100% for 2021-2022 school year.	$ 71,327.53

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.					
				Total ESSER III Allotment	$ 12,718,648.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Wilkes County Schools (970) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Wilkes County Schools (970) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Joe Bullis

Substantially Approved Dates

Wilkes County Schools (970) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, July 23, 2021

Wilkes County Schools (970) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Wilkes County Schools (970) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Wilkes County Schools (970) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

176656742

* Address:

613 Cherry Street North Wilkesboro, NC 28659

* Superintendent:

Mr. Mark Byrd

Key Personnel:

* Dr. Joe Bullis

Wilson County Schools (980) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/4/2021 8:20:33 AM	Robin May	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/4/2021 8:20:33 AM	Robin May	Status changed to 'Chief Administrator Approved'.	S
☐	11/4/2021 8:20:07 AM	Robin May	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/4/2021 8:20:07 AM	Robin May	Status changed to 'Fiscal Representative Approved'.	S
	11/4/2021 8:19:57 AM	Robin May	Status changed to 'Revision Completed'.	S
☐	11/4/2021 8:19:51 AM	Robin May	Additional allotmentment added to budget and narrative. Updated a few items in the narrative and dated for documentation.	C
☐	10/26/2021 12:33:16 PM	Erin Lewis	Application and budget for FY 2022 - FPMS-ARPA ESSER III PRC 181 returned for amendments with the additional 1/3 allotment.	C
	10/21/2021 9:36:59 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	10/21/2021 9:36:49 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Returned Not Approved'.	S
☐	10/21/2021 9:36:43 PM	Tina Letchworth	Final 1/3 installment of PRC 181 has posted. Please re-submit an amended budget and application reflecting total funds in PRC 181 for FY22.	C
	10/19/2021 12:07:37 PM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S

11/10/2021 2:15:12 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/19/2021 12:07:30 PM	Erin Lewis	The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects. **Erin Lewis** **Erin.Lewis@dpi.nc.gov** **ESSER Program Administrator** **Federal Programs Monitoring and Support Division**	C
☐	10/17/2021 5:31:30 PM	Robin May	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/17/2021 5:31:30 PM	Robin May	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/17/2021 5:31:22 PM	Robin May	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/17/2021 5:31:22 PM	Robin May	Status changed to 'Fiscal Representative Approved'.	S
	10/17/2021 5:31:12 PM	Robin May	Status changed to 'Revision Completed'.	S
☐	10/17/2021 5:30:51 PM	Robin May	ITF changed to Instructional Facilitator. We will be contracting with a company to assist with the electrical and architectural design needed for installation of the Viewsonic panels purchased with ESSER III funds. Installation is noted in original grant narrative. The work is too intensive for our maintenance staff, thus is being contracted out to ensure timely installation of viewsonics for instructional use.	C
	10/2/2021 8:06:31 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

11/10/2021 2:15:12 PM

Wilson County Schools (980) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	$12,320,790.00	$12,320,790.00
Carryover	$24,929,402.00	$24,929,402.00
Total	$37,250,192.00	$37,250,192.00

Budget

Wilson County Schools (980) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

Change Status of Current Budget: Under Review ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
980	181	1	No	No	1.00 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$12,320,790.00	$12,320,790.00
Carryover Amount:	$24,929,402.00	$24,929,402.00
Allotment Plus Carryover:	$37,250,192.00	$37,250,192.00
Total Budgeted:		$37,250,192.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Under Review	11/05/2021 10:08 AM	Lewis, Erin

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/5/2021 10:08 AM	Under Review		Lewis, Erin			
10/30/2021 8:34 AM	Received		Admin, NCCCIP			
10/26/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☑		3-5110-121-000-000-00	0	Budget denied to make amendments with the additional 1/3 allotment in PRC 181.
10/26/2021 12:28 PM	Denied (Pending)		Lewis, Erin			
10/26/2021 12:27 PM			Lewis, Erin	3-5110-121-000-000-00	0	Budget denied to make amendments with the additional 1/3 allotment in PRC 181.
10/19/2021 12:06 PM	Approved (Pending)		Lewis, Erin			
10/2/2021 8:06 AM	Received		Admin, NCCCIP			
8/20/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/20/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
8/18/2021 10:28 AM	Approved (Pending)		Eddy, Melissa			
8/16/2021 4:55 PM	Received		Admin, NCCCIP			
8/10/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☑		3-5110-121-000-000-00	0	Budget returned at the request of the district.
8/10/2021 12:22 PM	Denied (Pending)		Eddy, Melissa			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
7/23/2021 8:32 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▾]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$756,948.00	$0.00	$756,948.00		🖉
ⓘ	Other	3	5110	143	000	00	$1,080,000.00	$0.00	$1,080,000.00		🖉
ⓘ	Other	3	5110	181	000	00	$870,750.00	$0.00	$870,750.00		🖉
ⓘ	Other	3	5110	211	000	00	$207,139.50	$0.00	$207,139.50		🖉
ⓘ	Other	3	5110	221	000	00	$164,106.30	$0.00	$164,106.30		🖉
ⓘ	Other	3	5110	231	000	00	$126,520.80	$0.00	$126,520.80		🖉
ⓘ	Other	3	5110	418	000	00	$2,194,000.00	$0.00	$2,194,000.00		🖉
ⓘ	Equipment	3	5110	461	000	00	$617,788.72	$0.00	$617,788.72		🖉
ⓘ	Equipment	3	5110	462	000	00	$2,331,221.50	$0.00	$2,331,221.50		🖉
ⓘ	Salary	3	5210	131	000	00	$130,000.00	($130,000.00)	$0.00	transfer funds to social worker position	🖉
ⓘ	Salary	3	5210	133	000	00	$150,000.00	($150,000.00)	$0.00	transfer funds to social worker position	🖉
ⓘ	Other	3	5210	192	000	00	$100,000.00	$0.00	$100,000.00		🖉
ⓘ	Other	3	5210	211	000	00	$29,070.00	($21,420.00)	$7,650.00		🖉
ⓘ	Other	3	5210	221	000	00	$82,384.00	($60,704.00)	$21,680.00		🖉

ⓘ	Other	3	5210	231	000	00	$25,304.16	($25,304.16)	$0.00		✏
ⓘ	Salary	3	5320	131	000	00	$0.00	$280,000.00	$280,000.00	budget social worker position for two years	✏
ⓘ	Other	3	5320	211	000	00	$0.00	$21,420.00	$21,420.00		✏
ⓘ	Other	3	5320	221	000	00	$0.00	$60,704.00	$60,704.00		✏
ⓘ	Other	3	5320	231	000	00	$0.00	$25,304.16	$25,304.16		✏
ⓘ	Salary	3	5330	135	000	00	$0.00	$120,000.00	$120,000.00	budget instructional coordinator position	✏
ⓘ	Other	3	5330	211	000	00	$0.00	$9,180.00	$9,180.00		✏
ⓘ	Other	3	5330	221	000	00	$0.00	$26,016.00	$26,016.00		✏
ⓘ	Other	3	5330	231	000	00	$0.00	$12,652.08	$12,652.08		✏
ⓘ	Other	3	5350	192	000	00	$1,928,280.00	$0.00	$1,928,280.00		✏
ⓘ	Other	3	5350	198	000	00	$720,000.00	$0.00	$720,000.00		✏
ⓘ	Other	3	5350	211	000	00	$202,593.42	$0.00	$202,593.42		✏
ⓘ	Other	3	5350	221	000	00	$16,260.00	$0.00	$16,260.00		✏
ⓘ	Other	3	5350	411	000	00	$150,000.00	$0.00	$150,000.00		✏
ⓘ	Other	3	5400	192	000	00	$57,600.00	$0.00	$57,600.00		✏
ⓘ	Other	3	5400	211	000	00	$4,406.40	$0.00	$4,406.40		✏
ⓘ	Other	3	5400	221	000	00	$12,487.68	$0.00	$12,487.68		✏
ⓘ	Other	3	5810	411	000	00	$229,447.00	$0.00	$229,447.00		✏
ⓘ	Salary	3	5860	135	000	00	$240,000.00	($120,000.00)	$120,000.00	change one position from instructional technology facilitator to instructional coordinator	✏

ⓘ	Other	3	5860	211	000	00	$18,360.00	($9,180.00)	$9,180.00	✏
ⓘ	Other	3	5860	221	000	00	$52,032.00	($26,016.00)	$26,016.00	✏
ⓘ	Other	3	5860	231	000	00	$25,304.16	($12,652.08)	$12,652.08	✏
ⓘ	Salary	3	6110	113	000	00	$258,000.00	$0.00	$258,000.00	✏
ⓘ	Other	3	6110	181	000	00	$15,040.00	$0.00	$15,040.00	✏
ⓘ	Other	3	6110	211	000	00	$20,887.56	$0.00	$20,887.56	✏
ⓘ	Other	3	6110	221	000	00	$44,019.05	$0.00	$44,019.05	✏
ⓘ	Other	3	6110	231	000	00	$12,652.08	$0.00	$12,652.08	✏
ⓘ	Salary	3	6300	151	000	00	$40,000.00	$0.00	$40,000.00	✏
ⓘ	Other	3	6300	211	000	00	$3,060.00	$0.00	$3,060.00	✏
ⓘ	Salary	3	6400	152	000	00	$84,000.00	$0.00	$84,000.00	✏
ⓘ	Other	3	6400	211	000	00	$6,426.00	$0.00	$6,426.00	✏
ⓘ	Other	3	6400	221	000	00	$18,211.20	$0.00	$18,211.20	✏
ⓘ	Other	3	6400	231	000	00	$12,652.08	$0.00	$12,652.08	✏
ⓘ	Salary	3	6550	171	000	00	$167,054.55	$0.00	$167,054.55	✏
ⓘ	Other	3	6550	211	000	00	$12,779.67	$0.00	$12,779.67	✏
ⓘ	Other	3	6550	221	000	00	$36,217.43	$0.00	$36,217.43	✏
ⓘ	Other	3	6550	423	000	00	$84,000.00	$0.00	$84,000.00	✏
ⓘ	Other	3	6580	311	000	00	$3,902,819.68	$19,378,809.14	$23,281,628.82	budget additional funds for HVAC and window upgradesbudget funds from trailer codes	✏
ⓘ	Other	3	6580	311	001	00	$3,902,819.67	($3,902,819.67)	$0.00	transfer funds from budget code with trailer to code with no trailer	✏

ℹ	Other	3	6580	311	002	00	$3,155,199.47	($3,155,199.47)	$0.00	transfer funds from budget code with trailer to code without trailer - funds used for HVAC and window upgrades
ℹ	Other	3	6580	411	000	00	$430,522.01	$0.00	$430,522.01	
ℹ	Other	3	8100	392	000	00	$137,675.25	$0.00	$137,675.25	
ℹ	Other	3	8200	399	000	00	$63,362.66	$0.00	$63,362.66	

Total: $24,929,402.00 $12,320,790.00 $37,250,192.00

11/10/2021 2:15:12 PM

Grant Details

Wilson County Schools (980) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1. The Needs Assessment Process consisted of Senior Staff and other District level administrators convening to review the goals for ESSER I funding and the amount remaining in ESSER I and to forecast the district needs through September 2024. A draft list of expenditures was compiled and shared with principals for feedback and input. The Assistant Superintendent for Administrative Services has worked closely with the Wilson County Health Department throughout the pandemic so guidance from the Health Department was also included in the needs assessment process. The district also completed an online survey to gather input from community stakeholders. 2. The district plans to assess and address student learning gaps through a class size reduction teachers, intervention positions, afterschool tutoring and a summer program for 2021-2024. Data Considered 30 percent of students considered at risk given current grades and district benchmarks 23 facilities are in need of window and HVAC upgrades to reduce virus transmission and improve air quality 100% served in the Exceptional Children's Program are most in need of learning loss services based on data 100% of sites continue to lack funding for PPE outside of ESSER funds 100% of classrooms need to be equipped with flat screen TV panels and swivls to allow synchronous blended instruction Student lessons and family engagement activities need to be recorded for asynchoronous delivery Media centers

need to be upgraded to provide STEM and project based learning experiences, while providing appropriate social distancing 100% of principals indicate a need for continued professional development for remote learning and technology integration 100% of schools are behind in processing IEP referrals and reevaluations due to COVID 20% of EC students in need of compensatory education services 100% of facilities in need of updated media centers to create engaging STEM centered media centers that actively engage students in learning Increased need of student support services and mental health due to COVID Increased technology work orders due to increase in technology usage Families continue to need hotspots

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Schools do not have sufficient PPE to protect students and staff Insufficient supplies exist to properly sanitize schools Additional instruction is needed for 30% of students due to learning loss, the use of online Reading and Math online programs will allow for ongoing assessment and differentiated instruction to fill instructional gaps Students are in need of intervention and small group instruction due to learning loss Professional development is a continued need for all staff to increase the quality and effectiveness of virtual academy instruction and technology integration in a face to face setting Compensatory services are needed for EC students to ensure that learning loss is addressed Upgrading windows and HVAC units will lead to better air quality and reduced transmission of virus TVs, speakers, and swivls will allow for synchoronous instruction and high quality technology integration Hotspots are needed for students to engage in remote learning days TV studio will allow student lessons and family engagement activities to be recorded for asynchronous delivery Student support and mental health positions will provide needed services and support to 26 schools

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.

$ 7,526,590.75 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

Wilson County Schools will address learning loss through the use of the following strategies: reducing class sizes with class size reduction positions, hiring either an interventionist to provide during the day intervention or teachers to provide afterschool tutoring or ACT preparation instruction at each of our schools, and the implementation of Summer Scholars Institute for 2021-2024. We will utilize data from Lexia and Dreambox to assist with ongoing differentiation and small group instruction. These programs will be utilized duirng the summer and regular school year. In addition, we will continue Project REACH efforts that were started with ESSER I funds to continue to provide outreach services to students with attendance and lack of engagement concerns. We will also utilize funds to provide EC compensatory education services as determined by the IEP team.

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

Wilson County Schools has utilized interventionists in 10 schools during the 2020-2021 school year. Evidence indicates these positions have been effective in producing academic growth in the students served. We have also utilized Lexia this year and have seen positive academic results with the utilization of this resource to both motivate reading practice and to chart progress in reading skills. The data from Lexia has also been utliized to guide small group instruction. Extending the school year for our most at risk students through the Summer Scholars Institute will also assist with providing a continuation of evidence based instructional practices to at risk students and reduce the risk of summer learning loss.

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

Wilson County Schools has a robust Family Engagement Academy that is hosted by the district federal programs office. Sessions have been provided to assist families in all content areas, as well as in the use of technology tools in the distance learning environment. We will continue to offer these sessions and will tweak the content of these sessions based on ongoing feedback from participants and our District Family Advisory Council.

* (D) Tracking student attendance and improving student engagement in distance education;

With ESSER I funds we began Project REACH. Project REACH utilizes current employees (social workers and counselors) that are willing to work extended time on nights and weekends to provide intervention and outreach to students and families that are not engaged in the learning process. Project REACH has had excellent results thus far this school year, resulting in reengagement of at least 85% of the students initially referred. We plan to continue this

iniatitive with ESSER III funds. Funding will be utilized to continue a Virtual Academy and Teacher Development Coordinator to provide professional development geared toward increasing student engagement in virutal learning.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Wilson County Schools will utlize all data sources: student course grades, benchmark data, Lexia and Dreambox data, as well as attendance data to track academic progress and to identify at risk students that are in need of additional supports in order to experience academic success.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$ 0.00
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No	We will be upgrading HVAC systems in 23 facilities to improve the air quality. This will be done by updating air handling systems, changing 2 pipe systems to 4 pipes and updating control systems to allow for fresh air and proper ventilation. We will upgrade the current single pane windows in 23 facilities and the district office.	June 2021-July 2024	Air quality measures, COVID statistics	$ 23,281,628.82

		These single pane windows allow for air to pass through as they are not sealed well. Installation of double pane windows will improve air quality inside the buildings. (Added additional $12,320,790 for HVAC and window upgrades to assist with improving air quality 10/28/21)			

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				$ 0.00
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	EC compensatory services will be offered as deemed by the IEP team. Funds will be utilized to offer Saturday testing clinics.	June 2021- August 2024	Students served and progress monitoring data based on IEP goals.	$ 132,020.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ 0.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$ 0.00
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	PPE and sanitizing materials will be purchased for all sites.	June 2021- September 2024	COVID statistics	$ 430,522.01

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$ 0.00
	* ◉ Yes ○ No	Funds will be spent to develop a district recording studio that can utilized to record lessons for asynchronous instruction. The recording studio will also be utilized for family engagement and instruction. In addition, funds	June 2021-August 2022	Number of devices deployed, Data on recorded lessons or family engagement events, usage data for STEM labs	$ 3,825,221.50

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		will be utilized provide TV displays, cameras, and speakers in all classroom that will allow the teacher to provide both face to face and remote instruction simultaneously. Funds will be allotted to cover installation costs associated with the interactive TV displays such as additional electric hardware needed for the install and painting the area where old boards were removed to install the interactive TV displays that enable staff to deliver hybrid instruction. Repair and renovation costs associated with installation of interactive TVs are directly		

		are directly related and in response to COVID and are necessary to provide quality hybrid instruction. Media centers will also be revamped to provide spaces for STEM and project based literacy instructional experiences.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No		June 2021-June 2024	Data on students served and statistics on student success for these students (grades, level of engagement, attendance)	$ 735,336.85

		3 positions that were started with ESSER I and GEER funds will be sustained through 2024 with ESSER III funds: Executive Director for Student Services, Mental Health Coordinator, and Lead SEL Psychologist. These positions will work collaboratively with current social workers, counselors and school personnel to ensure mental health needs are met. (Changed lead SEL psychologist to an additional social worker based on needs 10/28/21)			

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	Summer Scholars Institute will be offered in 2022, 2023, and 2024 utilizing ESSER III funds.	June 2022 - August 2024	Pre and post assessments from each Summer Scholars Institute session.	$ 0.00
	* ○ Yes ○ No		July 2021-July 2024	Sign in sheets from professional development, survey data from PD sessions, success data for Virtual Academy students (grades, attendance, level of engagement), Project REACH data	$ 1,318,872.07

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.		Sustain Virtual Academy Coordinator position, Staff positions for Virtual Academy (full time or stipends), Continue Project REACH, Class size reduction positions, interventionists, tutoring, Additional clerical support for entering budgets and amendments, additional Instructional Technology Facilitator position to support technology integration and professional development (changed to Instructional Facilitator instead of ITF - October 2021)			
				Total ESSER III Allotment	$ 29,723,601.25

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Wilson County Schools (980) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Wilson County Schools (980) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Robin May

Substantially Approved Dates

Wilson County Schools (980) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Sunday, October 17, 2021

Wilson County Schools (980) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Wilson County Schools (980) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Wilson County Schools (980) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

928215326

* Address:

P.O. Box 2048 Wilson, NC 27894

* Superintendent:

Dr. Lane Mills

Key Personnel:

* Robin May

Budget

Yadkin County Schools (990) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
990	181	0	No	No	2.78 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$3,065,942.00	$0.00
Carryover Amount:	$6,199,928.00	$6,199,928.00
Allotment Plus Carryover:	$9,265,870.00	$6,199,928.00
Total Budgeted:		$6,199,928.00
Total Remaining:	$3,065,942.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/13/2021 12:15 PM	Approved (Pending)		Charles, Alex			
8/16/2021 4:58 PM	Received		Admin, NCCCIP			
8/10/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☑		3-5110-121-000-000-00	0	Returned at LEAs request.
8/10/2021 2:36 PM	Denied (Pending)		Charles, Alex			
7/1/2021 8:11 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▼]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$323,561.00	$0.00	$323,561.00		
ⓘ	Salary	3	5110	142	000	00	$183,341.80	$0.00	$183,341.80		
ⓘ	Other	3	5110	163	000	00	$1,000.00	$0.00	$1,000.00		

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ⓘ	Other	3	5110	211	000	00	$43,422.93	$0.00	$43,422.93	
ⓘ	Other	3	5110	221	000	00	$109,901.96	$0.00	$109,901.96	
ⓘ	Other	3	5110	231	000	00	$88,564.14	$0.00	$88,564.14	
ⓘ	Other	3	5110	311	000	00	$20,000.00	$0.00	$20,000.00	
ⓘ	Other	3	5110	411	000	00	$696,792.00	$0.00	$696,792.00	
ⓘ	Other	3	5110	418	000	00	$187,600.00	$0.00	$187,600.00	
ⓘ	Equipment	3	5110	462	000	00	$317,927.50	$0.00	$317,927.50	
ⓘ	Other	3	5210	418	000	00	$5,000.00	$0.00	$5,000.00	
ⓘ	Other	3	5270	143	000	00	$29,200.00	$0.00	$29,200.00	
ⓘ	Other	3	5270	211	000	00	$800.00	$0.00	$800.00	
ⓘ	Other	3	5270	418	000	00	$5,000.00	$0.00	$5,000.00	
ⓘ	Salary	3	5320	146	000	00	$43,100.00	$0.00	$43,100.00	
ⓘ	Other	3	5320	211	000	00	$3,297.00	$0.00	$3,297.00	
ⓘ	Other	3	5320	221	000	00	$9,344.00	$0.00	$9,344.00	
ⓘ	Other	3	5320	231	000	00	$6,326.00	$0.00	$6,326.00	
ⓘ	Other	3	5350	198	000	00	$541,251.58	$0.00	$541,251.58	
ⓘ	Other	3	5350	211	000	00	$41,405.38	$0.00	$41,405.38	
ⓘ	Other	3	5350	221	000	00	$117,343.13	$0.00	$117,343.13	
ⓘ	Other	3	5350	411	000	00	$7,000.00	$0.00	$7,000.00	
ⓘ	Salary	3	5420	116	000	00	$156,000.00	$0.00	$156,000.00	
ⓘ	Other	3	5420	211	000	00	$11,934.00	$0.00	$11,934.00	
ⓘ	Other	3	5420	221	000	00	$33,820.80	$0.00	$33,820.80	
ⓘ	Other	3	5420	231	000	00	$12,648.20	$0.00	$12,648.20	
ⓘ	Salary	3	5830	131	000	00	$60,832.00	$0.00	$60,832.00	
ⓘ	Other	3	5830	211	000	00	$4,653.62	$0.00	$4,653.62	

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5830	221	000	00	$13,188.38	$0.00	$13,188.38		
ⓘ	Other	3	5830	231	000	00	$6,326.00	$0.00	$6,326.00		
ⓘ	Other	3	6540	411	000	00	$98,112.62	$0.00	$98,112.62		
ⓘ	Salary	3	6550	171	000	00	$168,000.00	$0.00	$168,000.00		
ⓘ	Other	3	6550	211	000	00	$12,852.00	$0.00	$12,852.00		
ⓘ	Other	3	6550	221	000	00	$36,422.40	$0.00	$36,422.40		
ⓘ	Other	3	6550	423	000	00	$23,897.24	$0.00	$23,897.24		
ⓘ	Equipment	3	6580	541	000	00	$2,477,106.00	$0.00	$2,477,106.00		
ⓘ	Other	3	8100	392	000	00	$100,189.22	$0.00	$100,189.22		
						Total:	**$5,997,160.90**	**$0.00**	**$5,997,160.90**		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6110	153	000	00	$147,000.00	$0.00	$147,000.00		
ⓘ	Other	3	6110	211	000	00	$11,245.50	$0.00	$11,245.50		
ⓘ	Other	3	6110	221	000	00	$31,869.60	$0.00	$31,869.60		
ⓘ	Other	3	6110	231	000	00	$12,652.00	$0.00	$12,652.00		
						Total:	**$202,767.10**	**$0.00**	**$202,767.10**		

Grant Details

Yadkin County Schools (990) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Our district leadership in collaboration with school leaders have analyzed all available data (iReady diagnostics, failure reports, Letterland assessments, BOG scores, Parent feedback, and Common Formative Assessments) to determine learning gaps and failure rates at all levels (K-12). This year, Yadkin County Schools has seen a significant drop in Reading and Math proficiency and a higher rate of failure at the secondary level. Yadkin County Schools intends to utilize the EOY diagnostics and state testing to assess student performance for the year. We will provide summer learning opportunities for all students identified as at-risk due to the disruption in educational services. In the 2021-22 and 2022-23 school years, Yadkin County Schools will employ additional teachers and assistants for intervention and enrichment. This will help to lower class size and allow for a focused effort on closing student learning gaps brought on by the pandemic. Current Data Due to the Disruption of Educational Services: The percentage of students scoring at a "Level 1" on the BOG test for third grade has remained steady in the three years prior to 2020-21(between 49 - 51%). This year 73% of third graders in YCS scored a "Level 1". As of this fall: grade levels 3, 4, and 5, yielded a total of 41 students currently failing a course. Of these 41 students, they are failing a total of 57 courses; middle schools show a much higher fail rate than their elementary counterparts. A total of 363 students are currently failing at least one course

(approximately 30% of the total student population); just under 30% of the total high school population is failing at least one course (28%); of those students, approximately half are failing more than one course. One quarter of students at FHS have at least one "F", while 33% of S at SHS have at least one "F". Diagnostic performance in iReady indicates that the number of students performing below grade level in Math has increased by 10%.These data cover student performance through the midyear diagnostic. Diagnostic performance in iReady confirms BOG findings, which show a decrease in the number of students performing at grade level across grades K - 8. These data cover student performance through the midyear diagnostic. Internal projections of student growth in high school EOCs show the following learning losses as indicated by Normal Curve Equivalent scores (scores for two traditional high schools): Math 1: -8.5, -9.0; Math 3: -4.3, -1.1; English 2: -2.1, -1.7; Biology: -6.2, -7.5

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

PSU Data Analysis due to the Disruption of Educational Services: Our district team has determined that our students have experienced tangible reading loss and substantial math loss through instructional time lost during this pandemic. An examination of performance data coming from the Beginning of Grade testing for 3rd grade (BOG) and iReady diagnostic assessments indicates that we have learning loss in both subject areas, and our lower-performing students have been more impacted than our students that are traditionally higher-performing. Our BOG scores have been relatively stable for the past three years prior to this school year; however, this year, the amount of students performing at a "Level 1" doubled. The students scoring at the one- to two-year below grade level range in our Reading diagnostic are scoring lower than groups have in past years. Math diagnostic performance has shown a dramatic increase of students performing at a one- to two-year below grade level range. Pre-Pandemic PSU Data Analysis: In a review of cohort and trend data, scores in reading and math remain steady with cohorts seeing slight increases, but most grade level trend data demonstrates a loss over time. Since the 2013-14 school year, grades 3,4,5, and 6 see a drop in reading proficiency. 7th grade held steady and 8th grade saw an increase of 2.8% over the last 5 years. Math proficiency shows a steady decrease by cohort, but an increase in most trend data across the grade level. Since 2013-14, all grade levels increased proficiency with the exception of 6th and 8th grade. Increases and decreases are minimal. Over the past 5 years, there is a 15.8% gap between whites and Hispanics in grade level proficiency (GLP) on EOGs and EOCs. The average proficiency for White Students is 64.5% between 2013-14 and 2017-18 school years and Hispanics are 48.7% proficient on average during that same time span. The largest gap shown by the trend data is the gap between Economically Disadvantaged students and their peers. 60% of YCS students qualify for free or reduced lunch (EDS) in 2017-18. 51.4% of our EDS students are proficient compared to 73.2% of their peers who do not qualify for economic assistance. The gap is almost 22%. 21% of our Hispanic students are considered Limited

English Proficient in YCS. The English Learner (EL) subgroup is much lower with only a 63% graduation rate. The gap is 23% LEP or EL student 5 year average for proficiency is 24.1% between the years of 2103-14 and 2017-18. SWD students are 27.3% proficient during this same time period.

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.

$ 2,519,892.00 * 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;

Yadkin County K-8 schools utilize iReady diagnostic assessments at the beginning of year, the middle of year, and the end of year to determine student proficiency and growth. This data informs core instruction as teachers differentiate lessons based on standards mastery. This data also provides information to create small groups and triggers opportunities to identify and address specific skill deficits. In addition to diagnostic data, baseline assessments are used in elementary schools to determine specific needs in phonological awareness, phonics, fluency and comprehension. Common formative and summative assessments are administered in individual content areas across all high schools. Midterm benchmark assessments are utilized to identify content area skill deficits and the data is used to address student learning gaps.

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

We will use funds to provide a consistent core curriculum for language arts, math, science, and social studies across all grade levels. Consistent resources focusing on the NCSCoS will allow us to accelerate students to grade level. Elementary will utilize Studies Weekly (SS), Generation Genius (Science), Heggerty curriculum, Letterland, Ready Reading (ELA), and Ready Math for Tier 1 instruction. Secondary will utilize Gizmos for Science as well additional content instructional resources and software. For our youngest learners requiring additional support, we are ensuring all elementary schools have a full-time reading and math interventionist. Funds will also ensure all k-2 classrooms are sufficiently equipped with decodable texts accessible for emergent readers. In addition to decodable Letterland

readers, consumable Letterland handwriting materials and a subscription for Letterland online will be utilized. Tier 2 and Tier 3 intervention resources will be supplied to all elementary, middle, and high schools. iReady Instructional Toolkit lessons will be utilized for Math Tier II interventions K-8. Number Worlds will be utilized at elementary and middle school for Tier III intervention. Heggerty pre-K materials, Phonics for Reading, Hill Rap, and Easy CBMs will be used to provide strategic support for and measure the progress of students in Tier II reading interventions. Tools for Comprehension-Intervention will be utilized 6-8 reading at Tier II. Hill Rap will be utilized K-8 for Tier III reading intervention. This includes funding to enhance media centers in all K-12 schools.

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

One approach to supporting parents to support students is to provide texts that can go home with students. These texts will help students build background knowledge and develop vocabulary. Based on outreach and communication opportunities developed during the Pandemic, parent meetings will continue to be offered via online platforms and during remote learning days. YCS plans to partner with a local IHE to provide families in the county with afterschool targeted remediation and homework assistance at JES, WYES and YES as well as both SMS and FMS. The Institute for Higher Learning (IHE) will work with parents to provide information on how to best help their children in a remote learning environment. The children will engage in literary activities and receive homework help while parents receive targeted support.

* (D) Tracking student attendance and improving student engagement in distance education;

We will continue to use PowerSchool to track attendance of students. For remote learning purposes, logging into an online class is considered being "present." When measuring student engagement, student access to technology as well as in-home support and facilitation of remote learning are taken into account. Additionally, teachers meet weekly with individual students via an online platform to address learning gaps, concerts about engagement, and receive feedback on their work.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

A multi-year analysis of math and reading iReady diagnostic feedback indicates there is measurable learning loss across grade levels. When these data are broken down by quintiles within grade-level cohorts, the performance data shows that our lower performing quintiles experience learning loss at a greater rate than than our higher performing quintiles. While this loss spanned both reading and math, the math loss was more profound across all groups. Our Beginning of Grade Three Reading Test (BOG) scores yielded half of the passing rate than it did over the past three years prior to this year. For the three years prior to the 20-21 assessment, the range of students scoring "proficient" on the BOG ranged from 21-23%; for 20-21, the passing rate was 11%.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
	* ⦿ Yes ⚬ No	YCS will utilize ESSER funds to replace outdated and faulty windows at multiple schools locations. In order to improve the air quality and	2021-2024: Replacement of windows at the oldest locations. Install security/entry equipment.		$ 300,000.00

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.		quality and provide adequate heating and air ventilation for students and staff, window replacement is necessary to reduce virus transmission. The new windows will decrease air loss and displacement due to the age of the windows. This will also make the schools more energy efficient. Secure all entrances and exits for all 14 schools. Due to the Covid-19 pandemic, schools need a way to make sure that all buildings and classrooms are secure from unauthorized		Improved regulation of heat and air, reduced consumption of energy based on electric and heating oil annual billing, improved air quality based on annual testing. Visitor and Vendor logs	

		visitors. By securing the access points to all school facilities, outside individuals will be restricted from entry which will allow schools to screen all individuals who are wanting access to the school campus to reduce exposure to the Coronavirus.			

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IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	YCS will replace all outdated HVAC systems with newer more efficient systems. These systems will be more energy efficient and provide more improved air quality in all schools. These systems will also have air purifiers added to ensure better air quality.	2021-2022: Begin the replacement of HVAC units at the oldest most needed locations. 2022-2024:Conti	Improved regulation of heat and air. Reduced consumption of energy based on electric and heating oil annual billing. Improved air quality based on annual testing.	$ 2,427,108.00

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	ELL Students: YCS plans to partner with SCC families in the county with afterschool targeted remediation and homework assistance at JES, WYES and YES as well as both SMS and FMS. PCG EDPlan 504 & ELL: EDPlan will allow the schools to build	2021-2023: YVA Coor. and Teachers, Extended Day, Trans, Food, ELL/504 EDPlan, Transition Teacher	Student grades iReady diagnostic scores EOG/EOC scores Retention/Promotion	$ 1,225,000.00

		schools to build individualized learning plans for eligible ELL and 504 students, stay in compliance with automated alerts, pull eligibility and plan data, keep data secure as well as go paperless. Kindergarten Transition Class: A small group of at-risk preschool students throughout the county were not able to attend face to face instruction for their preschool year. Due to the loss of their early intervention support these students are not kindergarten ready. Yadkin			

		Virtual Academy (YVA): (K-5) YCS plans on continuing the K-5 virtual academy for students and parents who wish to pursue their education remotely. Parents and students will apply for acceptance into this program and must meet certain criteria to be eligible			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◯ Yes ◉ No				$

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Sanitation and Hygiene 1. All YCS staff will be trained in YCS Sanitation and Hygiene Protocol (SHP) 2. All YCS buildings will be sanitized using the process outlined in the SHP 3. Supplies required to effectively sanitize will be purchased.	2021-24	Staff responsible for executing SHP will complete checklist once completed; site manager will submit to Director of Operations	$ 100,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No					$
	* ⦿ Yes ○ No			2021-24	Professional Development Rosters Teacher Evaluations o the utilization of the new technology Parent/Student/ Teacher Surveys	$ 809,427.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Classroom Technology will be purchased to increase instructional access for all students. Additional resources and software will also be acquired to improve teacher, student, and parent communication. 250 NewLine Interactive Panels (+installation) 350 Classroom Desktops 250 Document Cameras Resources :Zoom, GoGuardian, Edlio, Remind, Classlink, Blackboard Connect			
		School Based Therapy: YCS			$ 500,000.00

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Therapy. YCS will partner with local mental health agencies to provide school based therapy at no cost for any student requiring intensive mental health services. The system's LCSW will provide small group and individual mental health services to any student at-risk during summer learning opportunities in the 21/22 summer months. YCS will purchase 6 school licenses for 6 minute SEL to be utilized for the summer learning initiative. Day Treatment	Summer 2021-24	YCS will use pre/post self assessment data to analysis the SEL efforts (small group therapy/CORE curriculum/individual therapy) to determine the overall well being of at-risk students YCS/AYN will conduct mental health needs assessments pre and post day treatment services.	

		Teacher: YCS will partner with Alexander Youth Network to provide day treatment to students that have developed moderate to severe mental health concerns during the pandemic. YCS will have to supply a k-5 teacher to implement this initiative. School Counselor: YCS will hire an additional counselor. Mental Health Training and Resources: YCS will purchase mental health training for all district staff through Vector Solutions. YCS will contract with Aperture			

		with Aperture Ed to provide a mental health needs assessment (DESSA) to all student			
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	YCS will create a Summer School program with six weeks of instruction, four days a week, for at-risk students in grades K-12. Summer School sites will be set up at four elementary schools, two middle schools, and two high schools. School nurses will be onsite to administer medications and ensure proper COVID precautions are taken. Transportation and meals	June - July 2021	YCS will use the pre-and post-assessments provided by the State Board of Education to assess student learning during our Summer School program. Additionally, we will utilize Read to Achieve assessments as well as other local formative and summative throughout the duration of our summer session.	$ 1,120,000.00

		(breakfast and lunch) will be provided for all students. Students in grades K-8 will be provided face-to-face instruction in math and reading, as well as additional subjects as appropriate (science, social students, and electives). Exceptional Children instruction and related services will be provided at every site Students in grades 9-12 will be provided credit recovery opportunities for any courses that students failed during the 2020-21 school year. Additional instruction			

		support will be provided by teachers and support staff during the summer school term.			
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	ESSER II and III Program Coordinator - The coordinator will provide leadership, direction and staff assistance toward the planning, development, coordination, evaluation, and research of ESSER II and III for the next 3 years. The Coordinator is responsible for administering and coordinating all activities as they are described in the ESSER II and II grant details. In	2021-2024	Federal Grant and Local Financial Audits will be conducted annually and reviewed to evaluate program effectiveness, coordination of services, and to ensure compliance.	$ 255,400.00

		grant details. In addition, the ESSER II and III Programs Coordinator will support principals to assure that all schools meet necessary timelines for submission of budget and other program information according to Federal requirements with ESSER.			
			Total ESSER III Allotment	$	6,736,935.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.

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*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Yadkin County Schools (990) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Yancey County Schools (995) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:12:53 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Yancey County Schools (995) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	$1,597,630.00	$1,597,630.00
Carryover	$3,228,435.00	$3,228,435.00
Total	$4,826,065.00	$4,826,065.00

Budget

Yancey County Schools (995) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
995	181	0	No	No	2.97 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$1,597,630.00	$0.00
Carryover Amount:	$3,228,435.00	$3,228,435.00
Allotment Plus Carryover:	$4,826,065.00	$3,228,435.00
Total Budgeted:		$3,228,435.00
Total Remaining:	$1,597,630.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/08/2021 04:48 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/8/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/4/2021 12:47 AM	Approved (Pending)		Popp, James			
10/2/2021 8:07 AM	Received		Admin, NCCCIP			
9/30/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☑		3-5110-462-000-000-00	0	The budget is being returned. The LEA Allotment must match NCDPI and the CCIP application ($3,228,435).
9/30/2021 4:06 PM	Denied (Pending)		Popp, James			
9/29/2021 1:21 PM	Received		Admin, NCCCIP			
9/27/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☑		3-5110-183-000-000-00	0	Recruitment-Retention Incentives are not noted in the CCIP application.
		☑		3-5110-211-000-000-00	0	Recruitment-Retention Incentives are not noted in the CCIP application.
9/27/2021 11:25 AM	Denied (Pending)		Popp, James			
9/13/2021 7:11 AM	Under Review		Popp, James			
9/11/2021 8:37 AM	Received		Admin, NCCCIP			

11/9/2021 12:02:26 PM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/9/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☑		3-8100-392-000-000-00	0	Budget is denied. Over-budgeted by $1,591,793. Indirect cost will need to be corrected based on the current available allotment.
9/9/2021 1:02 AM	Denied (Pending)		Popp, James			
7/16/2021 8:25 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Equipment	3	5110	462	000	00	$511,651.95	$0.00	$511,651.95		
ⓘ	Other	3	5330	143	000	00	$350,000.00	$0.00	$350,000.00		
ⓘ	Other	3	5330	211	000	00	$26,775.00	$0.00	$26,775.00		
ⓘ	Other	3	5330	411	000	00	$167,570.00	$0.00	$167,570.00		
ⓘ	Other	3	5350	198	000	00	$275,000.00	$0.00	$275,000.00		
ⓘ	Other	3	5350	211	000	00	$21,037.50	$0.00	$21,037.50		
ⓘ	Other	3	5350	221	000	00	$59,620.00	$0.00	$59,620.00		
ⓘ	Salary	3	5360	126	000	00	$811,200.00	$0.00	$811,200.00		
ⓘ	Salary	3	5360	131	000	00	$180,000.00	$0.00	$180,000.00		

11/9/2021 12:02:26 PM

ⓘ	Salary	3	5360	142	000	00	$200,000.00	$0.00	$200,000.00	
ⓘ	Salary	3	5360	171	000	00	$80,000.00	$0.00	$80,000.00	
ⓘ	Other	3	5360	180	000	00	$122,400.00	$0.00	$122,400.00	
ⓘ	Other	3	5360	211	000	00	$106,610.80	$0.00	$106,610.80	
ⓘ	Other	3	5840	311	000	00	$180,000.00	$0.00	$180,000.00	
ⓘ	Other	3	6540	311	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	8100	392	000	00	$86,569.75	$0.00	$86,569.75	
						Total:	**$3,228,435.00**	**$0.00**	**$3,228,435.00**	

11/9/2021 12:02:26 PM

Grant Details

Yancey County Schools (995) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The Needs Assessment and Plan was a coordinated effort between district stakeholders, including but not limited to, the superintendent, directors, administrators, teachers, and parent representatives. Once receiving input from each group, the district leadership team met to evaluate and rank order identified needs and create a budget associated with those needs to determine a plan for implementation of funds. In order to assess and address learning gaps, students have been and will continue to be progress monitored and evaluated using formative and summative instruments to determine areas of strengths and weaknesses. This data will then be used to plan interventions and instructional pathways for not only groups of student but for individual students as well.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

* Improve Air Quality - Due to the age of our schools, some school ventilation systems are currently not adequate. To ensure proper air flow that will support student health needs, ventilation systems will need to be inspected and necessary repairs and upgrades made.   * Supplies to Sanitize and Clean - As a result of COVID -19 and new sanitation protocols, YCS has identified areas of needs in regard to cleaning and disinfecting areas within the buildings and individual items in the building. This identification results in the need of more equipment and supplies to ensure the minimization of virus transmission. In response to COVID-19, the sharing of supplies and materials between students and classes is no longer safe without proper disinfection between uses. It is not always feasible to purchase individual materials for every student so proper sanitization equipment would allow for classroom use. * Education Technology - Due to the COVID19 pandemic, technology infrastructures have been taxed as never before. Upgrades are needed to support remote and onsite learning and the educational interaction between students, their peers and their classroom instructors, to provide support for learning recovery, help to minimize learning loss and improve our teaching and learning environments allowing us to continue to grow and improve education in Yancey County Schools. YCS networking equipment is more than a decade old and not sufficient to manage data traffic created by distance and digital learning. Currently, 20% of students are not one-to-one in regards to updated devices that work efficiently. Additionally, all seven schools are in need of additional instructional technology devices to support teaching and learning. Collectively, these improvements will help to provide support for learning recovery, help to minimize learning loss and improve our teaching and learning environments allowing us to continue to grow and improve education in Yancey County Schools. Mental Health Services - At this time, YCS only has one grant funded school nurse position to serve both middle schools which is approximately 480 students. This nurse is only able to provide each school with 20 hours of service time each week which results in student without access to school nursing services for a large portion of time. Summer Learning - Starting last spring, students within our district were forced to move to virtual instruction for more than 6 months. Lost instructional time due to the COVID-19 pandemic has resulted in "significant" learning loss for our students, both academically and in their social-emotional progress. This is especially true for our Hispanic, low wealth and EC population.

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.

$ 965,000.00 * 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;

Programs will be provided to all students that will provide valid and reliable assessment results, as well as differentiated instruction. The programs will allow each student to receive personalized instruction and the appropriate academic level of for their ability and performance. These programs could include, but are not limited to, iReady, Renaissance Learning, Istation, etc. Students will be progress monitored weekly using these programs. The results will then be used to drive instruction at the whole class, small group and individual student levels. Assessment data will be disaggregated by subgroups to ensure instructional gaps are identified in all students and at all grade levels.

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

Data generated from assessment programs and informal assessment processes will be utilized to target small groups and intervention groups. Tutoring will be provided during the school day and during after school hours to provide targeted instruction based on student needs. Curriculum materials and resources will also be provided to meet the social-emotional needs of students at all levels. Professional development will also be provided to teachers and administrators to ensure fidelity of programs and supported implementation of training. This professional development will support assessment programs utilized to generate student data, any new social-emotional curriculum and The Science of Reading implementation.

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

In conjunction with current district parent and family engagement activities, information and assistance will be provided that will support learning from school to home. Resources will also be provided that will bridge the instructional and informational gap between home and school. Grade appropriate instructional strategies will be shared with parent and families to promote the use of best practices. This consistency should positively impact student growth and performance. In the event of distance learning, open and on-going communication with parent and families. Social-emotional resources will also be provided. Parents and families who do not have internet access will be provided with internet connectivity options. Each school and the district will provide technology help desk supports for all students and families during distance learning.

* (D) Tracking student attendance and improving student engagement in distance education;

Students who do not have internet access will be provided with internet connectivity options. Each school and the district will provide technology help desk supports for all students and families during distance learning. Connectivity and technology resources will help to ensure students have daily access to instruction and on-going communication with teachers and other school staff, including student support services. Attendance will be tracked using PowerSchool during the school day, and any afterschool or summer attendance will be tracked using Google spreadsheets.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Cross-functional teams will be utilized to gather, share and analyze data since students returned to in-person learning. This data will include formative and summative assessments, End of Grade/Course assessments, attendance data, course failure reports, etc. Teachers will identify content-standard gaps due to fully remote learning during the pandemic. Vertical and horizontal alignment meetings will be implemented to ensure grade level standards are incorporated as needed for instructional planning purposes to address learning loss.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No	In order to improve air quality and ventilation as a result of COVID-19 and any other transmittable viruses, the ventilation systems at all schools will be inspected and any necessary repairs, replacements or upgrades will be completed.	9/30/2024	Increased ventilation and air circulation during and after school hours	$ 335,000.00

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◯ Yes ⦿ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ◯ No	As a response to COVID19 and prevention of virus transmission, cleaning/sanitizing supplies, equipment, and services (cleaners, disinfectants, rags, etc.) will be purchased.	9/30/2024	Reduced spread of virus at all YCS schools	$ 50,000.00

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$
	* ⦿ Yes ○ No		9/30/2024		$ 373,430.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		In response to COVID-19, technology will be purchased to support learning recovery, help to minimize learning loss and improve our teaching and learning environments. This will include instructional programs, interactive classroom technology and touch devices for students to enhance the educational interaction between students, peers and instructors and provides for ease of transition between distance learning and onsite instruction.		Increased and updated technology devices that will support online and in person learning in addition to support services Increased support for learning recovery, help to minimize learning loss and improve our teaching and learning environments with increased access to instructional technology and more effective use of instructional time	
		As a result of COVID-19 and screening requirements	9/30/2024		$ 85,000.00

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	requirements, Yancey County Schools does not have enough school nurses to provide adequate health services to students in the district. YCS will contract with registered nurses to help cover school nurse services across the district. The nurse will provide remote and in-person services to all students. These services will increase access to care for school age students allowing students to remain in class and limiting unnecessary exclusions. It will also increase education of individual students with chronic medical conditions which will improve management of		Monthly nurse visits by school and visit type including mental health, in addition to monthly attendance reports by school will be tracked as metrics evaluate effectiveness. Monthly visits by school will be tracked as metrics evaluate effectiveness.	

		diseases, increase follow up of care of students to reduce impacts of medical conditions on learning, and increase screening of mental health symptoms and increase referral and follow up with mental health treatments. As a result of COVID-19, the district is in need of a School Psychologist. YCS will use the funds to paycontracted services associated with this position.			

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	As a result of COVID-19, summer programming for students grades K-12 will be provided to mitigate learning loss. This includes transportation, meals, employment; instructional supplies/materials.	9/30/2024	Student academic and social/emotional growth; pre and post assessments to measure growth in content areas; social and emotional growth will increase as new friendships are formed with peers and staff throughout each instructional day; daily schedules; increased academic and social confidence	$ 900,000.00
	* ○ Yes ○ No	Indirect Cost Unbudgeted Reserve	9/30/2024	Unbudgeted items will be measured accordingly.	$ 520,005.00

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.					
				Total ESSER III Allotment	$ 2,263,435.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Yancey County Schools (995) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Yancey County Schools (995) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Heather Cox

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, July 20, 2021

Yancey County Schools (995) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Yancey County Schools (995) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Yancey County Schools (995) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100059229

* Address:

P.O. Box 190 Burnsville, NC 28714

* Superintendent:

Mrs. Kathy Amos

Key Personnel:

* Robbie Renfro

* Heather M. Cox

Carteret County Public Schools (160) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/14/2021 2:53:36 PM	Lisa Kittrell	Changes: Mental Health - Changed counselors to student support staff to best address the needs of our students Improving Air Quality - Added HVAC work to address air quality concerns Address Learning Loss - Added Technician to address needs of digital instruction - Removed Virtual Teachers and Virtual Admin due to a lack of parent interest Coordination of Preparedness and Response - Added hire contract nurses and overtime for nurses Other ESSA Eligible Activities - Added hire an ESSER manager	C
S	10/14/2021 3:03:51 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Carteret County Public Schools (160) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$4,581,206.00	$4,581,206.00
Carryover	$0.00	$0.00
Total	$4,581,206.00	$4,581,206.00

Budget

Carteret County Public Schools (160) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
160	181	0	No	Yes	3.14 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$4,581,206.00	$0.00
Carryover Amount:	$0.00	$9,266,439.00
Allotment Plus Carryover:	$4,581,206.00	$9,266,439.00
Total Budgeted:		$9,266,439.00
Total Remaining:	($4,685,233.00)	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/08/2021 04:48 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/8/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/5/2021 9:18 PM	Approved (Pending)		Eddy, Melissa			
9/28/2021 8:23 AM	Received		Admin, NCCCIP			
9/23/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☑		3-5110-121-000-000-00	0	Returning budget for revisions. Please adjust the budget taking out the allotment amount and budget only the carryover $9,266,439. Once the carryover budget is approved and the remaining 1/3 of the allotment is added then you will need to do an amendment to process the total amount. Thanks!
9/22/2021 4:50 PM	Denied (Pending)		Eddy, Melissa			
7/27/2021 2:20 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ											

11/10/2021 9:42:38 AM

	Salary	3	5110	121	000	00	$1,245,047.70	$0.00	$1,245,047.70
ⓘ	Salary	3	5110	142	000	00	$133,027.14	$0.00	$133,027.14
ⓘ	Other	3	5110	192	000	00	$579,907.86	$0.00	$579,907.86
ⓘ	Other	3	5110	211	000	00	$149,783.80	$0.00	$149,783.80
ⓘ	Other	3	5110	221	000	00	$422,887.72	$0.00	$422,887.72
ⓘ	Other	3	5110	231	000	00	$227,733.12	$0.00	$227,733.12
ⓘ	Equipment	3	5110	462	000	00	$473,212.85	$0.00	$473,212.85
ⓘ	Salary	3	5210	121	000	00	$332,012.72	$0.00	$332,012.72
ⓘ	Other	3	5210	211	000	00	$25,398.96	$0.00	$25,398.96
ⓘ	Other	3	5210	221	000	00	$71,980.32	$0.00	$71,980.32
ⓘ	Other	3	5210	231	000	00	$50,607.36	$0.00	$50,607.36
ⓘ	Salary	3	5270	121	000	00	$111,472.35	$0.00	$111,472.35
ⓘ	Other	3	5270	211	000	00	$8,527.62	$0.00	$8,527.62
ⓘ	Salary	3	5330	121	555	00	$249,009.54	$0.00	$249,009.54
ⓘ	Salary	3	5330	142	555	00	$2,128,434.24	$0.00	$2,128,434.24
ⓘ	Other	3	5330	211	555	00	$181,874.82	$0.00	$181,874.82
ⓘ	Other	3	5330	221	555	00	$515,429.40	$0.00	$515,429.40
ⓘ	Other	3	5330	231	555	00	$645,243.84	$0.00	$645,243.84
ⓘ	Salary	3	5830	131	000	00	$559,876.32	$0.00	$559,876.32
ⓘ	Other	3	5830	211	000	00	$42,830.52	$0.00	$42,830.52
ⓘ	Other	3	5830	221	000	00	$121,381.20	$0.00	$121,381.20
ⓘ	Other	3	5830	231	000	00	$75,911.04	$0.00	$75,911.04
ⓘ	Salary	3	6110	113	000	00	$217,290.66	$0.00	$217,290.66
ⓘ	Other	3	6110	211	000	00	$16,622.73	$0.00	$16,622.73
ⓘ	Other	3	6110	221	000	00	$47,108.61	$0.00	$47,108.61

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6110	231	000	00	$18,977.76	$0.00	$18,977.76		
ⓘ	Other	3	8100	392	000	00	$282,020.88	$0.00	$282,020.88		
						Total:	**$8,933,611.08**	**$0.00**	**$8,933,611.08**		

200 - Other

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$228,000.00	$0.00	$228,000.00		
ⓘ	Other	3	5110	211	000	00	$17,442.00	$0.00	$17,442.00		
ⓘ	Other	3	5110	221	000	00	$49,430.40	$0.00	$49,430.40		
ⓘ	Other	3	5110	231	000	00	$37,955.52	$0.00	$37,955.52		
						Total:	**$332,827.92**	**$0.00**	**$332,827.92**		

11/10/2021 9:42:38 AM

Grant Details

Carteret County Public Schools (160) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1) Central Office staff, principals, school board members and teachers examined test and assessment data from mid year 2019, mid year 2020 and course completion rates to determine educational needs. Key stakeholders were surveyed in the spring of 2021 to determine the needs of our students and teachers. Computer repair data was examined and compared to the number of technicians available. Links: 2021-22 Needs Assessment https://docs.google.com/document/d/1_fv8o_D0rxDFUogRH-B1rEl6pc6sTc946bo6f4UnPTE/edit?usp=sharing District NC Star Needs Assessment https://docs.google.com/document/d/1pkuIBddZTZ6Gz-3vRC2P2_2ijtiTXycg2io19k6Pa9M/edit?usp=sharing 2) We will continue to assess all student data, implement programs/practices to address identified areas of need and evaluate effectiveness of those initiatives in improving student outcomes. K-3 students will be assessed three times a year in the state approved vendor for reading and with FastBridge for math. 4-8 will be assessed in reading and in math with FastBridge. 9-12 course passing rates will be assessed mid year and end of the year in PowerSchool. Social Emotional needs of students will be assessed with FastBridge's assessments (mSAEBRS or SAEBRS) or Signs of Suicide (SOS). MTSS teams at each school will monitor growth through out the year making adjustments to student support as needed.

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Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data Analysis https://docs.google.com/document/d/1O_VK2MLebec8RvT3S2RYSxHHIhxfTAdRLTRJOB7PI6g/edit?usp=sharing

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.

$ 6,152,817.17 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

High-quality assessments that are shown to be valid and reliable for use with students including FastBridge, the state approved vendor for the K-3 literacy assessment will be used in conjunction with End of Grade and Course assessments and North Carolina Check-Ins to assess students' progress in their underlying skills and on the standards at least yearly. Universal screening tools will be used at least 3 times a year in K-8. At-risk students will be progressed monitored on a regular basis. Teachers, MTSS teams and/or school improvement teams will monitor student progress and make instructional decisions based on the results. This data will be used to assess needs school-wide, in the classroom, and with individual students in order to provide appropriate supports and ensure growth for all students.

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

Teachers and MTSS teams will monitor student progress and make instructional decisions based on the results. Professional development needs will be based on the students' results to ensure accelerated student growth to reduce

the learning loss due to Covid. Instructional practices and strategies such as, small group instruction led by trained professionals, teachers, curriculum specialist and interventionist assistants, will be implemented to differentiate instruction. Teachers will receive professional development on evidence based instruction and research based materials will be provided for utilization with students. Curriculum specialist teachers will be hired to provide intense remediation to address the learning loss for students EL students, EC students and the general population with special needs. The specialists will be teachers with certifications in the areas of reading, EL or EC. As some families are choosing to remain virtual due to concerns over Covid, regular education teachers specifically trained in virtual instruction will be paid a stipend to address the comprehensive needs of virtual learners. NCVPS courses will be purchased to provide course opportunities for our virtual learners. Three curriculum interventionist specialists will be hired to work with high school students who are at-risk of failing or dropping out of school due to the negative impacts of Covid on student learning. Interventionist assistants will be hired in elementary and middle school to provide small group instruction. These interventionist assistants will be trained to be classroom instructional support. Budget is set for paying teachers, interventionist assistants and a virtual director for 3 years following state salary schedules.

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

Professional development will be provided to ensure that students as well as their families are supported in the educational process of their student. This will include support for learning in an distance learning environment. Counselors, social workers, and mental health clinicians will support families to bridge the gap between school and home and build educational and community partners.

* (D) Tracking student attendance and improving student engagement in distance education;

To increase student attendance, administrators, data managers, curriculum interventionist specialists, teachers, teachers assistants and interventionist assistants will track and monitor student attendance using an online attendance tracking system. Classroom teachers and curriculum specialists will monitor student engagement to ensure accelerated student growth. Professional development with a specific focus on virtual instruction, will prepare the virtual learning director and virtual teachers to best meet the educational needs of virtual students. To increase the opportunities to take needed or interest courses, virtual electives will be purchased through NCVPS. Families of students that are not showing engagement in distance education will receive personalized outreach, including outreach in the family's native language. Digital coaches will be hired to provide professional development for teachers to implement best practices to improve the learning environment. A technician will be hired to address and ensure that student access to functioning technology is available. Curriculum interventionist will be hired at the high school level to work with students and their families to be sure they are engaging in the learning process. These interventionist will also work with struggling students who are behind due to the instructional interruption Covid caused. Our calendar includes five virtual learning days at all grade levels. Teachers will provide support to families on how to access digital

work to increase student engagement. Data will be tracked to see if families and students are engaging and plans will be developed to make improvements for the next virtual learning day.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

MTSS teams which include administrators, classroom teachers, student support staff, curriculum specialists and curriculum interventionist specialists will evaluate and track student academic progress. This will be done using summative, formative, universal screening, and progress monitoring tools. Teams will have regularly scheduled meetings to review all students progress and will meet more regularly on students that are not showing adequate growth. Plans will be developed to meet the needs of the students to enhance growth.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

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FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No	Install an HVAC Control to regulate the air flow, air temperature, and humidity levels in schools	July 2021 - June 2022	Benefits will be measured by a decrease in the number of HVAC work orders submitted.	$ 105,000.00

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	Hire Contract Nurses to prevent the spread of COVID and reduce the effects of Covid.	July 2021 - July 2024	All students and staff will benefit from having nurses that work to prevent the spread of and reduce the effects of Covid. Nurses will be able to provide immediate services, allowing teachers and administrators time to do their jobs to educate students. Benefits will be measured using Health Related Incident Reports	$
	* ⦿ Yes ○ No	To respond to the learning loss due to Covid, the following will be done: -Hire EL teacher to respond to the learning loss and social emotional needs of students and families in the EL	August 2021-2024		$ 809,998.83

| **ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS:** Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | | population. -Hire EC teachers to respond to the learning loss and social emotional needs of students and families in the EC population. -Increase opportunities for small-group targeted instruction, we will ensure that teacher assistants and interventionist assistants are employed 210 day to serve students and receive appropriate training. Paying for TAs to work 5 workdays equates to 2 TA salaries for 3 years. | | K-12 students will benefit by having EC, EL and trained teachers assistants and interventionist assistants that are equipped to meet their unique needs. Benefits will be measured using the following: - FastBridge Competency Assessments - mClass Spring Assessments compared to Fall State Approved Vendor - EOG/EOC Data - Course Completion Reports - Graduation Rate - Behavior Mental Health Screening Report | |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⊙ Yes ○ No	To address the effects of Covid, the following will be done: -- Replace student devices that have been damaged as a result of increased use during COVID. Using ESSER funding due to our county not having a renewable funding source for 1:1 devices	June 2021 - September 2024	Students will benefit from having reliable computers so they are able to complete assignments. Benefits will be measured using the following: - One to One Service Ticket Data	$ 473,212.85
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⊙ Yes ○ No		July 2021 - September 2024		$ 799,999.08

		Responding to the social emotional effects of Covid, the following will be done: --Hire four student support and a mental health clinician to address the social and emotional learning needs of students that were evident from a review of our needs assessment.		Students will benefit from having mental health support, allowing their academics to improve. Benefits will be measured using the following: - FastBridge Competency Assessments - Course Completion Reports - EOG Results - EOC Results - Behavior Mental Health Screening Report	

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				$
	* ◉ Yes ○ No		July 2021 - September 2024	All staff will benefit from receiving a supplement that compensates them for the extra demands of work placed due to Covid. -NC Teacher Working Conditions Survey	$ 1,030,411.07

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.		To address the effects of Covid on the staff moral, the following will be done: - Supplement to enhance staff retention during COVID periods where extra duties were placed on all staff to meet the needs of face-to-face and virtual students. An ESSER manger will be hired to ensure that ESSER grants are applied for, monitored and appropriately allocated to ensure the needs of the district are met and all federal guidelines are followed. Indirect Cost			
				Total ESSER III Allotment	$ 3,218,621.83

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Carteret County Public Schools (160) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Carteret County Public Schools (160) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Kathy Carswell	Cathleen Harris

Substantially Approved Dates

Carteret County Public Schools (160) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, September 28, 2021

Carteret County Public Schools (160) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Carteret County Public Schools (160) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Carteret County Public Schools (160) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

927015123

* Address:

107 Safrit Drive Beaufort, NC 28516

* Superintendent:

Dr. Rob Jackson

Key Personnel:

* Lisa Kittrell
* Casey Harris
* Kathy Carswell
* Jody McClenny

Craven County Schools (250) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:04:30 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Craven County Schools (250) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$11,420,168.00	$11,420,168.00
Carryover	$23,106,771.00	$23,106,771.00
Total	$34,526,939.00	$34,526,939.00

Budget

Craven County Schools (250) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
250	181	0	No	No	2.93 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$11,420,168.00	$0.00
Carryover Amount:	$23,106,771.00	$23,106,771.00
Allotment Plus Carryover:	$34,526,939.00	$23,106,771.00
Total Budgeted:		$23,106,771.00
Total Remaining:	$11,420,168.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/02/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/30/2021 10:41 PM	Approved (Pending)		Hinson, Tina			
7/30/2021 10:30 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$900,000.00	$0.00	$900,000.00		
ⓘ	Salary	3	5110	192	000	00	$300,000.00	$0.00	$300,000.00		
ⓘ	Other	3	5110	211	000	00	$91,800.00	$0.00	$91,800.00		
ⓘ	Other	3	5110	221	000	00	$260,160.00	$0.00	$260,160.00		
ⓘ	Other	3	5110	231	000	00	$94,890.00	$0.00	$94,890.00		
ⓘ	Other	3	5110	232	000	00	$8,339.76	$0.00	$8,339.76		
ⓘ	Other	3	5110	411	000	00	$439,887.96	$0.00	$439,887.96		
ⓘ	Equipment	3	5110	461	000	00	$10,000.00	$0.00	$10,000.00		
ⓘ	Other	3	5130	411	000	00	$5,000.00	$0.00	$5,000.00		
ⓘ	Salary	3	5210	121	000	00	$1,080,000.00	$0.00	$1,080,000.00		

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ℹ️	Salary	3	5210	181	000	00	$108,000.00	$0.00	$108,000.00
ℹ️	Other	3	5210	211	000	00	$90,882.00	$0.00	$90,882.00
ℹ️	Other	3	5210	221	000	00	$257,558.40	$0.00	$257,558.40
ℹ️	Other	3	5210	231	000	00	$113,868.00	$0.00	$113,868.00
ℹ️	Other	3	5210	232	000	00	$10,007.71	$0.00	$10,007.71
ℹ️	Other	3	5210	411	000	00	$1,500,000.00	$0.00	$1,500,000.00
ℹ️	Salary	3	5270	121	000	00	$180,000.00	$0.00	$180,000.00
ℹ️	Salary	3	5270	181	000	00	$18,000.00	$0.00	$18,000.00
ℹ️	Other	3	5270	211	000	00	$15,147.00	$0.00	$15,147.00
ℹ️	Other	3	5270	221	000	00	$42,926.40	$0.00	$42,926.40
ℹ️	Other	3	5270	231	000	00	$18,978.00	$0.00	$18,978.00
ℹ️	Other	3	5270	232	000	00	$1,667.95	$0.00	$1,667.95
ℹ️	Other	3	5270	411	000	00	$180,000.00	$0.00	$180,000.00
ℹ️	Salary	3	5330	143	000	00	$646,875.00	$0.00	$646,875.00
ℹ️	Other	3	5330	211	000	00	$49,485.94	$0.00	$49,485.94
ℹ️	Other	3	5330	232	000	00	$5,994.20	$0.00	$5,994.20
ℹ️	Other	3	5330	411	000	00	$50,000.00	$0.00	$50,000.00
ℹ️	Salary	3	5340	142	000	00	$20,000.00	$0.00	$20,000.00
ℹ️	Salary	3	5340	199	000	00	$20,000.00	$0.00	$20,000.00
ℹ️	Other	3	5340	211	000	00	$3,060.00	$0.00	$3,060.00
ℹ️	Other	3	5340	221	000	00	$8,672.00	$0.00	$8,672.00
ℹ️	Other	3	5340	232	000	00	$185.33	$0.00	$185.33
ℹ️	Salary	3	5350	198	000	00	$1,197,000.00	$0.00	$1,197,000.00
ℹ️	Other	3	5350	211	000	00	$91,570.50	$0.00	$91,570.50
ℹ️	Other	3	5350	221	000	00	$259,509.60	$0.00	$259,509.60
ℹ️									

	Other	3	5350	231	000	00	$189,780.00	$0.00	$189,780.00	
ℹ	Other	3	5350	232	000	00	$11,091.88	$0.00	$11,091.88	
ℹ	Other	3	5350	411	000	00	$75,000.00	$0.00	$75,000.00	
ℹ	Salary	3	5360	126	000	00	$1,032,000.00	$0.00	$1,032,000.00	
ℹ	Salary	3	5360	180	000	00	$258,000.00	$0.00	$258,000.00	
ℹ	Other	3	5360	211	000	00	$98,685.00	$0.00	$98,685.00	
ℹ	Salary	3	5400	151	000	00	$40,000.08	$0.00	$40,000.08	
ℹ	Other	3	5400	211	000	00	$3,060.01	$0.00	$3,060.01	
ℹ	Other	3	5400	221	000	00	$8,672.02	$0.00	$8,672.02	
ℹ	Other	3	5400	231	000	00	$6,326.00	$0.00	$6,326.00	
ℹ	Other	3	5400	232	000	00	$370.66	$0.00	$370.66	
ℹ	Other	3	5860	411	000	00	$3,000,000.00	$0.00	$3,000,000.00	
ℹ	Other	3	5880	411	000	00	$90,000.00	$0.00	$90,000.00	
ℹ	Other	3	6110	411	000	00	$2,500.00	$0.00	$2,500.00	
ℹ	Equipment	3	6110	462	000	00	$2,500.00	$0.00	$2,500.00	
ℹ	Other	3	6540	311	000	00	$2,880,714.00	$0.00	$2,880,714.00	
ℹ	Other	3	6540	411	000	00	$3,177,354.14	$0.00	$3,177,354.14	
ℹ	Other	3	6570	523	000	00	$3,500,000.00	$0.00	$3,500,000.00	
ℹ	Salary	3	6610	151	000	00	$120,000.24	$0.00	$120,000.24	
ℹ	Other	3	6610	211	000	00	$9,180.01	$0.00	$9,180.01	
ℹ	Other	3	6610	221	000	00	$26,016.05	$0.00	$26,016.05	
ℹ	Other	3	6610	231	000	00	$18,978.00	$0.00	$18,978.00	
ℹ	Other	3	6610	232	000	00	$1,111.97	$0.00	$1,111.97	
ℹ	Other	3	8100	392	000	00	$475,965.19	$0.00	$475,965.19	
						Total:	$23,106,771.00	$0.00	$23,106,771.00	

Grant Details

Craven County Schools (250) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

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Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The Needs Assessment and Plan for ESSER III funds has included coordination of preparedness and response efforts with school administrators, classroom educators, central services staff, along with state and local public health departments. Craven County Schools intends to assess and address student learning gaps resulting from the disruption in educational services by the following: Provide instructional activities to address the unique needs of low-income students, children with disabilities, ELL, racial, and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will address the needs of those students. Develop and implement procedures and systems to improve preparedness and response efforts as students return to school in the fall. Purchase sanitation and cleaning supplies of school facilities to prevent the spread of Covid 19. Purchase educational technology (including hardware and software connectivity) for students to aid in regular and substantive interaction between students and teachers (including low-income and disabled students), which may include assistive technology or adaptive equipment. Plan and implement summer learning and supplemental after school program activities, including providing classroom instruction or online learning during the summer months, and addressing the needs of all students. *Address learning loss among all students (low-income, children with disabilities, ELL, racial and

ethnic minorities, students experiencing homelessness, and children in foster care. Our K-2 Microphase Assessment data (phonics and phonemic awareness) indicates that 53% of our Kindergarten students are still at an Early Pre-Alphabetic level and due to learning loss we would need to continue working on these areas during our Summer Camp. Our STAR Reading diagnostic for Grades 3-5 indicates that 50% of our third and fourth graders are performing at least at a level of "Sufficient Command" and 44% of fifth grade students are performing at this same level. Lexia Core5 data in Grades 3-5 suggest that 62% of third grade students, 53% of fourth grade students, and 45 % of fifth grade students are performing at or above grade level. Our Lexia PowerUp data in Grades 6-8 shows that 74% of sixth grade students, 53% of 7th graders, and 50% of eighth grade students are performing below grade level in Comprehension. Our recent ELA Benchmark data indicates that 46% of third graders, 34% of fourth graders, 36% of fifth graders, 70% of sixth graders, 61% of seventh graders, and 68% of eighth graders are performing below grade level. English II Benchmark data indicates that 39% of students are performing below grade level. Our most recent Math Benchmark data indicate that 46% of third graders, 48% of fourth graders, 55% of fifth graders, 60% of sixth graders, 62% of seventh graders, and 75% of eighth graders are performing below grade level. Our Grade 9-12 Math Benchmark data shows that 74% of students are performing below grade level in Math I and 64% of students are performing below grade level in Math III. *Our ESL population has increased to 575 students with only having four staff members who are able to assist with translating, instructing our students, and the challenges of contact tracing with Covid 19. Additional staff is needed to assist with these areas to help address learning loss among our ESL students. Additional EC staff is *Address school facility repairs and improves to enable operation of schools to reduce risk of virus transmission and export to environmental health hazards, and to support student health needs. Craven County Schools facilities range in age from 69 years old which includes buildings on the campus of J. T. Barber Elementary to 13 years old (Creekside Elementary) which represents the last new building construction in Craven County Schools. Three schools have been constructed in this century, Havelock Elementary (2002), Bridgeton Elementary (2003) and Creekside Elementary (2007). *The average age of school facilities in Craven County Schools is 1971; nearly 50 years old. Although some of our school facilities are in adequate working condition, the age of the building makes them pose a challenge for poor air quality with the spread of Covid 19. ESSER III funding would help to improve the air quality in our aging school buildings and help reduce and prevent the spread of Covid 19. - Due to age, air handlers cannot accommodate increased MERV filtration to reduce particles in the air. It would create excessive strain on the equipment and cause failure. New equipment will be capable of increased MERV rating filtration to help prevent the spread of viruses and increase overall air quality. - Many of our current units are not capable of increasing the amount of outdoor (fresh) air intake and some do not have capabilities of providing outdoor air intake at all. Increasing the fresh air reduces the risk of virus spread by increasing air exchanges and creating better indoor air quality. - Multiple schools do not have centralized HVAC systems, meaning there are individual rooms with systems but nothing in the corridors. This was typical for the age of our buildings as they did not have air conditioning when they were designed. Solution is to add HVAC systems to areas with limited or no air flow to increase air flow for filtration and improve air

quality in the entire building. *Additional school inspections, testing, maintenance repair, replacement, and upgrade projects to improve the indoor quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement. *Address other activities deemed necessary to maintain the operation and continuity of services in the district and continuing to employ existing staff of PSU

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

*Data from our district benchmarks and common predictive formative assessments in grades K-12 suggests that additional instructional activities are needed to address student learning gaps due to Covid 19. Our Lexia Core5 data for Grades K-5 was analyzed and indicates that students in Grades 3-5 are performing significantly lower when compared to our 2019-2020 Lexia data. Our Summer Program would provide additional time, support, and resources to address phonics and phonemic awareness due to learning loss, improve skill areas in Lexia Core5, improve reading comprehension in Grades 6-8 and help us address learning gaps from our district benchmarks in English II. An analysis of our District Math benchmarks indicates that students are performing below where we were at this point in time during the 2019-2020 school year. Our Summer Learning Program would help us to address skill deficiencies in math in grades K-12 to close those learning gaps. Our data analysis in reading and math will be reviewed again after the pre and post competency based assessments in our Summer Program. An analysis of our school facilities indicates the need for repairs and improvements to enable operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. ESSER funds would be needed for the inspection, testing, maintenance, repair, replacement, and upgrade of projects to improve the indoor air quality in school facilities, including mechancal and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

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.

$ 4,621,354.20 * 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;

Craven County Schools will administer and use high-quality assessments that are valid and reliable, to assess students' academic progress and assist our educators in meeting all students needs through differentiated instruction. Our PSU will administer the following assessments to address learning loss: Grades K-5 ELA (STAR Early Literacy/STAR Reading), FastBridge Grades 6-8 ELA STAR Reading/FastBridge Grades 9-12 Benchmark Assessments Grades K-5 Math STAR Math/FastBridge Grades 6-8 FastBridge Grades 9-12 Benchmarks Grades K-12 Second Step Social and Emotional Program Teachers of students with disabilities (SWDs) will receive training on how to adjust IEPS and services to meet students' needs in a distance learning environment. They will also receive guidance on how to utilize Teacher Assistants and other school personnel to provide one-on-one and small group assistance, as well as remedial and intervention services. Instructional services will be based on students' respective settings (adaptive, occupational, separate, inclusion). Teachers will utilize data from our Cognitive Abilities Test (CogAt) to address our Academically and Intelligently Gifted students. Our ESL students will continue to receive instructional support and assistance from our ESL team. ESL teachers will have a schedule for support and contact of students at each of their respective schools. This can be in small groups or individually. Schedules will be published and shared with designated students and parents before school starts. AIG teachers will have a schedule for support and contact for each of their respective schools. Intervention time will be built into the daily schedule so that educators can utilize assessment data to meet the unique learning needs of all students.

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

Evidenced-based activities are those that are supported by research and have proven to get positive results with students. Educators will implement evidence-based activities based on their "playlists" that are designed through our work with Modern Teacher and making sure they are aligned to the district instructional model PDSA (Plan, Do, Study, Act). These activities will consider screen time, synchronous, asynchronous, learning targets, and PDSA. Evidence-based activities will be developed in beginner, intermediate, and advanced formats. Professional Learning Communities will meet weekly to create "playlists/lesson plans", which will be published for all schools/classes/grades in advance so that students can work at their own pace. Hire tutors during the school day, and after school to assist with supplemental after school programming. Supplies and materials will be used to address learning loss among all populations of students (Regular Ed, EC, ESL, remedial, afterSchool, and for parental involvement. Teachers and staff who work extended day will provide remediation and other instructional supports to address learning loss.

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

Craven County Schools will continue to take multiple avenues to consult with stakeholders to meet students needs in a distance learning environment. We will continue to send out surveys to receive feedback and input. Our school leaders will help to communicate specific instructional plans for each school, grade level, and course. The district will share general information about what parents and students can expect while learning face to face and in a distance learning environment. Surveys were administered to certified educators, classified staff, students in grades 3-12, and parents/guardians. The surveys asked about our distance learning this year and pose questions related to concerns, needs, and current challenges with distance learning. Administrators have engaged in feedback protocols to analyze a variety of options, point out drivers, restrainers, and specific areas of need. Each district level division has participated in the feedback sessions in order to be aware of the areas of need they will have to specially address (enhancements, trainings, and revisions). A representative teacher from each school was selected to provide input on the specific processes and expectations for our distance learning plan. A representative parent from each school was elected to provide input on the specific processes and expectations for the distance learning plan that related to impacts on families. In addition, we used this time to solicit additional insight related to our operational planning for returning for learning in the fall. Related to the distance learning plan we used a protocol to solicit feedback on the following areas: *Connectivity *Engaging Community Partners (Childcare specific) *Design and Delivery of Instruction *Training Students and Parents *Learning Targets *Teacher/Student Communication *Students with Disabilities/AIG Students/ESL Students

* (D) Tracking student attendance and improving student engagement in distance education;

Attendance will be documented by teachers on class spreadsheets housed at each school and then transferred to PowerSchool by school staff (teacher or data manager). Students will be marked present once they have submitted the work assigned. The criteria for being marked Present or Absent will be the small for all schools for consistency and equity. Elementary students may need parental/adult assistance to access and/or complete their work, which may prevent them from electronically submitting work by the end of the school day. Students who are working offline will not be able to submit their work until they have internet access to upload or sync. At a minimum, the attendance procedures will be communicated to parents via school calls, emails, social media, teacher websites, course syllabi, school newsletters, Open House/School Opening welcome letters, etc. Our PSU will collect data from schools as documentation of all the communication methods.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

As families and teachers continue to help students address learning loss, it is important to monitor how well these students are retaining skills that they learned pre-pandemic while addressing new learning. Educators will set specific, realistic goals for each lesson and explain how learning will be assessed. Each lesson will spiral information that will help to address topics and material taught pre-pandemic. Educators will collaborate on using Common Predictive Formative Assessments to determine if students are meeting the targets set forth in their learning goals. Teachers will make decisions promptly after collecting assessment information that will impact teaching and learning. Summative assessments will be used from this current school year to help us pace out our curriculum and assessments for when we start back to school in the fall.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

| FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | * ⦿ Yes ◯ No | Purchase and repair school facilities that include but not limited to maintenance repair, replacement, and upgrade projects to include mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door replacements. These repairs and upgrades will help reduce, prevent, and will be a response to COVID. | June 30, 2022 | Review school and local inspections from our Facilities and Maintenance Department to ensure facilities are able to reduce the risk of virus transmission. | $ 1,000,000.00 |
| | * ⦿ Yes ◯ No | Utilize funding to improve testing, maintenance, repair, replace, and upgrade | June 30, 2022 | | $ 2,500,000.00 |

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.		projects to improve indoor air quality in all facilities by replacing HVAC systems and new controls to help with dehumidification. These upgrades will help increase efficiency of airflow and air exchange and help reduce, prevention of, and/or be a response to Covid. Repairs and upgrades will include envelope repairs to windows, doors, walls to help with indoor air quality. We will begin replacing soft surfaces in classrooms with non porous cleaning surfaces to prevent the spread of COVID..		Coordinate with our Maintenance and Facilities Department to ensure schools are meeting sanitation requirements outlined by the CDC.	
		Continue to			

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	improve our safety protocols to establish pathways to reopening schools full time in the fall. Purchase materials for cleaning, safety, and sanitation. Materials will include but not limited to touchless water faucets, touchless toilets, water bottle fillers, and automated hand dryers. These measures will reduce, prevent, and be a direct response to COVID. Materials will be purchased for program enhancement supplies and materials. We will continue to utilize these funds for a PreK teacher assistant due to the increase in learning loss. A	December 30, 2022	Activities, resources, and materials will be utilized and monitored by our Facilities and Maintenance staff to ensure safety measures are being met in all schools.	$ 1,880,714.00

		learning loss. A school leadership office support position will be added. Central Office supplies and materials will be added for regular curricular education. A Finance Office Support/Program Accountant position will be added to help review, maintain, and coordinate our continued response to Covid grant funding.			
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ◯ No		September 30, 2021	Activities, resources, and materials will be utilized and monitored by our Facilities and Maintenance staff to ensure safety measures are being met in all schools.	$ 3,617,035.46

		Increase personnel and resources to assist with safety protocols in all schools (LEP teacher to assist with contact tracking of ESL students due to increase of ESL students in our district) Increase EC personnel and resources to assist with learning loss in all schools. These strategies will reduce, prevent, and be a direct response to COVID.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ○ No		November 1, 2022		$ 2,168,506.49

		Continue to improve our safety protocols to establish pathways to reopening schools full time in the fall. Increase personnel and resources to assist with safety protocols in all schools. We will hire contract custodians to help reduce and prevent the spread of COVID. We will increase resources to improve our preparedness and response to COVID. Additional responsibility stipends will be given to teachers to for additional time needed to improve preparedness and response to COVID.		Activities, resources, and materials will be utilized and monitored by our Facilities and Maintenance staff to ensure safety measures are being met in all schools	

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Purchase supplies so that schools can sanitize and clean all facilities to prevent, reduce, or be a direct response of COVID.	January 30, 2022	Activities, resources, and materials will be utilized and monitored by our Facilities and Maintenance staff to ensure safety measures are being met in all schools.	$ 1,177,354.14
	* ◉ Yes ○ No	Provide meals to students and families during long term closures Provide educational technology (hardware and software) to assist with online learning. Technology that is	Initial Implementation Summer 2022 and ongoing		$ 1,277,156.52

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.		~~Technology that is~~ needed will help us complete 1:1 and also replace devices that will not run current applications needed for face to face and blended learning. Support providing services to students under Disabilities Education Act, ELL, homeless, and foster care (aligned with Federal, State, and local requirements). These strategies will be a direct response to the reduction of, prevention, and/or response to COVID.		Activities and resources will be coordinated and monitored in the event schools have to go into Plan A, B, or C (total remote). Technology and instructional resources will be monitored to ensure that in case we have a long term closure that learning can continue.	
	* ⦿ Yes ○ No	Purchase educational technology (hardware and software) to aid in regular and substantive ~~interactions~~	Initial Implementation Summer 2022 and ongoing		$ 3,000,000.00

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | | interactions between students and teachers. iPads would be purchased due to needed upgrades that will help students learning in virtual and face to face environments for students in grades K-5. We will also add Central Office devices for staff. These strategies will be a reduction of, response to and/or prevention of COVID. Instructional technology, equipment, and supplies will be purchased to help address learning loss in a blended learning environment. | | Monitor student engagement daily on educational technology (attendance) and monitoring students participation rates on our supplemental platforms. | |

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ⦿ No				$
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	Plan, implement, and coordinate a summer learning program for students to address learning loss. - Certified staff will be paid $250 per day. They will also receive a one-time $1,500 bonus for working every day of the Summer School program. (This bonus will be prorated.) - Non-certified staff will be paid $20 per hour. They will also receive a one-time $1,000 bonus for working every day of the Summer School program. (This bonus will be prorated.) Provide	Initial Implementation Summer 2022 and ongoing	Monitor student engagement daily on educational technology (attendance) and monitoring students participation rates on our supplemental platforms. Schools will monitor student progress and learning gaps through progress reports, supplemental programming reports, and report cards.	$ 1,388,685.00

		prorated.) Provide resources to teachers, students, and parents to address unique learning needs. These strategies that will be a response to the reduction of, prevention of, and/or response to COVID.			
	* ⦿ Yes ◯ No	Indirect Cost	August 21 - Sept 24	District will use these funds in conjunction to identified needs in ESSER application.	$ 475,965.19

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.					
			Total ESSER III Allotment	$	18,485,416.80

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Craven County Schools (250) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Craven County Schools (250) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Jason Griffin

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, August 9, 2021

Craven County Schools (250) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Craven County Schools (250) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Craven County Schools (250) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100664507

* Address:

3600 Trent Road New Bern, NC 28562

* Superintendent:

Dr. Wendy Miller

Key Personnel:

* Jason Griffin

Duplin County Schools (310) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:04:58 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Duplin County Schools (310) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	$8,640,405.00	$8,640,405.00
Carryover	$16,021,399.48	$16,021,399.48
Total	$24,661,804.48	$24,661,804.48

Budget

Duplin County Schools (310) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
310	181	1	No	No	3.10 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$8,640,405.00	$8,640,405.00
Carryover Amount:	$16,021,399.48	$16,021,399.48
Allotment Plus Carryover:	$24,661,804.48	$24,661,804.48
Total Budgeted:		$24,661,804.48
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/10/2021 07:38 AM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/10/2021 7:38 AM	Received		Admin, NCCCIP			
8/27/2021 4:46 PM	Approved	✔	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
8/27/2021 4:46 PM	Approved (Pending)		Admin, NCCCIP			
8/25/2021 10:17 PM	Approved (Pending)		Hinson, Tina			
7/29/2021 8:36 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5210	311	000	00	$0.00	$150,000.00	$150,000.00	EC Contracted services was included in original budget but was reduced when the allotment amount at the beginning of FY 2021-22 was reduced temporarily. Replacing this into the budget	

									now that the full allotment has been restored.	
ⓘ	Other	3	5270	311	000	00	$0.00	$150,000.00	$150,000.00	LEP contracted services was included in original budget but was reduced when the allotment amount at the beginning of FY 2021-22 was reduced temporarily. Replacing this into the budget now that the full allotment has been restored.	
ⓘ	Other	3	5310	418	000	00	$0.00	$11,360.00	$11,360.00	Purchase Fuel Education licenses for the students who have been deemed too high risk in the event they contract Covid-19 to be part of the traditional school setting. They will attend the Alternative Program and	ⓘ

									use Fuel Education curriculum.	
ⓘ	Salary	3	5330	131	000	00	$0.00	$450,000.00	$450,000.00	Interventionists were originally going to be contracted. It was decided to hire some interventionists as employees instead.
ⓘ	Salary	3	5330	146	000	00	$0.00	$80,000.00	$80,000.00	Interventionists were originally going to be contracted. It was decided to hire some interventionists as employees instead.
ⓘ	Other	3	5330	211	000	00	$0.00	$40,545.00	$40,545.00	
ⓘ	Other	3	5330	221	000	00	$0.00	$120,840.00	$120,840.00	
ⓘ	Other	3	5330	231	000	00	$0.00	$77,000.00	$77,000.00	
ⓘ	Other	3	5330	311	000	00	$1,014,603.00	($650,000.00)	$364,603.00	Reducing the amount in contracted services for interventionists because it was decided to hire some interventionists as employees instead.
ⓘ	Salary	3	5350	173	000	00	$0.00	$7,285.20	$7,285.20	Additional

										custodial support required for cleaning and sanitizing during the summer is needed with the additional programs being held to combat learning loss due to the pandemic. Schools were alloted funding to use within grant guidelines to respond to the specific needs of their individual school.
ⓘ	Other	3	5350	211	000	00	$0.00	$557.30	$557.30	
ⓘ	Other	3	5350	221	000	00	$0.00	$1,579.50	$1,579.50	
ⓘ	Salary	3	5360	116	000	00	$23,255.63	$199,587.37	$222,843.00	Actual expenses for assistant principals during the SELREP program were higher than anticipated. Adjust budget

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									to actual expenses.	
ⓘ	Salary	3	5360	126	000	00	$224,830.00	($2,240.00)	$222,590.00	Actual expenses for teachers during the SELREP program were lower than anticipated. Adjust budget to actual expenses.	
ⓘ	Salary	3	5360	131	000	00	$43,222.00	($1,438.00)	$41,784.00	Actual expenses for instructional support positions during the SELREP program were lower than anticipated. Adjust budget to actual expenses.	
ⓘ	Salary	3	5360	142	000	00	$43,605.00	($1,612.50)	$41,992.50	Actual expenses for teacher assistant positions during the SELREP program were lower than anticipated. Adjust budget	ⓘ

									to actual expenses.	
ⓘ	Salary	3	5360	146	000	00	$8,144.50	($460.20)	$7,684.30	Actual expenses for school based specialist positions during the SELREP program were lower than anticipated. Adjust budget to actual expenses.	
ⓘ	Salary	3	5360	151	000	00	$670.31	($30.31)	$640.00	Actual expenses for clerical positions during the SELREP program were lower than anticipated. Adjust budget to actual expenses.	
ⓘ	Salary	3	5360	171	000	00	$25,500.00	$137.60	$25,637.60	Actual expenses for bus driver positions during the SELREP program were higher than anticipated. Adjust budget	

									to actual expenses.	
ⓘ	Salary	3	5360	173	000	00	$9,295.00	$261.88	$9,556.88	Actual expenses for custodian positions during the SELREP program were higher than anticipated. Adjust budget to actual expenses.	
ⓘ	Salary	3	5360	174	000	00	$18,075.00	($1,094.08)	$16,980.92	Actual expenses for child nutrition positions during the SELREP program were lower than anticipated. Adjust budget to actual expenses.	
ⓘ	Salary	3	5360	176	000	00	$9,750.00	($1,659.19)	$8,090.81	Actual expenses for child nutrition positions during the SELREP program were lower than anticipated. Adjust budget to actual expenses.	ⓘ

ⓘ	Other	3	5360	180	000	00	$1,200.00	$5,550.00	$6,750.00	Actual expenses for bonus pay during the SELREP program were higher than anticipated. Adjust budget to actual expenses.
ⓘ	Other	3	5360	211	000	00	$31,178.10	($284.11)	$30,893.99	
ⓘ	Salary	3	5400	151	000	00	$0.00	$26,501.28	$26,501.28	Bookkeepers who are responsible for managing financial aspects of CARES related funding will receive additional pay due to the increased responsibilities required of them as a result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.
ⓘ	Other	3	5400	184	000	00	$0.00	$29.43	$29.43	Longevity for bookkeeper responsible for

									managing financial aspects of CARES related funding who willl receive additional pay due to the increased responsibilities required of them as a result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.	
ⓘ	Other	3	5400	211	000	00	$0.00	$2,027.35	$2,027.35		
ⓘ	Other	3	5400	221	000	00	$0.00	$5,500.04	$5,500.04		
ⓘ	Other	3	5400	231	000	00	$0.00	$4,600.05	$4,600.05		
ⓘ	Salary	3	6550	175	000	00	$0.00	$2,589.96	$2,589.96	Bookkeeper responsible for managing financial aspects of CARES related funding will receive additional pay due to the increased responsibilities required of them as a	

									result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.
ⓘ	Other	3	6550	211	000	00	$0.00	$185.40	$185.40	
ⓘ	Other	3	6550	221	000	00	$0.00	$561.48	$561.48	
ⓘ	Other	3	6550	231	000	00	$0.00	$409.68	$409.68	
ⓘ	Other	3	6550	422	000	00	$75,000.00	($75,000.00)	$0.00	Actual expenses for transportation repair parts, material and labor was zero during the SELREP program. Adjust budget to actual expenses.
ⓘ	Other	3	6550	423	000	00	$200,000.00	($74,333.46)	$125,666.54	Actual expenses for transportation fuel during the SELREP program was lower than anticipated. Adjust budget to actual expenses.
ⓘ	Other	3	6550	424	000	00	$25,000.00	($25,000.00)	$0.00	Actual expenses for

									transportation oil during the SELREP program was zero. Adjust budget to actual expenses.	
ℹ	Other	3	6550	425	000	00	$25,000.00	($25,000.00)	$0.00	Actual expenses for transportation tires and tubes during the SELREP program was zero. Adjust budget to actual expenses.	ℹ
ℹ	Other	3	6570	522	000	00	$500,000.00	($500,000.00)	$0.00	An alternate funding source was identified for this expense. Removing from this budget.	ℹ
ℹ	Other	3	6570	523	000	00	$13,541,433.63	$1,808,566.37	$15,350,000.00	$15,350,000 was included in original budget but was reduced when the allotment amount at the beginning of FY 2021-22 was reduced	ℹ

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									temporarily. Replacing this into the budget now that the full allotment has been restored.	
ⓘ	Other	3	6570	532	000	00	$178,000.00	$0.00	$178,000.00		
ⓘ	Salary	3	7200	151	000	00	$0.00	$2,569.92	$2,569.92	Bookkeeper responsible for managing financial aspects of CARES related funding will receive additional pay due to the increased responsibilities required of them as a result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.	
ⓘ	Salary	3	7200	171	000	00	$0.00	$7,569.89	$7,569.89	Child nutrition provided meals during the pandemic and buses were used to deliver the meals.	

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	7200	174	000	00	$0.00	$9,904.57	$9,904.57	Child nutrition provided meals to children during the pandemic.	
ⓘ	Other	3	7200	211	000	00	$0.00	$1,962.65	$1,962.65		
ⓘ	Other	3	7200	221	000	00	$0.00	$4,750.13	$4,750.13		
ⓘ	Other	3	7200	231	000	00	$0.00	$102.42	$102.42		
ⓘ	Other	3	8100	392	000	00	$23,637.31	$63,408.67	$87,045.98		
ⓘ	Other	3	8200	399	000	00	$0.00	$5,558,836.91	$5,558,836.91		

Total: $16,021,399.48 $7,436,628.20 $23,458,027.68

304 - B F Grady Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$0.00	$15,638.70	$15,638.70	BFG - 1/2 teacher position for 1 year to reduce class size and address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	181	000	00	$0.00	$2,950.00	$2,950.00	BFG 1/2 Teachers for 1	

										year to reduce class size and address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.
ℹ	Other	3	5110	211	000	00	$0.00	$1,422.04	$1,422.04	
ℹ	Other	3	5110	221	000	00	$0.00	$4,238.23	$4,238.23	
ℹ	Other	3	5110	231	000	00	$0.00	$3,200.00	$3,200.00	
ℹ	Other	3	5110	411	000	00	$0.00	$2,075.80	$2,075.80	BFG - Tower To Table supplies. Innovative teacher project to engage students in learning and address learning loss.. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	414	000	00	$0.00	$3,000.00	$3,000.00	BFG - STEAMA library book non-fiction collection. Expand school library on topics related to STEAMA curriculums to engage students in active reading to address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
						Total:	$0.00	$32,524.77	$32,524.77		

308 - Beulaville Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$0.00	$72,448.20	$72,448.20	BES 2 Teachers for 1 year to reduce class size and address learning loss. Schools were alloted funding	

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	181	000	00	$0.00	$5,901.00	$5,901.00	BES 2 Teachers for 1 year to reduce class size and address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	211	000	00	$0.00	$5,996.76	$5,996.76		
ⓘ	Other	3	5110	221	000	00	$0.00	$18,013.84	$18,013.84		
ⓘ	Other	3	5110	231	000	00	$0.00	$13,000.00	$13,000.00		
						Total:	$0.00	$115,359.80	$115,359.80		

330 - Chinquapin Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$0.00	$47,506.13	$47,506.13	CES 1.25 teacher position for 1	

									year to reduce class size and address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	143	000	00	$0.00	$1,240.75	$1,240.75	CES Tutor position for 1 year to address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	181	000	00	$0.00	$6,500.00	$6,500.00	CES - Additional teachers to reduce class size as a strategy to combat the learning loss incurred during the COVID-19	

									pandemic. Schools received an allotment of funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	211	000	00	$0.00	$3,688.00	$3,688.00	
ⓘ	Other	3	5110	221	000	00	$0.00	$11,764.43	$11,764.43	
ⓘ	Other	3	5110	231	000	00	$0.00	$8,125.00	$8,125.00	
ⓘ	Other	3	5110	411	000	00	$0.00	$2,427.15	$2,427.15	CES Band Pods. Individual pods for students playing instruments to allow them to be less than 6 feet apart in the band room. Reduce spread of COVID-19. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	418	000	00	$0.00	$3,795.00	$3,795.00	CES Math Facts on the Fly software to address learning loss related to reduced in school instruction during prior school year. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
						Total:	**$0.00**	**$85,046.46**	**$85,046.46**		

336 - Warsaw Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$0.00	$20,218.35	$20,218.35	WARE .5 teacher position for 1 year to reduce class size and address learning loss. Schools were alloted funding to use within grant	

								guidelines to meet the specific needs of the school related to COVID-19.	
	Other	3	5110	143	000	00	$0.00	$82,079.60	$82,079.60 WARE 5 Tutors position for 1 year to address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
	Other	3	5110	181	000	00	$0.00	$1,475.25	$1,475.25 WARE Part Time Teacher for 1 year to reduce class size and address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	

ℹ	Other	3	5110	211	000	00	$0.00	$7,938.65	$7,938.65	
ℹ	Other	3	5110	221	000	00	$0.00	$4,946.14	$4,946.14	
ℹ	Other	3	5110	231	000	00	$0.00	$6,400.00	$6,400.00	
ℹ	Other	3	5110	411	000	00	$0.00	$10,376.00	$10,376.00	WARE Calming Room Materials to provide a space to address social-emotional needs of students returning to schools after being isolated during the pandemic; Tables, projector and screen for gym to allow groups to meet while remaining separated by 6 feet for safety; masks for students and staff to reduce the spread of Covid-19; PBIS expectations signs with Covid-19 specific language. Schools were alloted funding

									to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	418	000	00	$0.00	$35,933.80	$35,933.80	WARE My Path k-12 Reading/Math software, Xello software, Ripple Effects software, Off to Class software. All intended as strategies to engage students and reverse learning loss due to COVID-19. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	ⓘ
ⓘ	Equipment	3	5110	461	000	00	$0.00	$13,568.76	$13,568.76	WARE - 1) Calming room furniture. A calming room will be created	ⓘ

within the school for student use when they feel mentally or emotionally overwhelmed and need a place to calm themselves. This is a social-emotional and mental health response to the impacts of the pandemic on students. 2) A telephone needs to be installed in the isolation room as an additional safety and security measure. More students are in need of assistance due to the impact of the pandemic on their mental and emotional health. 3) Tarps are needed for the gym floor to allow tables

									and chairs to be set up without damaging the floor. The gym is being used for more meetings due to the space requirements created by the pandemic. 4) A laminator is needed to laminate documents that are used often so they can be disinfected. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ℹ	Salary	3	5270	142	000	00	$0.00	$46,668.60	$46,668.60	WARE ESL TA - additional staff as a strategy to combat the learning loss experienced during the pandemic.	

										Schools were allotted funding for them to use within grant parameters to meet the specific needs of their school related to the pandemic.
ⓘ	Other	3	5270	181	000	00	$0.00	$1,575.00	$1,575.00	WARE ESL TA - additional staff as a strategy to combat the learning loss experienced during the pandemic. Schools were allotted funding for them to use within grant parameters to meet the specific needs of their school related to the pandemic.
ⓘ	Other	3	5270	211	000	00	$0.00	$3,570.14	$3,570.14	
ⓘ	Other	3	5270	221	000	00	$0.00	$10,724.42	$10,724.42	
ⓘ	Other	3	5270	231	000	00	$0.00	$12,800.00	$12,800.00	
ⓘ	Other	3	5310	411	112	00	$0.00	$9,448.08	$9,448.08	Alternative Program - Document

									cameras and a projector are needed to provide tools for remote instructional days and socially distanced classrooms. Schools (alternative program is affilliated with Warsaw elementary) were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ℹ	Equipment	3	5310	461	112	00	$0.00	$22,107.59	$22,107.59	Furniture and room dividers for alternative program which is affilliated with Warsaw Elementary School to provide the ability to properly distance students and protect them

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	6580	422	000	00	$0.00	$1,451.76	$1,451.76	from the spread of COVID-19.	
										WARE-Costs related to installing a phone in the isolation room for additional safety. The isolation room is being utilized more due to the impacts of the pandemic on student mental and emotional health. Schools were allotted funding to use to within grant parameters to respond to the individual needs of the school as it relates to the pandemic.	
				Total:			**$0.00**	**$291,282.14**	**$291,282.14**		

338 - Duplin Early College High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	312	000	00	$0.00	$3,750.00	$3,750.00	DECHS RTI Early College	

									Network professional development for staff as a strategy to address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	411	000	00	$0.00	$8,856.05	$8,856.05	DECHS 1) Picnic Tables for outdoor instructional space to limit the spread of COVID-19. 2) AVID Tutoring program supplies and materials. AVID tutoring program is being implemented to address the learning loss sufferred during the pandemic and help prepare students for	

									the challenges of transitioning to college. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	418	000	00	$0.00	$26,237.69	$26,237.69	DECHS - Purchase AVID tutoring program software. The AVID tutoring program is being implemented to combat learning loss and help better prepare student for the challenges of college. Due to the pandemic students have fallen behind in these areas and this program will assist them with academic recovery. Schools were	ⓘ

									alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Equipment	3	5110	462	000	00	$0.00	$19,206.50	$19,206.50	DECHS - 50 laptops for students to use at home and school. Strategy is in alignment with the 1:1 student:device initiative to combat learning loss and allow all students with equitable access to technology. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
						Total:	**$0.00**	**$58,050.24**	**$58,050.24**		

352 - James Kenan High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5270	142	000	00	$0.00	$13,269.30	$13,269.30	JKHS ESL TA - additional staff as a strategy to combat the learning loss experienced during the pandemic. Schools were allotted funding for them to use within grant parameters to meet the specific needs of their school related to the pandemic.	
ⓘ	Other	3	5270	181	000	00	$0.00	$787.50	$787.50	JKHS ESL TA - additional staff as a strategy to combat the learning loss experienced during the pandemic. Schools were allotted funding for them to use within grant parameters to	

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										meet the specific needs of their school related to the pandemic.
ⓘ	Other	3	5270	211	000	00	$0.00	$1,075.34	$1,075.34	
ⓘ	Other	3	5270	221	000	00	$0.00	$3,204.93	$3,204.93	
ⓘ	Other	3	5270	231	000	00	$0.00	$4,480.00	$4,480.00	
ⓘ	Salary	3	5330	142	000	00	$0.00	$13,269.20	$13,269.20	JKHS - Additional TA needed to facilitate online learning lab for children who are quarantined due to COVID-19. Schools received an allotment of funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.
ⓘ	Other	3	5330	181	000	00	$0.00	$787.50	$787.50	JKHS - Additional TA to work in the learning lab for children who are quarantined due to COVID-19. Schools

| | | | | | | | | | | received an allotment of funds to be used per grant guidelines to meet the specific needs of each school related to the pandemic. | |

| | | | | Total: | | | $0.00 | $36,873.77 | $36,873.77 | | |

356 - Kenansville Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	00	$0.00	$6,509.79	$6,509.79	KES 1) Water cups for students to utilize at water fountains that have been equipped with touchless bottle fillers to help limit the spread of COVID-19. 2) Student planners and additional instructional materials targeted towards assisting students in achieving academic	

									goals to help combat learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	413	000	00	$0.00	$3,204.00	$3,204.00	KES - Novel and Informational Literacy Project. Purchase novel sets for the classrooms to create a reading environment in which children will buy into the love of reading. Increase literacy and focus on themes of social-emotional topics to increase student growth in these areas that were	ⓘ

									neglected during the pandemic. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.
ⓘ	Equipment	3	5110	461	000	00	$0.00	$13,722.75	$13,722.75	KES - Furniture to allow more room for students to remain socially distant for the prevention of the spread of COVID-19. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.
ⓘ	Equipment	3	5210	461	000	00	$0.00	$1,038.00	$1,038.00	KES - Social Emotional Learning in the EC Classroom - a Moxie robot will be

purchased to enhance the SEL in the classroom program with includes essential life skills such as emotion regulation, mindfullness, managing friendships, and other areas that EC children have fallen behind in due to the isolation during the pandemic. Our EC separate setting students experienced a major dip in services due to the pandemic and this curriculum will allow teachers to help fill in some of the gaps they have experienced. Schools were alloted funding to use within grant

									guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5340	411	000	00	$0.00	$1,085.00	$1,085.00	KES - STEAMA in PreK. Purchase STEAMA curriculum related hands-on supplies and materials appropriate for pre-k students to engage them in learning and prevent learning loss as we move forward thorugh the pandemic. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	ⓘ
						Total:	**$0.00**	**$25,559.54**	**$25,559.54**		

360 - North Duplin Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$0.00	$17,079.70	$17,079.70	NDE .5 teacher position for 1 year to reduce class size and address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	181	000	00	$0.00	$2,950.00	$2,950.00	NDE Part Time Teacher for 1 year to reduce class size and address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	211	000	00	$0.00	$1,757.95	$1,757.95		

ⓘ	Other	3	5110	221	000	00	$0.00	$5,239.37	$5,239.37	
ⓘ	Other	3	5110	231	000	00	$0.00	$3,200.00	$3,200.00	
ⓘ	Other	3	5110	411	000	00	$0.00	$2,682.50	$2,682.50	NDES instructional materials to help students engage in actively combating learning loss sufferred during the pandemic. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.
ⓘ	Other	3	5110	414	000	00	$0.00	$10,000.00	$10,000.00	NDES Library Books. Replace books that did not return from the COVID-19 remote learning period. Increase literacy and focus on themes of social-emotional

										topics to increase student growth in these areas that were neglected during the pandemic. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Equipment	3	5110	461	000	00	$0.00	$6,634.00	$6,634.00	NDES - Smartboards are needed for additional classrooms to allow teachers to continue to utilize both in class and remote teaching options as required during the pandemic. Schools were alloted funding to use within grant guidelines to meet the specific needs	ⓘ

ⓘ									of the school related to COVID-19.	
ⓘ	Salary	3	5350	171	000	00	$0.00	$5,500.00	$5,500.00	NDES Rebel Recovery Program is an after school program created in response to the significant learning loss created by the COVID-19 pandemic. Bus drivers will provide transportation to the students participating in the program. Schools were provided with an allotment to use within grant guidelines to support the specific needs of individual schools.	
ⓘ	Other	3	5350	192	000	00	$0.00	$26,500.00	$26,500.00	NDES Rebel Recovery Program is an after school program created in response to the significant	

									learning loss created by the COVID-19 pandemic. Teachers and a program coordinator will work in the program to provide additional learning time to students in need of additional academic support. Schools were provided with an allotment to use within grant guidelines to support the specific needs of individual schools.
ⓘ	Other	3	5350	211	000	00	$0.00	$2,509.40	$2,509.40	
ⓘ	Other	3	5350	221	000	00	$0.00	$7,538.05	$7,538.05	
ⓘ	Other	3	5350	451	000	00	$0.00	$4,000.00	$4,000.00	NDES Rebel Recovery Program student snacks. After school program will be developed to combat

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										learning loss incurred as a result of the pandemic.	
ⓘ	Other	3	6550	423	000	00	$0.00	$21,198.40	$21,198.40	NDES Rebel Recovery Program transporation costs. After school program will be developed to combat learning loss incurred as a result of the pandemic.	
						Total:	$0.00	$116,789.37	$116,789.37		

364 - North Duplin Jr Sr High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	143	000	00	$0.00	$23,461.00	$23,461.00	NDJS Tutor position for 1 year to address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	

ⓘ	Other	3	5110	211	000	00	$0.00	$2,715.97	$2,715.97	
ⓘ	Other	3	5110	221	000	00	$0.00	$7,959.57	$7,959.57	
ⓘ	Other	3	5110	411	000	00	$0.00	$3,754.30	$3,754.30	NDJS - Kesler Science Membership, Tower to Table project supplies and materials, and Kingdom Animalia Science Lab materials and supplies. Innovative teacher projects to engage students in learning and address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.
ⓘ	Other	3	5110	418	000	00	$0.00	$949.34	$949.34	NDJS - Purchase Smartmusic software music library. Smartmusic

									software is being implemented to improve engagement in music education which is an area that was neglected during the pandemic. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Salary	3	5830	151	000	00		$0.00	$18,314.60	$18,314.60	NDJSHS Guidance Secretary position to support counselors and students who need additional support due to the impacts of the pandemic on their academics, mental and emotional health.	ⓘ

									Schools were alloted funding to use within grant guidelines to respond to the specific needs of their individual school.	
ⓘ	Other	3	5830	181	000	00	$0.00	$787.50	$787.50	NDJSHS Guidance Secretary position to support counselors and students who need additional support due to the impacts of the pandemic on their academics, mental and emotional health. Schools were alloted funding to use within grant guidelines to respond to the specific needs of their individual school.	
ⓘ	Other	3	5830	211	000	00	$0.00	$1,521.55	$1,521.55		ⓘ

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5830	221	000	00	$0.00	$4,534.81	$4,534.81		
ⓘ	Other	3	5830	231	000	00	$0.00	$6,700.00	$6,700.00		
						Total:	**$0.00**	**$70,698.64**	**$70,698.64**		

384 - Rose Hill-Magnolia Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	312	000	00	$0.00	$8,370.36	$8,370.36	RHM PD for guided reading professional development for staff as a strategy to address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	411	000	00	$0.00	$9,481.29	$9,481.29	RHM - Materials for guided reading curriculum being implemented to address learning loss, printers for inside guidance	

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offices to print forms for students and parents without risking exposure to main office environment, Tower to Table project materials and supplies, Calming Corner fidgets to assist students in mind distraction techniques while utilizing the calming area that is being created within the school in response to the mental health challenges created by Covid-19, Mindset posters with specific wording to address the pandemic, and Cares to Community materials and

									supplies. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	414	000	00	$0.00	$30,000.00	$30,000.00	RHM Library Books. Replace books that did not return from the COVID-19 remote learning period. Increase STEAMA literacy and focus on themes of social-emotional topics to increase student growth in these areas that were neglected during the pandemic. Schools were alloted funding to use within grant	ⓘ

								guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	418	000	00	$0.00	$2,760.49	$2,760.49	RHM - Power up with Technology software is being implemented for Kindergarten as part of the centers and small group instruction. Students will have daily access to this technology to help build number fluency, coding fundamentals, sequencing, visual thinking, computational thinking, vocabulary and reading. This is a strategy to combat the learning loss that occurred during the pandemic.	

									Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ℹ	Equipment	3	5110	461	000	00	$0.00	$7,275.23	$7,275.23	RHM - Gracious Space furniture. A space will be created within the school for student use when they feel mentally or emotionally overwhelmed and need a place to calm themselves. This is a social-emotional and mental health response to the impacts of the pandemic on students. Schools were alloted funding to use within grant guidelines to meet the	

								specific needs of the school related to COVID-19.	
ⓘ	Equipment	3	5110	462	000	00	$0.00	$10,371.51	$10,371.51	RHM - 1) Charging carts are being purchased to provide additional charging stations for the technology purchased to provide students with access to computers at home and school. 2) A robot is being purchased as part of the Power up with Technology software that is being implemented for Kindergarten as part of the centers and small group instruction. Students will have daily access to this technology to help build	ⓘ

								number fluency, coding fundamentals, sequencing, visual thinking, computational thinking, vocabulary and reading. This is a strategy to combat the learning loss that occurred during the pandemic. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Equipment	3	5130	461	000	00	$0.00	$10,000.00	$10,000.00	RHM - Music In Our Schools - innovative teacher project to provide instruments to students who are interested in music, giving students a creative outlet and additional	ⓘ

								coping mechanism which has become important in response to the impacts of the pandemic on student mental and emotional health. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5210	418	000	00	$0.00	$672.98	$672.98	RHM - Early Numeracy software will be implemented to assist in teaching EC students math schools. Our EC separate setting students experienced a major dip in services due to the pandemic and this	ⓘ

									curriculum will allow teachers to help fill in some of the gaps they have experienced. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5260	418	000	00	$0.00	$8,699.27	$8,699.27	RHM - Envision Math software will be purchased for 6-8th grade compacted math as a response to COVID to accelerate the AIG students who were not able to receive services due to remote learning. Schools were alloted funding to use within grant guidelines to meet the	

View	Type	Funding	Purpose	Object	Local	00	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										specific needs of the school related to COVID-19.	
ℹ	Other	3	5270	418	000	00	$0.00	$3,600.00	$3,600.00	RHM - Rosetta Stone software will be purchased for English Language Learners for both home and school use as a response to COVID to prevent additional learning loss in students who are quarantined due to COVID. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	ℹ
						Total:	**$0.00**	**$91,231.13**	**$91,231.13**		

388 - Wallace Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments

ⓘ	Salary	3	5110	121	000	00	$0.00	$36,317.50	$36,317.50	WALE 1 teacher position for 1 year to reduce class size and address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	143	000	00	$0.00	$33,320.00	$33,320.00	WALE 2 Tutor positions for 1 year to address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	162	000	00	$0.00	$1,393.40	$1,393.40	WALE substitutes to cover classrooms for teachers participating in Brain-Targeted	

									Teaching Training which is a strategy the school implemented to address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	181	000	00	$0.00	$2,950.50	$2,950.50	WALE 1 Teacher for 1 year to reduce class size and address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	211	000	00	$0.00	$5,433.87	$5,433.87		
ⓘ	Other	3	5110	221	000	00	$0.00	$8,327.61	$8,327.61		
ⓘ	Other	3	5110	231	000	00	$0.00	$6,500.00	$6,500.00		
ⓘ	Other	3	5110	312	000	00	$0.00	$4,500.00	$4,500.00	WALE - Brain-	

									Targeted Teaching Training professional development for staff as a strategy to address learning loss. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	5110	411	000	00	$0.00	$41,760.40	$41,760.40	WALE - Phonics Materials to use to increase effectiveness of instruction as a strategy to counteract the learning loss due to the pandemic. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school	ⓘ

									related to COVID-19.	
ⓘ	Other	3	5110	418	000	00	$0.00	$19,383.63	$19,383.63	WALE - Imagine Learning software is being implemented to support and provide personalized instruction for K-8 students in reading, but also as an ESL resource to extend activities in the regular classroom. Strategy is to combat learning loss incurred during the pandemic. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Salary	3	6540	173	000	00	$0.00	$2,813.18	$2,813.18	WALE - Additional Custodial support	

									needed for cleaning and sanitizing during summer programs. Schools received an allotment of funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Other	3	6540	211	000	00	$0.00	$215.21	$215.21	
ⓘ	Other	3	6540	221	000	00	$0.00	$646.47	$646.47	
ⓘ	Other	3	6540	231	000	00	$0.00	$900.00	$900.00	
ⓘ	Other	3	6570	532	000	00	$0.00	$10,847.39	$10,847.39	WALE- Sod and Astroturf for outdoor classrooms. Outdoor classroom space will be created to allow for greater air flow and reduced transmission of COVID-19. Schools were allotted funding to use to within grant parameters to respond to the

							individual needs of the school as it relates to the pandemic.	

					Total:	**$0.00**	**$175,309.16**	**$175,309.16**	

392 - Wallace-Rose Hill High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	00	$0.00	$2,981.20	$2,981.20	WRHHS - Gates MacGintie Reading Test materials to administer to students to help identify specific learning needs as a strategy to combat learning loss related to the pandemic. Schools were alloted funding to use within grant guidelines to meet the specific needs of the school related to COVID-19.	
ⓘ	Salary	3	5270	142	000	00	$0.00	$22,660.10	$22,660.10	WRHHS ESL TA - additional	

ⓘ									staff as a strategy to combat the learning loss experienced during the pandemic. Schools were allotted funding for them to use within grant parameters to meet the specific needs of their school related to the pandemic.	
ⓘ	Other	3	5270	181	000	00	$0.00	$787.50	$787.50	WRHHS ESL TA - additional staff as a strategy to combat the learning loss experienced during the pandemic. Schools were allotted funding for them to use within grant parameters to meet the specific needs of their school related to the pandemic.	ⓘ
ⓘ	Other	3	5270	211	000	00	$0.00	$1,793.74	$1,793.74		

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View	Type	Funding	Purpose	Object	Local	00	Budget Amount	Amendment Amount	Revised Amount	Change Justification
ⓘ	Other	3	5270	221	000	00	$0.00	$5,346.06	$5,346.06	
ⓘ	Other	3	5270	231	000	00	$0.00	$6,400.00	$6,400.00	
ⓘ	Salary	3	5350	151	000	00	$0.00	$3,702.36	$3,702.36	WRHHS additional clerical position to support the front office during the summer is needed with the additional programs being held to combat learning loss due to the pandemic. Schools were alloted funding to use within grant guidelines to respond to the specific needs of their individual school.
ⓘ	Other	3	5350	211	000	00	$0.00	$283.25	$283.25	
ⓘ	Other	3	5350	221	000	00	$0.00	$802.66	$802.66	
						Total:	$0.00	$44,756.87	$44,756.87	

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments

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ⓘ	Salary	3	6110	151	000	00	$0.00	$4,520.28	$4,520.28	Bookkeeper responsible for managing financial aspects of CARES related funding will receive additional pay due to the increased responsibilities required of them as a result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.	
ⓘ	Other	3	6110	211	000	00	$0.00	$339.44	$339.44		
ⓘ	Other	3	6110	221	000	00	$0.00	$608.28	$608.28		
ⓘ	Other	3	6110	231	000	00	$0.00	$438.48	$438.48		
ⓘ	Salary	3	6200	151	000	00	$0.00	$2,230.92	$2,230.92	Bookkeeper responsible for managing financial aspects of CARES related funding will receive additional pay due to the increased responsibilities required of	

									them as a result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.	
ℹ️	Other	3	6200	211	000	00	$0.00	$132.60	$132.60	
ℹ️	Other	3	6200	221	000	00	$0.00	$483.72	$483.72	
ℹ️	Other	3	6200	231	000	00	$0.00	$409.68	$409.68	
ℹ️	Salary	3	6300	151	000	00	$0.00	$3,328.08	$3,328.08	Bookkeeper responsible for managing financial aspects of CARES related funding will receive additional pay due to the increased responsibilities required of them as a result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.
ℹ️	Other	3	6300	211	000	00	$0.00	$230.28	$230.28	
ℹ️	Other	3	6300	221	000	00	$0.00	$721.56	$721.56	

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ⓘ	Other	3	6300	231	000	00	$0.00	$409.68	$409.68	
ⓘ	Salary	3	6400	151	000	00	$0.00	$2,421.36	$2,421.36	Bookkeeper responsible for managing financial aspects of CARES related funding will receive additional pay due to the increased responsibilities required of them as a result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.
ⓘ	Other	3	6400	211	000	00	$0.00	$179.28	$179.28	
ⓘ	Other	3	6400	221	000	00	$0.00	$525.00	$525.00	
ⓘ	Other	3	6400	231	000	00	$0.00	$409.68	$409.68	
ⓘ	Salary	3	6580	151	000	00	$0.00	$2,751.72	$2,751.72	Bookkeeper responsible for managing financial aspects of CARES related funding will receive additional pay due to the increased

										responsibilities required of them as a result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.
ⓘ	Other	3	6580	211	000	00	$0.00	$177.96	$177.96	
ⓘ	Other	3	6580	221	000	00	$0.00	$596.52	$596.52	
ⓘ	Other	3	6580	231	000	00	$0.00	$409.68	$409.68	
ⓘ	Salary	3	6610	151	000	00	$0.00	$19,750.60	$19,750.60	Finance staff responsible for managing financial aspects of CARES related funding will receive additional pay due to the increased responsibilities required of them as a result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.
ⓘ	Other	3	6610	211	000	00	$0.00	$1,399.60	$1,399.60	

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ⓘ	Other	3	6610	221	000	00	$0.00	$4,281.80	$4,281.80	
ⓘ	Other	3	6610	231	000	00	$0.00	$2,867.80	$2,867.80	
ⓘ	Salary	3	6620	153	000	00	$0.00	$9,912.60	$9,912.60	Bookkeeper responsible for managing financial aspects of CARES related funding will receive additional pay due to the increased responsibilities required of them as a result of this funding. The pay equates to a temporary salary increase of 7% for the duration of the grant.
ⓘ	Other	3	6620	211	000	00	$0.00	$758.31	$758.31	
						Total:	**$0.00**	**$60,294.91**	**$60,294.91**	

Grant Details

Duplin County Schools (310) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Duplin County Schools sought a wide variety of input from numerous stakeholders in determining the needs of the district that could be addressed through ESSER II and ESSER III funding. Shared decision-making has always been a top priority for our district, with a sharp focus on ensuring equity for ALL students and staff. In planning for funding, the Superintendent initially met with department directors (Cabinet) to discuss the funding and spending requirements and asked directors to seek input from their departments and schools to develop proposals aligned with district priorities. The Superintendent also met with principals seeking direct input from them and directed them to seek input from their school staff. Alignment to the district's STEAMA model (Science, Technology, Engineering, Arts, Math, and Agriculture) was reflected throughout the planning process. A document was created that allowed district staff to input spending proposals generated from department and school planning for review and consideration. A district-wide survey was sent to all Duplin County School employees asking them to give input on priority areas of need aligned with the funding guidelines. The results from the employee survey were shared and reviewed with district and school-level staff. Survey results were then used to determine the comprehensive district plan. Several committees met to determine the amount of funding needed for each priority area to inform the final plan. The Board of Education provided continuous guidance and support throughout the planning, proposal, and approval process. The spending plan was approved at the May 4, 2021 Board of Education Meeting. Numerous data points were used to determine the educational needs of the district. Duplin County School students demonstrated an overall grade-level proficiency of 48.0% on the latest state end of grade and end of course testing in the 2018-19 school year. ESSER II and ESSER III funding will allow schools to improve academic outcomes for all students, especially those not performing on grade level. While attendance rates for the district are generally very high in a normal year, we know that attendance tracking during the COVID-19 pandemic has been a challenge, and support for attendance is needed moving forward. Our graduation rate for the 2019-20 school year was 84.2% and our goal as a district is 87% or higher, showing a need for additional student support in this area from Pre-K through Grade 13. In the implementation phase, the district Curriculum Innovation department, along with all departments and school leadership, will play an instrumental role in addressing student learning gaps resulting from the disruption of educational services and assessing the effectiveness of the strategies that will be

implemented with this funding. As part of the proposal process, impact measures were determined based on the relevant data sources for each area of need and are included in Part C below.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

The input provided by stakeholders through the district-wide survey was overwhelmingly student-centered. Survey data and its analysis showed a top priority of addressing student academic recovery and learning loss, followed by support for mental health/SEL, health and safety, digital learning/technology, facilities and maintenance, and system improvements. Other priorities were also identified and are reflected in Part C below. In addition to the survey data analysis, district staff also reviewed student performance, attendance, discipline, and graduation/dropout data to determine district needs. Duplin County School students demonstrated an overall grade-level proficiency of 48.0% on the latest state end of grade and end of course testing in the 2018-19 school year. ESSER II and ESSER III funding will allow schools to improve academic outcomes for all students, especially those not performing on grade level. While attendance rates for the district are generally very high in a normal year, we know that attendance tracking during the COVID-19 pandemic has been a challenge, and support for attendance is needed moving forward. Our graduation rate for the 2019-20 school year was 84.2% and our goal as a district is 87% or higher, showing a need for additional student support in this area from Pre-K through Grade 13. The district's continued work with IABS shows a need for ongoing improvements in positive behavior support and a reduction of disciplinary offenses resulting in out-of-school suspension. ESSER II and ESSER III funding provides a means for improvements in outcomes in all of these areas.

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.

$ 3,204,279.90 * 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;

During the summer learning program, schools will gather baseline data to assess K-8 student learning loss through a Competency Based Assessment tool called Istation. This assessment tool will identify skills gaps and deficits in literacy areas, such as phonics, phonemic awareness, vocabulary, fluency, and comprehension. The system will then suggest literacy interventions that match the needs of the student and that are personalized to students who demonstrate skill deficits based on data outcomes. Teachers will be able to differentiate and scaffold instruction to match academic needs. The Istation Math Diagnostic will also be administered to identify

gaps in conceptual and procedural understanding of mathematical concepts. Interventions will be matched to these skills deficits and progress monitored for student improvement. Student learning will be assessed and progress monitored throughout the summer program. Schools will utilize the collected data to inform instruction and interventions at the beginning of the 2021-2022 school year. Once students begin the school year, a Competency Based diagnostic will be administered in both reading and math to gather baseline data. Teachers will utilize the data to inform multi-tiered support structures for each student. All students will continuously receive Tier 1, core instruction that include digital and written resources that are implemented universally. As students advance through the school year, diagnostics and performance tasks are administered to provide continuous data of student progress. Teachers select interventions that continuously align to student academic needs. Data-decision rules inform schools of students who are priority and those who require enrichment. Priority students are continually monitored for progress. If students do not meet expected gains during the year, the students are offered additional support during the state required read to achieve camp or other supports offered by the state or district during summer 2021. During the 2022-2023 school year, the diagnostic process will be administered as required by the state for grades K-3rd. Teachers will design instruction that is personalized for each student. The recurring process of assessments and intervention matching will continue during the 2022-2023 school year. In grades 9-12, student learning will be assessed during the summer learning program using pre- and post-assessments in the Edgenuity credit recovery online program. Students will be assigned differentiated modules to complete to recover credit in failed courses. During the school year, students will be assessed in end-of-course tested courses using normed benchmark assessments aligned to state content standards. Based on benchmark performance, teachers will design instruction to accelerate or remediate student learning as needed by each student. Student academic progress will also be assessed using the national PSAT and ACT tests.

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

Teachers provided evidence-based strategies and interventions to meet the needs of students. Those strategies are implemented at the student's instructional level and sequenced from simple to complex implementation. Students are provided with additional time or extended time to complete activities. Teachers also employed small, interactive flexible grouping based on progress monitoring data. Other researched based techniques to meet the unique needs of students include high leverage practices, such as collaboration with MTSS teams for continuous monitoring of student learning and collaboration, as well as communication with students' families. Multiple sources of information to develop a comprehensive understanding of a student's strengths and needs were obtained from universal screeners, such as Istation, the Waterford early learning system, Houghton Mifflin Harcourt (HMH) early literacy and advanced reading resources, benchmarks, and common assessments. These assessment results provide an opportunity for comprehensive disaggregation of data to provide for individual needs. All district resources are also available in both digital and paper format, which provides accessibility to families during face-to-face instruction or a virtual setting for continuous application to meet students' needs. The district interprets and communicates assessment information with stakeholders to collaboratively design and implement research-based interventions, such as Reading Mastery, instructional strategies from Florida Center for Reading Research, and the National Center for Intensive Interventions. Schoolwide expectations for student behavior are established throughout all schools. Social behaviors are monitored through the social-emotional screener, Panorama, district-wide, K-12. Data results provide an opportunity to match SEL supports to students' emotional needs and to explicitly teach appropriate interpersonal and social skills, appropriate communication, and self-management. Other areas of focus are social awareness, emotional regulation techniques, and the encouragement of growth mindset. Ongoing professional development is implemented to support teacher knowledge and best practices to meet the comprehensive needs of students. Teachers are provided reading strategies, such as Reading Research to Classroom Practice, which provides a deep understanding of the science of reading in the areas of phonics, phonological awareness,

fluency, vocabulary, and comprehension. Math Foundations is also provided to deepen the teachers knowledge of how students move from a concrete to an abstract understanding of math.

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

Parent communication is vital to the academic growth for students. Schools will maintain communication throughout the course of the summer learning program through weekly progress reports, as well as, employ an MTSS approach to family communication and engagement. Family engagement within an MTSS is defined as the active and meaningful partnerships that educators build and maintain with students' families for the purpose of supporting student learning and closing achievement gaps. Schools and families are equally invested in the student's educational experience and all parties bring knowledge and skills of equal value to the table to work together. The Duplin County Schools website contains valuable information for parents to assist in supporting students during remote learning, including remote instruction resources, free WiFi access locations, and a Frequently Asked Questions document. These documents and resources are provided in both English and Spanish and are updated regularly as additional resources become available. Individual schools regularly share information on their websites and through ConnectEd phone calls, emails, and text messages. In addition to timely school information, these communications also provide families with information about community resources and events. These messages are also delivered in both English and Spanish. Over the next three years, funds will also be used to provide additional EC and EL support for students and families. This additional personnel will be able to communicate directly with the families of students they serve to provide support for both in-person and remote learning.

* (D) Tracking student attendance and improving student engagement in distance education;

Student attendance is tracked daily in PowerSchool and monitored by school and district level personnel. Duplin County Schools currently has a partnership with Communities in Schools to address attendance concerns for pre-kindergarten and kindergarten students at two schools. This partnership will continue in the 2021-22 school year. Additionally, school counselors and social workers continue to monitor student attendance and communicate with families of students with excessive absences through a multi-tiered approach. Schools employ problem-solving strategies to determine reasons for excessive absences, then wrap-around supports provided by the school social worker, school counselors, and nurses, are implemented. These support staff members regularly make home visits and provide resources to meet the personal and academic needs of students. In an effort to improve student engagement in distance education, Duplin County Schools has provided each student in grades K-2 with an iPad and each student in grades 3-13 with a Chromebook. Internet hot spots have also been provided to students who lack sufficient connectivity to access remote learning opportunities. These devices and hot spots will continue to be provided to students over the coming school years to encourage student participation in remote learning. A Remote Learning Plan, created by the district, outlines distance education expectations, strategies and tools to facilitate learning and increase student engagement. Additionally, teachers regularly communicate with families regarding student engagement in remote learning using platforms such as Canvas, Google Classroom, Remind, PowerSchool, and email. School support staff and administrators also make home visits to connect with families of students who are disengaged with remote instruction.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Individual student learning has been assessed throughout this school year and will continue to be assessed throughout the summer learning program and subsequent school years. Previous End of Grade and End of Course data, as well as competency based assessment data is available for all students to facilitate the evaluation and comparison of pre-pandemic learning and post-pandemic

academic needs. Schools utilize data results to determine supports and interventions that match academic needs. Students are progress monitored to determine if interventions are effective. A school-based MTSS team meets regularly to discuss individual student progress and adjust interventions as needed. The school-based MTSS team will also review IEP goal progress monitoring data to ensure that specially designed instruction is meeting the needs of students with disabilities. High school student progress is tracked by monitoring progress toward completion of graduation requirements. Students who failed to earn credit for courses during the 2020-21 school year will be more closely monitored by the school MTSS team, and additional academic and social emotional interventions will be provided for students who are not progressing toward graduation. Interventionists will be employed in each school beginning with the 2021-2022 school year to provide intensive interventions to students who are not progressing toward academic standards and literacy goals.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

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FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ○ No	In order to respond to the increased need for safe and healthy schools as a result of COVID-19: *HVAC systems will be replaced/repaired to ensure proper air quality in all buildings and facilities. *Roofs will be repaired will ensure that leaks do not lead to mold or other air quality issues ensuring a safe learning environment for students and staff.	September 2023	Replaced/repaired HVAC systems and roof repairs will ensure proper air quality in all buildings and facilities and result in a decreased chance of spreading communicable diseases. All students and staff will benefit from better air quality in school facilities. 100% of schools that need immediate HVAC replacement and roof repairs will receive those improvements.	$ 10,837,153.73

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				$ [blank]
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	As a response to learning loss caused by COVID-19, *Contracted services will be provided to EC/EL students to ensure that any learning loss or other identified need is properly addressed. SEE SECTION B - LEARNING LOSS FOR FUNDING	September 2023	Contracted services for EC/EL students will provide additional instruction and support to close gaps for these students and mitigate learning loss due to the pandemic. All students who qualify for additional services will receive them based on their IEP/EL service plans.	$ 0.00

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IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ◯ No	*As a response to the increased need for supplies as a result of COVID-19, *Additional storage buildings/sheds will be purchased in order to provide a location to hold supplies needed for cleaning and sanitizing schools/buses as well as storage space for technology supplies and equipment.	September 2023	Additional storage buildings will allow the district to properly maintain cleaning and sanitizing products and to house technology equipment and supplies in a controlled environment extending their lifetime usefulness. These buildings will result in improved preparedness for future incidents that may impact school cleanliness and technology accessibility. All needed supplies will be properly stored and secured. All staff and students will benefit from these new buildings.	$ 178,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ◯ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◯ Yes ⦿ No				$

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LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⊙ No				$
EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ⊙ No				$

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ○ No	Due to the increased academic, social and emotional strain on students due to COVID-19, one contracted intervention/specialist per school will be hired to work with students on behavioral support, social-emotional learning, reading, and math. This will reduce or prevent additional learning loss and/or behavioral/social/emotional challenges faced by many students. SEE SECTION B - LEARNING LOSS FOR FUNDING	September 2023	Interventionists/specialists will help to improve student outcomes by meeting the behavioral, social/emotional, and academic needs of all students. This will result in improved academic performance as measure by state standards and decreased referrals for behavioral/social/emotional issues.	$ 0.00
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		August 2021		$ 1,778,328.54

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| | | In response to learning loss caused by COVID-19, *Duplin County Schools will provide Summer School and hire teachers, teacher assistants, instructional support personnel, tutors, summer school director, interpreters/translators, school-based specialists, office support, bus drivers, custodians, cafeteria workers and managers, substitutes, supplies & materials, food processing supplies, transportation related expenses, and provide staff bonuses *The district will also provide student mentoring & a tutoring program *Media Centers will also be opened at all schools in the summer SEE SECTION B - LEARNING LOSS FOR FUNDING | | *Summer Learning opportunities will result in closing the gap for students negatively impacted by the pandemic. Improved results will be measured by local testing measures and state/federal testing as well. *The Student Mentoring and Tutoring Program will result in improvement in attendance rates and academic performance for individual students participating in the program. *The opening of Media Centers in the summer will allow students and families access to literature and other media. | |

| 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 | *Indirect costs *Unbudgeted for future identified needs | September 2023 | *Indirect costs are required *Unbudgeted funds will be reassigned as future needs arise in order to maximize the impact of ESSER funds. | $ 23,637.31 |
| | | | **Total ESSER III Allotment** | | $ 12,817,119.58 |

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

| * ☑ | Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D. |

*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Duplin County Schools (310) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Duplin County Schools (310) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Type	Required Contacts	
	Contact(s)	
Funding Application Contact [Select at least 1 contact(s)]	Janice Goldsby	

Duplin County Schools (310) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, August 6, 2021

Duplin County Schools (310) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Duplin County Schools (310) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Duplin County Schools (310) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

75550988

* Address:

P.O. Box 128 Kenansville, NC 28349

* Superintendent:

Dr. Austin Obasohan

Key Personnel:

* Janice Goldsby
* Dawn George
* Kevin Smith

Forsyth Academy (34F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/28/2021 3:09:02 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Forsyth Academy (34F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,563,970.00	$1,563,970.00
Carryover	$0.00	$0.00
Total	$1,563,970.00	$1,563,970.00

Forsyth Academy (34F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
34F	181	0	No	No	0.94 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,563,970.00	$1,560,489.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$1,563,970.00	$1,560,489.00
Total Budgeted:		$1,560,489.00
Total Remaining:	$3,481.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/22/2021 04:49 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

11/9/2021 12:14:25 PM

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/22/2021 4:49 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
		☑		3-5110-121-000-000-00	0	PRC 181 - Initial Approval The budget that has been submitted within BAAS and the FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) submitted within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
10/22/2021 4:49 PM	Approved (Pending)		Admin, NCCCIP			
10/19/2021 2:57 PM	Approved (Pending)		Duncan, Jessica			
7/27/2021 2:21 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▼]

000 - Forsyth Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$562,356.00	$0.00	$562,356.00		PRC 181 - Initial Approval The

budget that has been submitted within BAAS and the FY 2022 - ARPA (American Rescue Plan Act) - ESSER III Application (PRC 181) submitted within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the

										most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.
ⓘ	Salary	3	5110	131	000	00	$11,160.00	$0.00	$11,160.00	
ⓘ	Salary	3	5110	141	000	00	$61,600.00	$0.00	$61,600.00	
ⓘ	Other	3	5110	211	000	00	$48,901.85	$0.00	$48,901.85	
ⓘ	Other	3	5110	221	000	00	$19,432.05	$0.00	$19,432.05	
ⓘ	Other	3	5110	231	000	00	$97,000.00	$0.00	$97,000.00	
ⓘ	Other	3	5110	232	000	00	$2,755.25	$0.00	$2,755.25	
ⓘ	Other	3	5110	233	000	00	$6,662.19	$0.00	$6,662.19	
ⓘ	Other	3	5110	234	000	00	$7,300.00	$0.00	$7,300.00	
ⓘ	Other	3	5110	235	000	00	$4,175.75	$0.00	$4,175.75	
ⓘ	Other	3	5330	311	000	00	$170,450.20	$0.00	$170,450.20	
ⓘ	Other	3	5330	411	000	00	$69,941.55	$0.00	$69,941.55	
ⓘ	Other	3	5330	418	000	00	$227,484.28	$0.00	$227,484.28	
ⓘ	Equipment	3	5330	462	000	00	$180,000.00	$0.00	$180,000.00	
ⓘ	Other	3	5850	411	000	00	$50,000.00	$0.00	$50,000.00	
ⓘ	Other	3	5880	411	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Other	3	6540	311	000	00	$9,955.80	$0.00	$9,955.80	
ⓘ	Equipment	3	6540	461	000	00	$8,489.20	$0.00	$8,489.20	
ⓘ	Other	3	8100	392	000	00	$12,824.88	$0.00	$12,824.88	

11/9/2021 12:14:25 PM

Total: $1,560,489.00   **$0.00** **$1,560,489.00**

Grant Details

Forsyth Academy (34F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1) The school leadership assessed their short and long term needs as related to preventing, preparing, and responding to COVID-19. The school leadership got input from stakeholders (school staff, Board, parents and families, etc.) as applicable. For example, the school surveyed parents and families on their connectivity needs and instructional learning platform preferences to identify needs. The school prioritized the safety of their staff and students and ensuring instructional supports and resources were in place to address the learning loss as a result of COVID-19. 2) The school will ensure there are additional instructional (digital and non-digital) resources to address the learning gaps. Additionally, 1:1 devices will be provided to students.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

- The building did not meet the sanitation requirements and didn't have PPE and equipment to preventing, preparing, and responding to COVID-19. - There was a need for clean uniforms to be available at the school to ensure sanitation levels are being met. - There was a need to increase the air quality within the school to prevent the spread of COVID-19. - There were not sufficient student and staff technology devices and accessories, digital curriculum subscriptions, and connectivity for students to implement remote llearning and in-person instruction. - Additional instructional materials (non-digital) were needed to address the student learning loss as a result of COVID-19. - Additional instructional time was needed to combat the impact of COVID-19. To provide this time summer learning will be offered, tutoring program during the school year, summer kits for kindergarten students, and an out of school time learning platform will be created and implemented to increase student achievement. - Additional staff will be needed to provide virtual small group instruction, meet social distancing requirements, and provide parent-elected virtual instruction during in-person instruction.

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.

$ 312,098.00 * 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;

The school will ensure high-quality assessments are used to assess student achievement and progress. The school utilized many data points to determine student achievement included their performance on the state test and through the formative assessment process. If a student is not displaying mastery and is showing a decline in achievement then additional interventions, including differentiation, will be put in place to increase achievement in order to meet the student's needs.

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

The school's educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends the following evidence-based school attributes that are associated with quantifiably improved student learning. By definition, an "Effective School" is one in which all children obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. This school has adopted these characteristics as part of its promise to deliver a high-quality, evidence-based, educational option for parents of the community. These seven characteristics are as follows: clear school mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunities to learn, safe and orderly environment, and strong home-school relations. In addition to adopting these characteristics of Effective Schools Research, the educational program includes a "Back to Basics" approach, a longer school day, structured discipline, and a moral focus component of the curriculum based on the Greek cardinal virtues. The educational program utilizes a curriculum that is evidence-based, aligned with State standards, and designed to ensure college opportunity for each child that the academy serves.

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

The school uses multiple platforms including email, mailings, phone blasts, and school's website to inform parents and families of educational and related opportunities available to their children. Parents and families are provided with meaningful opportunities to participate in their child's education. The school ensures that all required information is provided in a form, manner, and language that is understandable to parents and families.

* (D) Tracking student attendance and improving student engagement in distance education;

The school continues to track students' through the student data system and routinely reaches out to make personal connections with students and families during remote learning.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Student academic process is done through the school's student data system. Routine data analysis is done to assess student data pre-pandemic and the impact of COVID-19 on student achievement. If a student is not displaying mastery and is showing a decline in achievement then additional interventions, including differentiation of instruction, will be put in place to increase achievement in order to meet the student's needs.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	Air Filters: More effective air filters will be purchased and changed on a quarterly basis to improve indoor air quality, to help reduce risk of virus transmission and exposure to other environmental health hazards. Costs are for the filters and associated labor.	Implementation timeline aligns with the grant project period.	Prevention of spreading COVID-19	$ 8,489.20
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	School Uniforms: Will be purchased for socio-economic disadvantaged students to ensure student's clothing is sanitary while removing barriers to school attendance. Average costs per uniform is $20 per student.	Implementation timeline aligns with the grant	Increased attendance	$ 10,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	Additional technology for teaching staff is needed to support remote learning and in-person instruction. Items may include computer monitors, headsets, speakerphones, microphones, document cameras, tablets, charging cords, charging stations,	Implementation timeline aligns with the grant	Increased student achievement	$ 663,932.60

		extension cords/surge protectors and web cameras with tripod. Supplemental Teaching Staff: Hire supplemental teaching staff needed to provide virtual small group instruction, meet social distancing requirements, and provide parent-elected virtual instruction during in-person instruction.			
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
			Implementation timeline aligns with the grant	Prevention of spreading COVID-19	$ 59,955.80

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Sanitation Services are needed to meet sanitation requirements due to COVID-19, additional and more frequent cleaning of the building are needed. Personal Protection Equipment: Personal protective equipment, including gowns, masks with lanyards, plexiglass, dividers, and carrels, social distancing markers, COVID tests, cleaning supplies, sanitizer, to protect staff and students during in-person instruction and prevent the spread of COVID-19.			

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$
	* ⦿ Yes ○ No	Chromebooks including headphones and protective cases were needed to meet a 1:1 device for students to participate in remote learning. Charging stations, charging cords, adapters, and extension cords may also	Implementation timeline aligns with the grant	Increased student achievement due to increased participation in remote learning	$ 157,484.28

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		be purchased when in-person instruction resumes to reduce the sharing of items to prevent the spread of COVID-19. Connectivity: Wi-Fi hotspots were purchased along with the monthly connectivity costs. Digital Curriculum: Online student subscriptions were purchased for all students to support students during school closure and remote learning			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$

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	Summer learning staff will implement a summer learning program to increase academic achievement in response to the learning loss due to COVID-19. Kindergarten Curriculum Kits: Will be purchased to prepare incoming kindergarten students for academic success to be utilized over the summer.	Implementation timeline aligns with the grant	Increased student achievement	$ 348,529.12
	* ○ Yes ◉ No				$

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.					
				Total ESSER III Allotment	$ 1,248,391.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Forsyth Academy (34F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Forsyth Academy (34F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts
Type	**Contact(s)**
Funding Application Contact [Select at least 1 contact(s)]	Jena Winters

Substantially Approved Dates

Forsyth Academy (34F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Wednesday, July 28, 2021

Forsyth Academy (34F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Forsyth Academy (34F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Forsyth Academy (34F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

798967753

* Address:

5426 Shattalon Drive Winston-Salem, NC 27106

* Superintendent:

Mrs. Wendy Barajas

Key Personnel:

* Ashley N. Benton - Grants Manager

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/2/2021 1:23:06 PM	Kristy Cable	Status changed to 'Chief Administrator Approved'.	S
	11/2/2021 1:23:01 PM	Kristy Cable	Status changed to 'Fiscal Representative Approved'.	S
	11/2/2021 1:22:56 PM	Kristy Cable	Status changed to 'Draft Completed'.	S
	7/27/2021 2:22:33 PM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:42:51 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$929,633.00	$929,633.00
Carryover	$1,876,579.00	$1,876,579.00
Total	$2,806,212.00	$2,806,212.00

Budget

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

Change Status of Current Budget: [Approved ▼]

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
380	181	0	No	No	1.03 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		DPI Allotment
Allotment Amount:	$929,633.00	$929,633.00
Carryover Amount:	$1,876,579.00	$1,876,579.00
Allotment Plus Carryover:	$2,806,212.00	$2,806,212.00
Total Budgeted:		$2,806,212.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/02/2021 10:09 AM	Perrotta, Paul

Budget History
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/2/2021 10:09 AM	Approved (Pending)		Perrotta, Paul			
10/27/2021 9:05 AM	Received		Admin, NCCCIP			
10/25/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Perrotta, Paul
		☑		3-5110-135-000-000-00	0	On 10/25/21, PSU requested the budget to be sent back for revisions.
10/25/2021 2:02 PM	Denied (Pending)		Perrotta, Paul			
10/25/2021 2:02 PM			Perrotta, Paul	3-5110-135-000-000-00	0	On 10/25/21, PSU requested the budget to be sent back for revisions.
7/27/2021 2:22 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

[All ▼]

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	000	00	$338,232.00	$0.00	$338,232.00		✏
ⓘ	Salary	3	5110	142	000	00	$130,356.00	$0.00	$130,356.00		✏

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ⓘ	Other	3	5110	211	000	00	$35,846.99	$0.00	$35,846.99	✎
ⓘ	Other	3	5110	221	000	00	$101,589.88	$0.00	$101,589.88	✎
ⓘ	Other	3	5110	231	000	00	$79,764.48	$0.00	$79,764.48	✎
ⓘ	Other	3	5110	312	000	00	$40,000.00	$0.00	$40,000.00	✎
ⓘ	Other	3	5110	352	000	00	$40,000.00	$0.00	$40,000.00	✎
ⓘ	Other	3	5110	411	000	00	$126,622.69	$0.00	$126,622.69	✎
ⓘ	Other	3	5110	418	000	00	$75,000.00	$0.00	$75,000.00	✎
ⓘ	Equipment	3	5110	461	000	00	$400,000.00	$0.00	$400,000.00	✎
ⓘ	Equipment	3	5110	462	000	00	$125,000.00	$0.00	$125,000.00	✎
ⓘ	Other	3	5330	312	000	00	$40,000.00	$0.00	$40,000.00	✎
ⓘ	Salary	3	5340	121	000	00	$156,000.00	$0.00	$156,000.00	✎
ⓘ	Other	3	5340	211	000	00	$11,934.00	$0.00	$11,934.00	✎
ⓘ	Other	3	5340	221	000	00	$33,820.80	$0.00	$33,820.80	✎
ⓘ	Other	3	5340	231	000	00	$19,941.12	$0.00	$19,941.12	✎
ⓘ	Equipment	3	5340	461	000	00	$25,000.00	$0.00	$25,000.00	✎
ⓘ	Equipment	3	5340	541	000	00	$75,000.00	$0.00	$75,000.00	✎
ⓘ	Salary	3	5830	146	000	00	$112,000.00	$0.00	$112,000.00	✎
ⓘ	Other	3	5830	211	000	00	$8,568.00	$0.00	$8,568.00	✎
ⓘ	Other	3	5830	221	000	00	$24,281.60	$0.00	$24,281.60	✎
ⓘ	Other	3	5830	231	000	00	$13,294.08	$0.00	$13,294.08	✎
ⓘ	Salary	3	6200	113	000	00	$132,000.00	$0.00	$132,000.00	✎
ⓘ	Other	3	6200	211	000	00	$10,098.00	$0.00	$10,098.00	✎
ⓘ	Other	3	6200	221	000	00	$28,617.60	$0.00	$28,617.60	✎
ⓘ	Other	3	6200	231	000	00	$13,294.08	$0.00	$13,294.08	✎
ⓘ	Equipment	3	6540	461	000	00	$29,695.33	$0.00	$29,695.33	✎

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ⓘ	Equipment	3	6550	541	000	00	$97,000.00	$0.00	$97,000.00		✏
ⓘ	Other	3	6580	311	000	00	$300,000.00	$0.00	$300,000.00		✏
ⓘ	Equipment	3	6580	461	000	00	$10,000.00	$0.00	$10,000.00		✏
ⓘ	Equipment	3	6580	541	000	00	$20,000.00	$0.00	$20,000.00		✏
ⓘ	Salary	3	6940	151	000	00	$63,259.92	$0.00	$63,259.92		✏
ⓘ	Other	3	6940	211	000	00	$4,839.38	$0.00	$4,839.38		✏
ⓘ	Other	3	6940	221	000	00	$13,714.75	$0.00	$13,714.75		✏
ⓘ	Other	3	6940	231	000	00	$13,294.08	$0.00	$13,294.08		✏
ⓘ	Equipment	3	7200	541	000	00	$35,000.00	$0.00	$35,000.00		✏
ⓘ	Other	3	8100	392	000	00	$23,147.22	$0.00	$23,147.22		✏
						Total:	$2,806,212.00	$0.00	$2,806,212.00	

Grant Details

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

-40% students don't have access to any or to quality internet and 20% of remote learners had to travel at least 5 miles to access reliable internet. -15% total student population chose remote learning even when in person learning was offered. -Approx 23% students failed part or all of their classes during pandemic. -Prior to pandemic, mathematics overall scores fell below state averages in most grades and have declined more at this time. -Lack of staff to analyze data in middle school -25% increase in # academic student referrals to EC. -Over 10% school age students are connected to mental health counseling with an increase of referrals -20% increase in # of students who have been referred to academic school based intervention since the pandemic. -Students in DSS custody increased 25% putting county at 4 X state avg. -Child abuse & neglect rate has increased by 20% - county at 3 X state avg. -The transportation dept has only 4 activity buses, 2 of which will soon be pulled offline due to being almost 20 years old. To social distance for trips or athletic events, we will not be able to accommodate 50% of riders. No other means of transp exist -ie-public transit, cabs,leases. --Indoor space is maximized, will need to utilize outdoor spaces to add instructional space -Maintenance & custodial suppl/equip. increased at a rate of 20% due to spikes in material costs & additional usage of products. Equipment has been used at rates over general usage due to additional cleaning or building as a result of COVID cleaning/sanitation requirements. -Food insecurity-Graham County, at 24.9% is 5% above the state average -Percentage of children living in poverty is over 6% above the state rate -Dec. 2019-Dec.2020, high school Math I scores fell 34.9% in proficiency -Dec.2019-Dec 2020, Math III scores fell 15.3% in proficiency -42% elem students tested below grade level in math after Spring 2020 closures -71% elem students tested-at risk or below grade level in math after Spring 2020 closures -Most Air filtration units have not been replaced in 30+ yrs.Air quality output is 30-50% expectancy. 1) *Public comment survey regarding pandemic effect on learning-offered via website & social media *PK-12 Staff survey regarding needs/lessons learned from pandemic *Board of Education input during regular meetings and work sessions *Administrative Leadership team meetings and submission of data *Parent interviews- individually & in small groups *Student input via personal interviews & surveys *Community partner input-via interviews, agency coordination meetings with mental health, health department & other relevant agencies such as tribal consultation *December 2020 DPI Facility needs Survey - Graham County Schools *Teacher Working conditions survey 2)ASSESS: *Summer School-pre/post assessments for students involved in any Summer School program using a DPI approved instrument *Existing End of grade/course data and final academic performance data *Universal Screeners such as iStation, MAPS, IXL *Research-based intervention programs such as Number Worlds, Fundations, Wilson Reading, Edmark, Just Words, Extreme Reading, Touch Math, etc. *SEL assessments-such as Second Step, BESS 3 Social Emotional Screener *IEP/504/ESL/Intervention/AIG plan goals/outcomes *Homeless/Foster Care student needs & outcomes as well as Racial/Ethnic minority

considerations *Graduation & attendance rate across time *Gaps in core curriculum alignment & instruction *Physical environment conducive to safe, healthy conditions-including air quality equipment & facility needs *Digital learning capacity including needs for devices, infrastructure and educational technology *Mental Health incidents/rates/needs *Basic needs met/unmet- food insecurity, clothing, school supplies, etc. *ESSR data *Broadband connectivity rates and access for remote learners *Capacity of existing leadership team and school based staff to executive strategies to address student learning/pandemic related issues *Severity of learning loss that needs to be addressed during the summer of 2021 *Professional development needed to close learning loss gaps & prepare for future response efforts *Assessment of unique needs and performance of special populations *Capacity of transportation system, child nutrition program, maintenance, custodians and health support systems to accommodate student success as a result of pandemic ADDRESS as a result of needs assessment: To address learning gaps with this funding, we plan to employ 2 mathematics coaches for the district to analyze student data, to vertically align mathematics curriculum across the PSU and to offer professional development and direct coaching support to all teachers in K-12. Also, we will host Summer School as legislated to all eligible at-risk students K-12 for a period of 6 weeks. We will offer appropriate professional development to staff across several areas including dealing with academic gaps, learning styles, differentiation of instruction, special population unique training, mental health and support for helping parents to assist students. We plan to enhance our digital learning procedures and materials by providing additional devices, equipment and infrastructure on campus and remotely to serve students better and promote higher student engagement. We will use research-based strategies and interventions to assess students and develop a plan for their academic success. We will track student attendance overtime -pre pandemic to now. We will employ a distance learning facilitator to address remote learning needs of students and families. We will employ mental health support staff to address critical social emotional learning needs as evidenced by screeners and direct contact. Parents will be assisted through providing resources, virtual and onsite training on curriculum and other needs, distance learning strategies and other supports as needed .

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

From our latest assessments across all curriculum, it is evident that there is a more significant need for learning loss recovery in mathematics than in reading. This is due to the fact that the PSU has a strong foundation base of core reading and reading intervention strategies in place and with students returning to person-to-person learning the structure will assist students in a swifter recovery process. Additionally, reading instruction that was delivered remotely is less abstract and more accessible for student comprehension. The PSU will use existing programs and ongoing professional development to continue progression in reading proficiency. Based on our data in Part A, our PSU plans to address student learning gaps caused by the COVID pandemic by employing 2 mathematics coaches for the district and a lead teacher in the middle school. The mathematics coaches will assist with vertically aligning our mathematics curriculum across the PSU. Even prior to the COVID 19 pandemic our overall mathematics scores fell below state average in most grades and have continued to decline. In December 2019, just before the pandemic started our high school test scores in Math 1 were at 87.5% proficient. A year later after spring closures and during the height of the pandemic in December 2020, scores in Math 1 fell to 52.6%, which is a decrease of 34.9%. Due to loss of instruction and difficulty with remote instruction students struggles with assignments in the overall curriculum. Proficiency scores in Math 3 fell 15.25% from December 2019 to December 2020. When elementary students returned to school after the closures of 2020, 42 % of Robbinsville Elementary students were below grade level in mathematics based off iStation score reports. Seventy one percent were at risk or below grade level. Additionally, approximately 23% of students in our district failed at least 1 or more of their classes during the pandemic. We have seen a 25% increase in the number of academic student referrals to Exceptional Children during the pandemic due to difficulty with distance and remote learning. The math coaches will help implement a seamless, vertically aligned math program, and will lead teachers by helping them access data, identify learning gaps and implement evidence-based strategies in the classroom and student interventions. The 2 math coaches will deliver evidenced based professional development to

teachers, administrators, and parents that addresses comprehensive needs from the learning loss. We will employ a lead teacher to analyze data, identify learning gaps, and structure evidence based interventions to address issues that have come up due to the pandemic. The lead teacher will assist with identification of the behaviors related to social and emotional health issues and coordinate other data analysis related to COVID. One teacher assistant will be employed to provide instructional interventions in the elementary. In addition, our district plans to hire a district coordinator for Student and Staff Support Services and a Mental Health Liaison to address the increased mental and physical health factors of our students and staff as it relates the pandemic. According to our data, over 10% of school age students are connected to mental health counseling with a significant increase of referrals related to mental health needs. Since the pandemic the number of students in DSS custody has increased by 25%, which puts Graham County at 4 times the state average. Concurrently, the prevalence of child abuse and neglect has increased by 20% during the pandemic. Statistically, these increases lead to increased mental health needs in the school setting. With current funding, we struggle to keep 3 preschools open and will use this funding to maintain a PK teacher position so that early intervention efforts may continue. A minimum of 40% of students do not have access to reliable internet and 20% of remote learners had to travel at least 5 miles to access any kind of internet. Funding will continue and increase capacity for access to broadband across the district, including infrastructure, equipment and devices necessary to allow students to have better options (or an option for those who live in remote areas with no reliable access) for internet access than currently exist. We will provide a mobile hotspot on the PSU's food truck that will provide broadband access for remote instruction when the food truck is delivering remote meals in the communities. We will provide supplemental technology programs that target specific learning needs, particularly for those students who have special needs. We will upgrade interactive classroom technology that will allow teachers, whether remote or person-to-person, to promote substantive educational interaction and replace antiquated classroom devices that have failed to maintain consistent connections with newer technology of the student devices. Due to COVID,we have spread classrooms & students to all available spaces in the buildings & need to utilized spaces outdoors to accommodate additional instructional space. We will also renovate interior spaces and/or replace furniture in order to promote maximum social distancing and to minimize virus transmission. HVAC units need to be replaced due to current ones running 30-50% below efficiency rate.Funding will include upgrades to the Child Nutrition, maintenance and custodial programs in order for them to replace or add supplies/equipment due to use for mandated enhanced sanitation standards related to COVID-ie-cleaning supplies, vacuum cleaners, water fountains,etc . At the district level, we will employ one office support position to coordinate pandemic efforts and maintain accurate data for reporting.

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.

$ 800,588.94 * 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;

High-quality assessments will be administered to all students as pre-tests, mid-term tests and post-tests by qualified staff. This data and information from daily monitoring will be used to direct student instruction. Using professional development, ensure that all instructional staff are thoroughly trained to implement evidence based assessments. Invest in local trainers on staff who can ensure that instruments are implemented with fidelity and can assist teachers with understanding the data resulting from the assessments as it relates to driving instruction. Depending on

subject area, existing literacy coaches or newly funded math coaches will be instrumental in helping teachers to understand and plan for differentiation across all subgroups. Additionally, mental health professionals will screen and based on results, will utilize an evidence based activities/strategies to address needs of students considered at-risk. Based on needs assessment, employ 2 math coaches for district to analyze, identify goals and implement a seamless vertically aligned math program K-12. Coaches will lead teachers in assisting students to recover from any learning loss from the pandemic by helping them to assess data, identify learning gaps and implement evidence-based strategies in the classroom and in student interventions. For example, using iStation or IXL in the schools to identify students with learning gaps in math knowledge due to lost class time and develop quality quality professional development to address how to close or decrease those gaps. Math coaches will act as liaisons between grade levels to eliminate any gaps in the delivery of the curriculum. The current teachers are having to incorporate previous year's standards not covered due to school closures and also due to the challenges with delivering high quality instruction in a remote manner. This grant will fund a preschool teacher to work with young children, first entering the school system and to reliably assess their progress in order to get them ready to enter kindergarten on grade level. The pandemic has caused many parents to keep young children at home, partly because parents were not working. Therefore, many children will be entering preschool with little to no early intervention concepts. Two additional teacher assistants will be employed to directly assist with academic interventions related to learning loss. Assistants will work directly under the supervision of math or literacy coaches to implement evidence-based programs that target skill deficits that occurred or worsened due to COVID.

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

Math coaches can share evidence based activities with teachers and will deliver high quality professional development ongoing throughout the school year to enable teachers have a high impact on student learning. Evidence based programs are in place in literacy and math to address learning gaps and to individualize instruction for students who are deficient in academic skills or exhibit social emotional needs. Students are placed according to their level of need in intervention small groups and assessed frequently to look at individual growth and needs. Assurance of fidelity is monitored by curriculum coaches as well as the leadership team. Based on ongoing analysis of data, intervention strategies or programs are aligned to meet the needs of each student. PSU consistently monitors to ensure that all teachers have the needed professional development in Reading Research to Classroom Practice and Foundations of Math to assure consistency in instructional delivery across grade levels.

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

Curriculum coaches/staff will develop digital resources for parents and families, offer curriculum nights or events, provide quarterly newsletters and development social media platforms to share information and resources with parents. PSU will continue to offer technology training for families to help their students navigate devices or online programs. This could include basic technology concepts and training as well as digital safety awareness. The teacher assistant assigned to facilitating digital learning will have office hours and parent information sessions available to assist all families, from preschool-12.

* (D) Tracking student attendance and improving student engagement in distance education;

One teacher assistant position will be utilized to facilitate data and implementation of distance education for the district. This position will be responsible for the coordination of procedures necessary for appropriate tracking of student attendance during distance education. They will work collaboratively with PSU teachers to ensure good communication and adequate, meaningful progress is made by each student. This person will be responsible for maintaining contact with students and their families to resolve any student engagement issues or offer additional support. This position will gather data in this area to help PSU complete required reporting and to make informed strategic planning decisions. This position will serve as the liaison between the PSU and distance learning. Curriculum coaches will be instrumental in developing a systemic, interactive platform to deliver meaningful, rigorous instruction that will promote higher student engagement in distance learning.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Using existing diagnostic tools to track progress over time will allow teachers to analyze student performance and adjust instruction accordingly. Summer programs will use pre- and post-assessments in subject areas and SEL. Any available EOG/EOC data will be used to compare grades and progress over times.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Due to maximized use of interior space as a result of social , outdoor space in needed. To create additional outdoor classroom space, renovate interior space or replace furniture/equipment in order to promote maximum social distancing, to minimize virus transmission and to increase the use of outdoor spaces for instructional purposes. Due to maximized use	2021-2024	To promote maximum social distancing, to minimize virus transmission and to increase the use of outdoor spaces for instructional purposes for students PK-12 and staff, due to COVID. To generate adequate number of meals to students ages 0-18 per federal pandemic mandate. To provide maintenance with supplies/materials and equipment necessary to maintain healthy conditions of classrooms and campuses per CDC pandemic related guidelines.	$ 565,000.00

		of interior space, outdoor space in needed.PK-12 indoor and outdoor environments will be expanded to meet COVID requirements. Preschool equipment will be updated to allow for additional outdoor educational space for this population due to COVID. The Child Nutrition Prog will receive a new dishwasher due to the additional use of current one during the pandemic.This will improve efficiency in generating meals to all children ages 0-18, per federal COVID mandates. Maintenance suppl/mat/equip to maintain healthy conditions of classrooms and campuses in order to comply with COVID guidelines such as water fountains, vacuum cleaners, etc			

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ⦿ Yes ◯ No	Install pandemic approved HVAC air handling systems throughout the schools, as much as possible within funding allotment to replace antiquated systems. HVAC systems now are running at 30-50% efficiency rate for air quality and need to be at 100% to reduce the spread of COVID.	2021-2024	100% of new HVAC units will provide safer, healthier air quality to reduce the spread of COVID. HVAC will produce air quality efficiency that is 100% of expected rating in order for decrease spread of germs.	$ 300,000.00
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		July 1, 2022-June 30, 2024	To gather data, inform and disseminate pandemic related information/tasks in a timely and accurate manner in order for students and staff to meet compliance guidelines and in order for data to be used to guide PSU immediate and long term planning.	$ 95,108.13

		Employ one district office support position to coordinate pandemic related tasks including but not limited to COVID-related state reporting requirements, monitor attendance-students and staff, gather information from school nurses/staff and disperse information to appropriate agencies such as health department and tribal agencies, collect data from schools for reporting, order/organize and disseminate PPE, assist district leadership team with additional tasks related to pandemic.			
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⦿ No				$

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⦿ Yes ○ No	As more students are enrolled back to in person learning and regular activities resume, we will purchase one additional activity bus to ensure social distancing capacity & healthy transportation options are available. 2 of 4 PSUs activity buses will be pulled from the fleet within the grant period due to them being approximately 20 yr old. No other viable transportation options exist such as leases, cabs, public transp system, etc.	2021-2024	Because there are no other transportation options in the county and students will need to social distance as much as possible, an activity bus will provide adequate capacity to transport students to school events/activities in a safe manner. To provide tuition reimbursement to existing staff in order to fill vital instructional vacancies as a result of staff leaving due to COVID in order to maintain a seamless educational program for students.	$ 97,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ◉ Yes ○ No	Supply custodial/maintenance staff with adequate supplies/materials to thoroughly and efficiently clean school facilities and ensure appropriate equipment is in place to comply with recommendations per CDC established COVID guidelines. To ensure that each classroom has appropriate supplies/materials to daily maintain CDC recommended COVID guidelines in excess of routine custodial cleaning.	2021-2024	To comply with sanitizing and cleaning guidelines as set forth in CDC guidance in order for students and staff to have a healthy, germ free environment.	$ 30,000.00
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ◉ Yes ○ No		2021-2024	To increase reliable access to internet to meet unique needs of students so that they might access instruction across the county. To provide digital learning options to students in the event that they have to be or choose to be remote learners during the pandemic event.	$ 75,000.00

		To continue and increase capacity for access to broadband across the district, including infrastructure, equipment and devices necessary to allow students to have better options (or an option for those who live in remote areas with no reliable access) for internet access than currently exist. To provide a mobile hotspot on the PSU's food truck that will provide broadband access for remote instruction when the food truck is delivering remote meals in the communities. To provide supplemental technology programs that target specific learning needs, particularly for those students who have special needs or who struggle academically. Those programs may include IXL, APEX, etc.			

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◉ Yes ○ No	Upgrades to interactive classroom technology that will allow teachers, whether remote or person-to-person, to promote substantive educational interaction. Example of purchases: Smart Series interactive displays for classrooms (@ $2,800 each)	2021-2024	To improve educational interaction among students and teachers both remotely and person-to-person.	$ 125,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◉ Yes ○ No	Due to the pandemic, students have been disconnected from their comprehensive support services in the areas of mental and physical health. Also, staff are tired and adjustments in the education profession are causing issues that are more prevalent than ever before. Burnout, depression and lack of positive staff morale affect the quality of instruction to students. For these reasons, a district coordinator for student and staff support services is necessary to implement programs	July 1, 2022-June 30, 2024	A comprehensive mental health program will be implemented for the PSU by qualified mental health professionals. 100% of students in PSU will have access to SEL curriculum/assessments/resources. 100% of instructional staff will have professional development and daily support in areas to assist students who struggle with mental health issues. The district coordinator and liaison will supervise & implement programs with 100% of students and staff.	$ 342,153.36

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		and strategies that will make each population more successful. The most significant service coordinated from this position will be to equip staff with knowledge and skills to recognize and address indicators in students that would lead to self harm or negative behaviors in order to get them immediate assistance.A district mental health liaison will be employed to implement mental health programs directly with students in the schools.			
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				$

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	Lead teacher will assist with identification of behaviors related to social and emotional health issues and coordinate instructional strategies for learning loss, will analyze and report COVID related data. Due to COVID, in addition to learning loss, classrooms need multiple copies of materials to limit sharing, promote safe & healthy classroom environments. To assist w/ tuition reimbursement to employees who are willing to enhance their education to fill instructional positions/ gaps that are vacant from staff leaving due to COVID. -Indirect Cost	2022-2024 Lead teacher 2021-2024 Supplies/Materials 2021-2024 Teacher Assistant	To increase student achievement and student mental health awareness due to COVID. To equip schools with appropriate supplemental supplies/materials to address individual needs of student and increase student achievement. To assist with student learning through helping with instructional interventions. To fill positions left vacant by COVID to ensure continuity of instruction to students. Indirect Costs	$ 376,361.57
				Total ESSER III Allotment	$ 2,005,623.06

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.

* ☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ☑	Funds shall not be transferred into or out of this allotment category.
* ☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Angela Knight Kristy Cable

Substantially Approved Dates

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, November 2, 2021

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

GAN Information

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Graham County Schools (380) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058510

* Address:

52 Moose Branch Road Robbinsville, NC 28771

* Superintendent:

Mrs. Angela Knight

Key Personnel:

* Lester Greene

* Kristy Cable

Greene County Schools (400) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:06:09 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Greene County Schools (400) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$4,201,323.00	$4,201,323.00
Carryover	$8,497,652.00	$8,497,652.00
Total	$12,698,975.00	$12,698,975.00

Budget

Greene County Schools (400) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
400	181	1	No	No	2.78 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$4,201,323.00	$0.00
Carryover Amount:	$8,497,652.00	$8,497,652.00
Allotment Plus Carryover:	$12,698,975.00	$8,497,652.00
Total Budgeted:		$8,497,652.00
Total Remaining:	$4,201,323.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/15/2021 04:48 PM	Admin, NCCCIP

☐ Budget History
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/15/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/15/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/14/2021 3:53 PM	Approved (Pending)		Lewis, Erin			
10/6/2021 10:34 AM	Received		Admin, NCCCIP			
9/30/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☑		3-5110-143-000-000-00	0	Budget returned at the request of M. Dixon on 9/30/21.
9/30/2021 3:54 PM	Denied (Pending)		Eddy, Melissa			
9/28/2021 8:53 AM	Received		Admin, NCCCIP			
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/27/2021 10:18 AM	Approved (Pending)		Hinson, Tina			
8/4/2021 8:11 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	143	000	00	$0.00	$69,000.00	$69,000.00	Add Online Tutor	
ⓘ	Other	3	5110	211	000	00	$0.00	$5,400.00	$5,400.00		
ⓘ	Other	3	5110	311	000	00	$60,000.00	$120,000.00	$180,000.00	Add EdOptions Academy	
ⓘ	Other	3	5110	411	000	00	$62,146.05	$15,000.00	$77,146.05	Foundation supplies	
ⓘ	Other	3	5110	413	000	00	$0.00	$10,000.00	$10,000.00	Textbooks to replace COVID Supplies	
ⓘ	Other	3	5110	414	000	00	$0.00	$25,000.00	$25,000.00	Library books to replace COVID Supplies	
ⓘ	Other	3	5110	418	000	00	$18,000.00	$115,000.00	$133,000.00	Add Managed Methods, CASE & HMH	
ⓘ	Equipment	3	5110	462	000	00	$38,000.00	$9,500.00	$47,500.00	Purchase updated devices (6) to support student safety	
ⓘ	Other	3	5130	411	000	00	$0.00	$2,500.00	$2,500.00	PET Supplies	
ⓘ	Salary	3	5210	133	000	00	$198,000.00	$0.00	$198,000.00		
ⓘ	Other	3	5210	211	000	00	$15,147.00	$0.00	$15,147.00		
ⓘ	Other	3	5210	221	000	00	$43,875.24	$0.00	$43,875.24		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5210	231	000	00	$18,977.76	$0.00	$18,977.76		
ⓘ	Other	3	5210	311	000	00	$120,000.00	$0.00	$120,000.00		
ⓘ	Other	3	5210	411	000	00	$0.00	$10,000.00	$10,000.00	Add NumberWorlds student software	
ⓘ	Salary	3	5330	121	000	00	$166,000.00	$0.00	$166,000.00		
ⓘ	Other	3	5330	211	000	00	$12,699.00	$0.00	$12,699.00		
ⓘ	Other	3	5330	221	000	00	$35,988.80	$0.00	$35,988.80		
ⓘ	Other	3	5330	231	000	00	$25,312.20	$0.00	$25,312.20		
ⓘ	Other	3	5330	312	000	00	$22,000.00	$0.00	$22,000.00		
ⓘ	Other	3	5330	411	000	00	$181,019.35	$0.00	$181,019.35		
ⓘ	Other	3	5330	418	000	00	$42,000.00	$0.00	$42,000.00		
ⓘ	Other	3	5350	411	000	00	$25,000.00	$120,000.00	$145,000.00	Summer programming supplies	
ⓘ	Equipment	3	6580	541	000	00	$1,000,000.00	$50,000.00	$1,050,000.00	Update HVAC controls	
ⓘ	Other	3	8100	392	000	00	$25,162.92	$13,773.07	$38,935.99		
ⓘ	Other	3	8200	399	000	00	$6,388,323.68	($678,673.07)	$5,709,650.61		
						Total:	**$8,497,652.00**	**($113,500.00)**	**$8,384,152.00**		

318 - Greene County Intermediate

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	146	000	00	$0.00	$75,000.00	$75,000.00	New Help Desk position	
ⓘ ⓘ	Other	3	5110	211	000	00	$0.00	$6,000.00	$6,000.00		

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	Other	3	5110	221	000	00	$0.00	$17,500.00	$17,500.00	
ℹ	Other	3	5110	231	000	00	$0.00	$14,000.00	$14,000.00	
ℹ	Other	3	5260	411	000	00	$0.00	$1,000.00	$1,000.00	Supplies for new AIG Position
						Total:	**$0.00**	**$113,500.00**	**$113,500.00**	

Grant Details

Greene County Schools (400) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The needs assessment process started with meetings with instructional support staff (instructional coaches, Title III Coordinator, STEM Director, MTSS Coordinator, and EC director) to introduce the ESSER grants and to determine the student, teacher, and family data that have been collected to date. Principals worked with the professional learning communities and the leadership teams in their respective schools to analyze the data available to them. At the district level, instructional support staff provided an analysis of district-level data to support the school data provided. Focus on K-8 Math Learning Loss The table below shows math standard progression by grade level. Each number represents the percentage of standards below, at, and above grade level that GCS students are working on as of March 2021. In grades 2-8, students are spending the majority of their time on below grade-level standards. Grade | Standards Progressed in Below Grade Level | Standards Progressed in At Grade Level | Standards Progressed Above Grade Level K | 0% | 60% | 40% Grade 1 | 40% | 45% | 15% Grade 2 | 60% | 30% | 10% Grade 3 | 70% | 15% | 15% Grade 4 | 65% | 25% | 10% Grade 5 | 70% | 20% | 10% Grade 6 | 70% | 90% | 10% Grade 7 | 60% | 35% | 5% Grade 8 | 60% | 40% | 0% Dreambox Predictive Data from March 2021 The percentages below represent the percentage of students at each grade level who are on-track to master grade level standards. The majority of students at each grade

level are not on track to master grade level standards. DPI- On Track to Master Grade Level Standards K-5: 32.1% Kindergarten: 44.3% Grade 1: 25.9% Grade 2: 22.5% Grade 3: 40.6% Grade 4: 32.1% Grade 5: 26.7% Reading The chart below represents the percentage of students in grades K-8 by school, who meet i-Ready's criteria for Tier 1, Tier 2, and Tier 3 based on mid-year diagnostic results. Snow Hill Primary-Tier 1: 37%; Tier 2: 60%; Tier 3: 3% West Greene Elementary-Tier 1: 36%; Tier 2: 32%; Tier 3: 31% Greene County Intermediate-Tier 1: 30%; Tier 2: 33%; Tier 3: 37% Greene County Middle-Tier 1: 29%; Tier 2: 21%; Tier 3: 50% Reading Inventory Data The Reading Inventory measures student reading proficiency in comparison to year-end reading Lexile level ranges. The Reading Inventory is administered multiple times each year to students in grades 9-12. The Reading Inventory is also administered to students in grades 4-9 who receive supplemental or intensive reading supports. The table below reflects results as of mid-year 2020-2021. Below Basic: 44% (394 students) Basic: 23% (206 students) Proficient: 26% (235 students) Advanced: 8% (68 students) Subgroup Data-based on iReady data: Average Lessons Passed | Average Time on Task (Minutes) | Average Scale Score Growth Black Females: 20.9 | 582 | 17 Black Males: 25.1 | 634 | 20 HIspanic Females: 26 | 609 | 16.3 Hispanic Males: 26.9 | 617 | 14.3 White Females: 30.2 | 686 | 18 White Males: 34.3 | 759 | 19.7 Other Females: 39.3 | 1013 | 28.1 Other Males: 25.3 | 555 | 14.1 (Because of the limited number of students, Other includes Multi-Racial, Alaska Native, and Asian) GCS mental health screening data (collected in 2018-2020) is presented as shown below: Based on screening: 104 were identified as being at-risk for or having mental health problems that interfered with functioning 104 students received a school mental health service within seven (7) days of identification * received depression screening 85 received suicidality screening * received substance use screening * received trauma screening * received anxiety screening 104 received general mental health screening * received other mental health screening Tier 1 2960 students received Tier 1 services and supports 2960 students received evidence-based Tier 1 services and supports * students had documented improvement in academic functioning * students had documented improvement in psychosocial functioning Tier 2 242 students received Tier 2 services and supports * students received evidence-based Tier 2 services and supports 261 students had documented improvement in academic functioning * students had documented improvement in psychosocial functioning Tier 3 261 students received Tier 3 services and supports 261 students received evidence-based Tier 3 services and supports * students had documented improvement in academic functioning * students had documented improvement in psychosocial functioning Cybersecurity-Last three months Risk-1846 emails and 61 files flagged for self-harm, toxicity, image, PII, or PCI risks Malware-11 active suspicious or malicious malware detected Apps-1567 medium or high-risk apps detected Alternative Education Center There were 72 students either assigned or self-enrolled at our Alternative Education Center in 2020-2021. Our AEC serves students in grades 6-12. There are 2.5 certified staff and 1 classified staff to serve the needs of the students. SWD Reading Proficiencies (%) Grades 6-8 2017 | 2018 | 2019 Grade 6: 11.8 | 10.0 | <5 Grade 7: 14.3 | 5.7 | 7.7 Grade 8: 7.7 | 7.6 | 12.5 Air Quality Aging HVAC systems can increase COVID transmission risk. HVAC systems have approximately 8,000 filters per cycle and are changed at 3-month intervals.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Math Students in need of supplemental and intensive interventions will continue to be served through the MTSS process. As of March 31, 2021, 68% of K-5 students are not on track to master grade-level math standards according to Dreambox Math reporting. GCS will hire a math interventionist at each of the three elementary schools and the one middle school. The positions funded through ESSER II will be continued for an additional year through ESSER III. The math interventionist positions will serve students performing below grade level in math through an in-class support model and/or direct service model based on the intensity of student needs. GCS will also purchase a K-5 math curriculum to ensure consistency of instructional materials from grade to grade. The curriculum will include Spanish language versions for our large EL population and at-home support materials for family members to use in assisting students at home. The curriculum resources will be available in print and digital form and compatible with district technology infrastructure and student 1:1 devices. Reading In our K-8 schools, two-thirds of students are in Tier 2 or 3 for reading based on iReady's mid-year diagnostic. Students will receive small group and individualized literacy instruction through in-class and MTSS services. To address learning gaps and learning loss, evidence-based curriculum materials will be purchased to be used with all students. Students will complete a competency-based assessment at the beginning and end of each year. Student progress will be monitored. A local alternate assessment approved by NCDPI will be used to measure the reading proficiency of third graders. The district currently funds reading interventionists at all K-8 schools. School Psychologist The request for a school psychologist is to aid in supporting more proactive means of addressing crises (such as experienced during the COVID pandemic) before they happen and is based upon information gained during the completion of the School Health Assessment and Performance Evaluation System (SHAPE). This survey helps district teams identify tools needed to improve school mental health programming and sustainability in schools. The addition of a school psychologist would allow for more client-centered assessment and intervention. It would also allow for self-initiated and/or requested SEL programming as primary prevention (e.g. social skills). Currently, the student ratio for school psychologists exceeds the recommended ratio of 1:500, thus personnel is spread out across an entire district rather than assigned school locations. Cybersecurity With every child having a device as a result of COVID, cybersecurity has become even more important. Not only must we work to protect our students, but we must also protect our network and the personally identifiable information it contains. Continuing our relationship with Managed Methods would enable GCS to monitor student use for harmful images and situations and all users for malware and installed risky apps. Alternative Education Center We anticipate an increase in students and families requesting alternative, small group settings. Updated equipment is needed to provide instruction consistent with that which is received on our traditional campuses. SWD

The request for evidence-based instructional programming for students with disabilities (reading and math) is based on ongoing deficits in the performance of students with disabilities at the middle school level. Greene County Schools' student with disabilities population is 9.4% of the district's ADM. 28.7% of those students are served in the middle school setting, of which 8.75% follow the future-ready pathway in resource and/or inclusive settings. The goal supporting this request is the need to further strengthen instructional practices and delivery at the elementary instructional levels K-5. The intent is to better prepare students at the elementary level by building stronger reading and mathematical concepts and skills such that once students reach the middle school level, they are better equipped to meet pre-determined local, and state standards. The most recent local, state, and national outcome data depict ongoing discrepancies in the performance of children with disabilities and their non-disabled peers regarding proficient achievement outcomes. Data reports from Greene County Public Schools in 2016-2017 and 2018-2019 denote that the middle school did not meet expected growth targets in the subgroup of special education. This has been an ongoing pattern within the middle school setting, with the exception of the 2017-2018 school year in which the middle school met growth. Current i-Ready Reading data for middle school students with disabilities in inclusive classroom settings show less than 50% of students making adequate growth (overall reading proficiencies, Lexile levels, vocabulary scale scores, literature, and Informational Text scale scores) from the BOY benchmark to the MOY benchmark. Recent benchmark data scales range from 587- 476. Performance deficits have only been exacerbated by limited in-person instruction as a result of the impacts of COVID-19. Air Quality Aging HVAC systems need to be replaced to improve indoor air quality and reduce the risk of transmission of COVID.

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.

$ 2,300,000.00 * 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;

Greene County Schools (GCS) has monitored academic progress using competency-based assessments approved by the NC DPI. The assessment programs have a strong research and evidence base. Assessments used for monitoring reading and math progress include adaptive instruction that adjusts to on, below, and above grade-level standards to meet students at their individual performance levels. Reporting from the assessments is used by grade level and content specific Professional Learning Teams to plan and deliver individualized and small group differentiated instruction which is available in person and virtually. GCS provides each student with a device so they are able to engage in the adaptive software and synchronous and asynchronous lessons led by their teachers. After-school programming will be provided for students in grades 9-13 to address areas of identified needs. Summer programming will be delivered to students K-13 in a fashion similar to the Summer Learning and Enrichment Program.

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

To address reading learning loss among all students, including low-income, children with disabilities, ELs, racial and ethnic minorities, and homeless students, iReady diagnostic assessments are given at the beginning of the school year. Once gaps are identified, students will be engaged in differentiated core instruction in the areas of phonemic awareness, phonics, vocabulary, and comprehension using research-based curriculum materials that support the reading process. Phonics instruction will consist of a research-based core phonics curriculum and includes an intervention component with a focus on targeted phonemic awareness and phonics skills for students who are struggling with grade level phonics. iReady will provide individual learning paths for students based on the baseline diagnostic test. The areas of phonemic awareness, phonics, vocabulary, comprehension of literature and comprehension of nonfiction text are all addressed in the individual learning path and the diagnostic. In addition to the differentiated core curriculum, students with particular gaps are engaged in supplemental instruction using additional research-based and evidence-based materials. Supplemental instruction may occur within the classroom in small groups, using a "double-dose" approach of core or another support material. Students who demonstrate even greater gaps may be engaged in small group instruction in an MTSS small group setting. The iReady diagnostic will be given at MOY, and instruction adjusted accordingly. The iReady diagnostic will be administered at EOY to determine student growth. Students with disabilities, while not served in MTSS, would be served in their appropriate setting according to their IEP, using similar materials or materials selected as appropriate to their identified need and IEP goals. The 6-12 Literacy Facilitator surveys and confers with all 6-12 ELA teams to gather data around needs for professional learning, instructional practices being implemented, and skills gaps related to learning loss due to COVID. Revisions to 6-12 ELA curriculum maps are made addressing skill gaps noted from data. Teachers work with Literacy Facilitator to build content in Canvas, receiving feedback throughout the process using the district rubric. Mastery path courses are being developed in Canvas for 6-12 ELA. These courses allow students to take a standards-based pre-knowledge assessment at the start of each module that places students on an instructional path to address their learning needs. The NCENSI screener for grades K-3 is used to identify early numeracy skill gaps. Data are used to help identify

students needing additional math supports. DreamBox is used K-8 as an adaptive supplemental program to fill student learning gaps. A new K-5 math curriculum will be adopted in 2021. This will help establish a high-functioning math core, which will ultimately impact our 6-12 students as well. Small group instruction in mathematics is being emphasized. Teachers are learning how to implement small groups as well as tiered math centers so that students are working at their varying ability levels. NC Check-Ins are used in grades 3-8 as formative assessments for grade level standards. Teachers are able to use the data from the assessments to remediate standards and prepare students for the EOGs. MTSS Problem-Solving teams at both the district and school level review historical and current data outcomes to sustain and/or revise when necessary data decision rules that support alignment and delivery of intervention. The problem-solving process continues at both the Core and Intervention level throughout the year. The available researched-based and/or evidence based intervention options GCS schools use to implement supplemental and intensive intervention is outlined below: K-3 Literacy uses Fundations (double dose), Focused Reading Intervention, Reading A-Z, Benchmark Phonics Intervention, and HillRap. Math uses DreamBox (small group extension) and Behavior/SEL uses Second Step (individual/small group extension), Check In/Check Out, and ABE modules. 4-5 Literacy uses iReady (small group extension), READ 180/System 44, and HillRap. Math uses DreamBox (small group extension), and Behavior/SEL uses Second Step (individual/small group extension), Check In/Check Out, and ABE modules. 6-12 Literacy uses iReady (small group extension), READ 180/System 44, and HillRap. Math uses DreamBox (small group extension) in grades 6-8 and Foundations of Math in grade 9, and Behavior/SEL uses Second Step (individual/small group extension), Check In/Check Out, and ABE modules (grades 6-8). GCS will offer professional development that is supported by research-based studies and are promoted by national experts in the area of second language acquisition. SIOP training is sustained throughout the year and is not a short term remedy. Professional development activities are designed to improve the instruction and assessment of English Learners and to enhance the ability of those who support them on a daily basis in the academic community. SIOP training is designed to enhance the ability of teachers, administrators and instructional coaches by providing year long coaching through routine observations providing feedback. In addition the participants attend six meetings throughout the year that focus on each component and allow participants to practice what they are learning. Each school also has a PLC that focuses on digging deeper into the SIOP format. After participants complete their first year of training they are invited back each year to participate in a mentor group that continues to practice using these research based techniques in their instructional planning. Research supports SIOP as an effective method of teaching that increases children's English language proficiency through the content areas. Our ongoing professional development plan supports each school in building their capacity of SIOP trained teachers.

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

Greene County Schools has launched a Google Site for parents that includes tips, videos and information for supporting students in a virtual learning environment. School and district social media accounts are also used for sharing tips and videos. Parents can submit technology helpdesk tickets or request a hotspot by phone or online form. Parents can schedule time to drop off or pick up 1:1 student devices and hotspots for repair or exchange. The Remind app is used to send parents text reminders about upcoming school events and to share links to resources such as the GCS Virtual Learning Guide for parents which is available in English and Spanish. Just in time help sessions are also offered to parents through live Zoom meetings and meeting recordings. Principals, counseling and student services staff have access to online reports that track student online engagement.

* (D) Tracking student attendance and improving student engagement in distance education;

GCS family support teams monitor student attendance during in-person and virtual learning. Principals, counseling and student services staff have access to online reports that track student online engagement. On-going communication is maintained through virtual class sessions, email, phone call and messaging through the district Remind app. Parents can monitor student attendance and assignment submission through the district LMS parent portal. Principals host regularly scheduled virtual parent information sessions. Parents/guardians of students who do not participate in virtual lessons or submit assignments receive a personal phone call from a school administrator, teacher or counselor to alert them of their student's engagement status. Home visits are made if there is no response from parents. Instructional technology facilitators and instructional coaches work closely with teachers to ensure consistent design of virtual courses across the grade levels so virtual courses look familiar to parents and students. LMS communication features are used to notify students and parents of upcoming and missed assignments.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Greene County Schools (GCS) has monitored academic progress using competency based assessments approved by the NC DPI. The assessment programs have a strong research and evidence base. Assessments used for monitoring reading and math progress include adaptive instruction that adjusts to on, below and above grade level standards to meet students at their individual performance levels. Reporting from the assessments is used by grade level and content specific Professional Learning Teams to plan and deliver individualized and small group differentiated instruction which is available in person and virtually. GCS provides each student with a device so they are able to engage in the adaptive software and synchronous and asynchronous lessons led by their teachers.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with

ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ⦿ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ○ No	Repair/Replace aging and/or inefficient HVAC systems to reduce COVID transmission risks. Amendment 9/27/2021 Upgrade to Desigo CC to enable control of temperature and humidity requirements in buildings to address COVID transmission risks.	June 2023	Increased ventilation and improved filtration. Temperature and humidity levels maintained. Student absences connected to indoor air quality will be decreased.	$ 1,050,000.00
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	Due to learning loss from COVID, purchase of curriculum to meet needs of EC students; contracting school psychologist for testing to meet deadlines; extended learning opportunities for SWD students. Hiring school psychologist to focus on meeting the SEL needs of students. Amendment 9/27/2021 Purchase of software to accompany approved curriculum Amednment 9/27/2021 Purchase math software to help with implementation of new curriculum. Purchase supplies to	August 2021-2024	Increased student achievement 1) using appropriate curriculum resources; 2) students receiving appropriate services through identification; 3) extended learning opportunities, and 4) increased student achievement as a result of SEL needs addressed in a timely manner.	$ 432,000.00

		support new full-time AIG position.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⦿ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No		November 2021-2024	Reduce the risk of cyber-attacks and cyberbullying. Increase student performance	$ 115,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Purchase of Managed Methods (three years) to enable limited staff to maintain network security and keep students safe from cyberbullying and self-harm. The number of incidents has increased as a result of COVID. Purchase of 20 iMacs for Alternative Education Center to serve students needing an alternative, small group setting.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ⦿ No				$

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	Purchase literacy and math supplies and curriculum target learning gaps as a result of COVID closures.	June 2021-2024	A reduction in learning gaps and increased student achievement	$ 190,000.00
	* ⦿ Yes ◯ No	Purchase of curriculum and assessments to support student learning (core and supplemental) during the school year. Hiring four interventionists to serve K-8 students. *Amendment 9/27/2021 Hire tutor to assist online students and families. Hire Help Desk	June 2021-September 2024	Increased student achievement 1) using appropriate curriculum resources and 2) students receiving appropriate services through identification; Support eligible activities	$ 4,410,652.00

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.		Technology Assistant to support 1:1 students and teachers. Summer programming supplies in preparation for 2022 summer programming. Purchase Fundation supplies to address gaps in learning due to COVID. PET supplies to replace those lost due to COVID. Indirect cost and unbudgeted reserve			
			Total ESSER III Allotment	$	6,197,652.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Greene County Schools (400) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Greene County Schools (400) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Michael Dixon

Substantially Approved Dates

Greene County Schools (400) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, September 30, 2021

Greene County Schools (400) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

 There are no new applicants.

Greene County Schools (400) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Greene County Schools (400) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100406149

* Address:

301 Kingold Boulevard Snow Hill, NC 28580

* Superintendent:

Dr. Patrick C. Miller

Key Personnel:

* Dr. Michael Dixon, Federal Programs Director

Johnston Charter Academy (51B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:07:30 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Johnston Charter Academy (51B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$163,625.00	$163,625.00
Carryover	$0.00	$0.00
Total	$163,625.00	$163,625.00

Budget

Johnston Charter Academy (51B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
51B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$163,625.00	$161,154.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$163,625.00	$161,154.00
Total Budgeted:		$161,154.00
Total Remaining:	$2,471.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	10/08/2021 04:48 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/8/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/5/2021 9:53 PM	Approved (Pending)		Eddy, Melissa			
9/28/2021 8:53 AM	Received		Admin, NCCCIP			
8/25/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Hinson, Tina
		☑		3-5110-121-000-000-00	0	Budget returned to LEA for needed changes to match the application
		☑		3-5110-121-000-000-00	1	This is not the purpose code that is needed for summer learning. Purpose code 5350 is used for extended year/day staff.
8/25/2021 9:12 AM	Denied (Pending)		Hinson, Tina			
7/27/2021 1:46 PM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - Johnston Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

							Amount	Amount	Amount	Justification	Comments
ⓘ	Other	3	5110	299	000	00	$49,611.40	$0.00	$49,611.40		
ⓘ	Other	3	5330	311	000	00	$1,271.00	$0.00	$1,271.00		
ⓘ	Other	3	5330	418	000	00	$75,819.60	$0.00	$75,819.60		
ⓘ	Salary	3	5350	121	000	00	$16,800.00	$0.00	$16,800.00		
ⓘ	Salary	3	5350	141	000	00	$10,080.00	$0.00	$10,080.00		
ⓘ	Other	3	5350	211	000	00	$2,180.00	$0.00	$2,180.00		
ⓘ	Other	3	5350	221	000	00	$819.99	$0.00	$819.99		
ⓘ	Other	3	5350	232	000	00	$372.99	$0.00	$372.99		
ⓘ	Other	3	5350	233	000	00	$465.01	$0.00	$465.01		
ⓘ	Other	3	5350	235	000	00	$194.01	$0.00	$194.01		
ⓘ	Other	3	5840	311	000	00	$3,540.00	$0.00	$3,540.00		
						Total:	$161,154.00	$0.00	$161,154.00		

Grant Details

Johnston Charter Academy (51B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1) The school leadership assessed their short and long term needs as related to preventing, preparing, and responding to COVID-19. The school leadership got input from stakeholders (school staff, Board, parents and families, etc.) as applicable. For example, the school surveyed parents and families on their connectivity needs and instructional learning platform preferences to identify needs. The school prioritized the safety of their staff and students through the need for contracted nursing services and ensuring instructional supports and resources were in place to address the learning loss as a result of COVID-19 through additional learning time (summer learning programming). 2) The school will ensure there are additional instructional (digital and non-digital) resources to address the learning gaps. There will be a contracted nurse to address the health and safety of staff and students. Summer learning programming will be implemented to increase learning time opportunities to increase student achievement to combat the negative impact of COVID-19.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

- Staff assumed new duties that were outside of their regular positions in direct response to preventing, preparing and responding to COVID-19. Compensation was needed for this additional time and duties. - Additional instructional time was needed to combat the impact of COVID-19. To provide this time, tutoring program will be offered during the school year and a summer learning program will be offered to increase student achievement. - The student health needs were not meet and nursing services were needed to help create a safe school environment and to prevent the spread of COVID-19. - There were not sufficient student digital curriculum subscriptions, and connectivity for students to implement remote learning.

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.

$ 77,090.60 * 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;

The school will ensure high-quality assessments are used to assess student achievement and progress. The school utilized many data points to determine student achievement included their performance on the state test and through the formative assessment process. If a student is not displaying mastery and is showing a decline in achievement then additional interventions, including differentiation of instruction, will be put in place to increase achievement in order to meet the student's needs.

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

The school's educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends the following evidence-based school attributes that are associated with

quantifiably improved student learning. By definition, an "Effective School" is one in which all children obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. This school has adopted these characteristics as part of its promise to deliver a high-quality, evidence-based, educational option for parents of the community. These seven characteristics are as follows: clear school mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunities to learn, safe and orderly environment, and strong home-school relations. In addition to adopting these characteristics of Effective Schools Research, the educational program includes a "Back to Basics" approach, a longer school day, structured discipline, and a moral focus component of the curriculum based on the Greek cardinal virtues. The educational program utilizes a curriculum that is evidence-based, aligned with State standards, and designed to ensure college opportunity for each child that the academy serves.

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

The school uses multiple platforms including email, mailings, phone blasts, and school's website to inform parents and families of educational and related opportunities available to their children. Parents and families are provided with meaningful opportunities to participate in their child's education. The school ensures that all required information is provided in a form, manner, and language that is understandable to parents and families.

* (D) Tracking student attendance and improving student engagement in distance education;

The school continues to track students' through the student data system and routinely reaches out to make personal connections with students and families during remote learning.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Student academic process is done through the school's student data system. Routine data analysis is done to assess student data pre-pandemic and the impact of COVID-19 on student achievement. If a student is not displaying mastery and is showing a decline in achievement then additional interventions, including differentiation of instruction, will be put in place to increase achievement in order to meet the student's needs.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how

you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	Contracted nursing services will be provided to prevent the spread of COVID-19.	Implementation timeline aligns with the grant project period.	Student attendance and nursing services records will be used to evaluate the effectivess. COVID contract tracing will also be used to determine is the spread of COVID-19 has been redduced or eliminated.	$ 53,151.40

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
	* ○ Yes ◉ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.				

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ◯ Yes ◉ No				$
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◯ Yes ◉ No				$

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	Summer learning staff will implement a summer learning program to increase academic achievement in response to the learning loss due to COVID-19.	Implementation timeline aligns with the grant project period.	Student achievement data (formal) and student attendance of those participating in the summer learning program will be used to evaluate the effectiveness of the program.	$ 30,912.00
	* ○ Yes ◉ No				$

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.					
			Total ESSER III Allotment	$	84,063.40

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds</u>, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Johnston Charter Academy (51B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Johnston Charter Academy (51B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Jena Winters

Substantially Approved Dates

**Johnston Charter Academy (51B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 -
Substantially Approved Dates**

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, July 27, 2021

Johnston Charter Academy (51B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Johnston Charter Academy (51B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Johnston Charter Academy (51B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

81083336

* Address:

40 Scholar Drive Clayton, NC 27520

* Superintendent:

Ms. Kerry Chisnall

Key Personnel:

* Ashley N. Benton - Grants Manager

11/9/2021 12:53:44 PM

Jones County Schools (520) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/5/2021 2:46:27 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/5/2021 2:46:08 PM	Tina Letchworth	**181 Carryover** The carryover budget in the continuation application that has been submitted within BAAS and the FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C
	11/2/2021 9:51:37 AM	Bryan Danielle	Status changed to 'Chief Administrator Approved'.	S
	11/2/2021 9:51:28 AM	Bryan Danielle	Status changed to 'Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/2/2021 9:51:12 AM	Bryan Danielle	Status changed to 'Draft Completed'.	S
☐	11/2/2021 9:50:51 AM	Bryan Danielle	Please note the amendments made to grant to reflect Assistant Principal position and bonus for all staff.	C
☐	11/2/2021 9:50:02 AM	Bryan Danielle	Please note the following amend	C
	10/25/2021 10:23:40 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/25/2021 10:23:33 PM	Tina Letchworth	Final 1/3 installment has dropped so budget and application must reflect total PRC 181 amount. Please make adjustments to budget and application and return to Chief Admin Approved status.	C
	10/22/2021 11:48:28 AM	Bryce Marquis	Status changed to 'Chief Administrator Approved'.	S
	10/22/2021 11:48:22 AM	Bryce Marquis	Status changed to 'Fiscal Representative Approved'.	S
	10/22/2021 11:48:16 AM	Bryce Marquis	Status changed to 'Draft Completed'.	S
	8/3/2021 8:43:52 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	5/18/2021 11:42:53 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Jones County Schools (520) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,180,398.00	$1,180,398.00
Carryover	$2,283,212.71	$2,283,212.71
Total	$3,463,610.71	$3,463,610.71

11/10/2021 10:06:45 AM

Budget

Jones County Schools (520) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐   By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
520	181	0	No	No	6.93 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$1,180,398.00	$1,180,398.00
Carryover Amount:	$2,283,212.71	$2,283,212.71
Allotment Plus Carryover:	$3,463,610.71	$3,463,610.71
Total Budgeted:		$3,463,610.71
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/05/2021 02:46 PM	Letchworth, Tina

Budget History

☑ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/5/2021 2:46 PM	Approved (Pending)		Letchworth, Tina			
11/3/2021 8:37 AM	Received		Admin, NCCCIP			
10/26/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☑		3-5110-121-000-000-00	0	Budget returned to allow for final 1/3 installment for PRC 181 to be included now that those funds have dropped.
10/25/2021 10:22 PM	Denied (Pending)		Letchworth, Tina			
10/25/2021 10:22 PM			Letchworth, Tina	3-5110-121-000-000-00	0	Budget returned to allow for final 1/3 installment for PRC 181 to be included now that those funds have dropped.
8/3/2021 8:43 AM	Received		Admin, NCCCIP			

☑ Highlight Amended Rows

| All ▼ |

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments

ⓘ	Salary	3	5110	121	000	00	$84,000.00	$0.00	$84,000.00	
ⓘ	Salary	3	5110	141	000	00	$96,000.00	$0.00	$96,000.00	
ⓘ	Other	3	5110	180	000	00	$150,000.00	$0.00	$150,000.00	
ⓘ	Other	3	5110	211	000	00	$25,245.56	$0.00	$25,245.56	
ⓘ	Other	3	5110	221	000	00	$41,724.00	$0.00	$41,724.00	
ⓘ	Other	3	5110	231	000	00	$29,434.00	$0.00	$29,434.00	
ⓘ	Other	3	5110	418	000	00	$219,452.80	$0.00	$219,452.80	
ⓘ	Salary	3	5210	121	000	00	$156,000.00	$0.00	$156,000.00	
ⓘ	Other	3	5210	211	000	00	$11,934.00	$0.00	$11,934.00	
ⓘ	Other	3	5210	221	000	00	$36,160.80	$0.00	$36,160.80	
ⓘ	Other	3	5210	231	000	00	$22,721.00	$0.00	$22,721.00	
ⓘ	Salary	3	5330	135	000	00	$550,000.00	$0.00	$550,000.00	
ⓘ	Other	3	5330	211	000	00	$42,075.00	$0.00	$42,075.00	
ⓘ	Other	3	5330	221	000	00	$127,490.00	$0.00	$127,490.00	
ⓘ	Other	3	5330	231	000	00	$81,156.00	$0.00	$81,156.00	
ⓘ	Salary	3	5360	126	000	00	$216,720.00	$0.00	$216,720.00	
ⓘ	Salary	3	5360	146	000	00	$30,960.00	$0.00	$30,960.00	
ⓘ	Salary	3	5360	171	000	00	$48,160.00	$0.00	$48,160.00	
ⓘ	Salary	3	5360	174	000	00	$20,640.00	$0.00	$20,640.00	
ⓘ	Other	3	5360	211	000	00	$22,825.24	$0.00	$22,825.24	
ⓘ	Other	3	5400	180	000	00	$7,000.00	$0.00	$7,000.00	
ⓘ	Other	3	5400	211	000	00	$535.50	$0.00	$535.50	
ⓘ	Salary	3	5420	116	000	00	$245,299.89	$0.00	$245,299.89	
ⓘ	Other	3	5420	211	000	00	$18,765.44	$0.00	$18,765.44	

11/10/2021 10:06:45 AM

ⓘ	Other	3	5420	221	000	00	$56,860.51	$0.00	$56,860.51
ⓘ	Other	3	5420	231	000	00	$21,900.00	$0.00	$21,900.00
ⓘ	Salary	3	6540	173	000	00	$158,400.00	$0.00	$158,400.00
ⓘ	Other	3	6540	180	000	00	$10,000.00	$0.00	$10,000.00
ⓘ	Other	3	6540	211	000	00	$12,882.60	$0.00	$12,882.60
ⓘ	Other	3	6540	221	000	00	$36,717.12	$0.00	$36,717.12
ⓘ	Other	3	6540	231	000	00	$43,800.00	$0.00	$43,800.00
ⓘ	Other	3	6570	523	000	00	$598,035.13	$0.00	$598,035.13
ⓘ	Other	3	6940	180	000	00	$35,000.00	$0.00	$35,000.00
ⓘ	Other	3	6940	211	000	00	$2,677.50	$0.00	$2,677.50
ⓘ	Other	3	7200	180	000	00	$16,000.00	$0.00	$16,000.00
ⓘ	Other	3	7200	211	000	00	$1,224.00	$0.00	$1,224.00
ⓘ	Other	3	8100	392	000	00	$185,814.62	$0.00	$185,814.62
						Total:	**$3,463,610.71**	**$0.00**	**$3,463,610.71**

Grant Details

Jones County Schools (520) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Jones County Public Schools Needs Assessment was created by School Administrators, District Directors and the Superintendent of Schools. From this needs assessment, Jones County Schools has developed a three-year plan to directly address learning loss for students as a result of COVID-19 through the use of tutoring, remediation and extended learning plans to address targeted skills lost during school closures. School administrators used data from their schools MTSS Data Teams and School Improvement Teams that identified crucial needs in academics, attendance and social/emotional needs to identify a targeted list of students in need. Jones County Public Schools will purchase i-Ready to assess student performance and plan whole and small group instruction. i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. By adapting to student responses and assessing a broad range of skills-including skills above and below a student's chronological grade-the i-Ready Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student. School administrators, District Administration and the Superintendent reviewed the comprehensive needs of the district to develop the criteria listed below for student

selection to receive these supports as directed through ESSER III (PRC 181) funds. Students will receive personal instruction driven by insights from the i-Ready Diagnostic, i-Ready's online K-8 lessons in Reading and Mathematics will provide tailored instruction that meet students where they are in their journey and encourages them as they develop new skills.Summer learning programs will include general education, special education art, music, physical education, school counseling and school nursing services to address whole-child needs. Summer Learning and Extension will be open to all students. Administrators have identified At-Risk Indicators and have contacted parents of At-Risk students to encourage participation in the Summer Learning Program. The At-Risk Indicators are as follows: ELA: K-3 Istation: Not proficient on the MOY Assessment. ELA: K-6 HMH: 65% or lower on four or more Module/Unit Assessments ELA: K-6 Received a final grade of 65% or lower in any quarter MATH: K-6 HMH: Scored a 70% or lower on the EOY Interactive Assessment MATH: K-6 HMH: 65% or lower on four or more Module/Unit Assessments MATH: K-6 Received a final grade of 65% or lower in any quarter SCIENCE: 5th Grade CASE 21: Scored a 65% or lower on two or more benchmarks ATTENDANCE: K-6 PowerSchool: Student absences have significantly impacted academic performance SOCIAL/EMOTIONAL: K-6 Current caseloads and therapist notes for small group social-emotional lessons through counseling and mental health services. Plan to measure impact: Baseline i-Ready Assessments will be administered in Grades K-12 in August 2021. Jones County Schools Maintenance Department will evaluate weekly sanitation logs at each school site. Jones County Schools will implement evaluation rubrics to assess and modify professional development sessions. Jones County School Counselors will submit weekly contact logs at each school site. Jones County School Nurses will monitor and maintain daily contract tracing data, exposure rates and quarantine rates. 100% compliance with upgraded HVAC and air filtration systems 100% single school assignments for custodial staff with 100% provision of school signed PPE and mitigation sprayers. Jones County is designated as a small school district and currently one school's enrollment numbers necessitates the need for combination classes in 4 grade levels. This format requires two teachers to plan, instruct, and support two separate grade levels at the same time. The addition of two teachers will eliminate this combination need for one year so that students can receive intensive instruction with significant class size reductions and teacher focus on one-grade level. The EC caseload at MES and PES only requires a half-time position, the addition of the EC teacher fully at MES will allow her to provide higher level of support through co-teaching and direct instruction as only one out of 14 students are at grade-level proficiency according to benchmark scores. Our maintenance department will utilize funds to replace and/or install five HVAC systems with additional COVID-19 filtration systems as currently none of ours support new methods to sanitize and filter air flow as it relates to transmission of COVID-19. As we have moved to full-time student attendance, the district needs two additional mitigation sprayers and additional PPE to ensure that we can sanitize all areas daily and provide intensive cleaning on a scheduled basis to prevent. Currently, two locations are sharing in these mitigation sprayers. This addition makes each site self-sustained in their own mitigation. As two additional custodians will be serving the district, the addition of PPE will also be needed to prevent the spread of COVID-19. With the addition of Verkada software at each school, this student monitoring system will allow school

nurses and administrators to contact trace efficiently to determine exposure rates and quarantine needs due to COVID-19. Currently our district has had to contact trace 519 students with several school closures due to exposure rates and primary infection rates. ***amendment Create new assistant principal to assist in addressing learning loss and attendance concerns as a direct result of Covid-19 closures. Provide bonuses for all staff performing duties to keep students engaged and recovering academic loss due to Covid-19 closures and involved in Covid-19 response.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Analysis of this data indicates a direct need to support our K-6 population with an intensive program that can flex instructional goals according to immediate instructional progress. Students were identified using the criteria and At-Risk Indicators designated by the district: ELA: K-3 Istation: Not proficient on the MOY Assessment. ELA: K-6 HMH: 65% or lower on four or more Module/Unit Assessments ELA: K-6 Received a final grade of 65% or lower in any quarter MATH: K-6 HMH: Scored a 70% or lower on the EOY Interactive Assessment MATH: K-6 HMH: 65% or lower on four or more Module/Unit Assessments MATH: K-6 Received a final grade of 65% or lower in any quarter SCIENCE: 5th Grade CASE 21: Scored a 65% or lower on two or more benchmarks ATTENDANCE: K-6 PowerSchool: Student absences have significantly impacted academic performance SOCIAL/EMOTIONAL: K-6 Current caseloads and therapist notes for small group social-emotional lessons through counseling and mental health services. Collectively our K-6 schools have identified the following numbers of students at each grade level that are in need of these targeted services: Kindergarten: 23 First Grade: 26 Second Grade: 27 Third Grade: 31 Fourth Grade: 26 Fifth Grade: 25 Sixth Grade: 35 Currently 0 out of 5 HVAC systems in our district are able to support new air filtration systems to mitigate and prevent the spread of COVID-19 per CDC guidance. The updating of these HVAC systems and air filtration systems will bring all schools up to a high level of air quality prevention. Additionally, two sites have shared staff and sanitation equipment included PPE and mitigation sprayers. The addition of these supplies and personnel will result in all 5 schools self-maintain their sanitation and mitigation protocols. Projections for 21-22 class size and allotments result in the necessity to use combination classes across four grade levels to meet class size regulations. The addition of two teachers during 21-22 will eliminate all combination classes so that teachers can focus on one set of Standards and with the lower class sizes can provide intensive services to each grade level. With only 14 students identified as Students with Disabilities, they general a half-time EC teaching position. Currently only one out of fourteen students is meeting grade-level proficiency according to benchmarking results. The addition of this teacher will ensure that both MES and PES (also a half-time position) receive a full-time EC teacher to address intensive needs and learning loss for students with disabilities. The Verkada software for each school site will increase

proficiency rates for student and staff contract tracing and reduce quarantine and exposure rates. JCPS has contract traced 623 students and staff so far in 20-21 which resulted in total 2 14-day school closures, 9 14-day classroom closures and 519 quarantines. While we are aware that all parents may elect to take advantage of extended learning plans during the summer, this data will be able to be utilized in future in-clas remediation, tutoring and small group instructional lessons. Teachers will be hired at each individual grade level with training to provide the iReady program and align instructional practice to quicken the pace of learning trajectories in efforts to bring students to grade level standards. The sensitive nature of the IReady program will allow individualization for student progression with built-in assessment and mastery checks. Ongoing benchmark reviews will be able to determine when students may be ready to exit these intensive services and allow other students to enter in a reactive model across the three-year plan. Of the students selected, we are able to also ensure all students have access to participate as these numbers include 38 Students with Disabilities, 9 English Language Learners and 14 Receiving Social Emotional Supports. In addition to our grade level and elective teachers, we will also be hiring a special education teacher to continue intensive special education goals and the co-teaching model for intensive supports. Plan to measure impact: Baseline i-Ready will be administered in Grades K-12 in August 2021 for pre- and post-assessments for identified at-risk students to guide intensive remediation plans. IEP goal acquisition for students with disabilities in addition to pre- and post-assessments of iReady with increased trajectory of skill gap closure. Jones County Schools Maintenance Department will evaluate weekly sanitation logs at each school site to meet expectation rates of 100%. Completion of HVAC renovations and installation for new filtration systems resulting in 100% provision of new air-filtration systems to address COVID-19 prevention and mitigation. Daily monitoring of Verkada data by school nurse for contract tracing and numbers of identified exposures and resulting quarantines with reduced rates of out-of-school quarantines. Provision of technology devices to support both face-to-face and extended learning at home for 100% students. Benchmark assessment and regrouping of student support rosters by remediation specialists at all 5 schools with 100%completion of Intervention Plans and progress monitoring for all at-risk students. ****amendment retention rates of employees, staff surveys through Leader in Me professional development

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.

$ 711,908.00 * 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;

Jones County Public Schools serves students in PK-6 grades at four elementary sites. The four elementary schools do not have Reading or Remediation Specialists. Jones County Schools will hire five Remediation Specialists to serve students in grades K-3 at each of elementary sites (two at TES) for the 2021-2022 and 2022-2023 school years. The student population that will be served is represented below: ($60,000 per year Remediation Specialist x 5 x 2 years= $600,000) Comfort Elementary School K-3 Population: 65 Students Maysville Elementary School K-3 Population: 61 Students Pollocksville Elementary School K-3 Population: 68 Students Trenton Elementary School K-3 Population: 105 Students Jones County Public Schools will also purchase i-Ready to assess student performance and plan whole and small group instruction. i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. By adapting to student responses and assessing a broad range of skills-including skills above and below a student's chronological grade-the i-Ready Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student. Students will receive personal instruction driven by insights from the i-Ready Diagnostic, i-Ready's online K-8 lessons in Reading and Mathematics will provide tailored instruction that meet students where they are in their journey and encourages them as they develop new skills. Summer Learning and Extension will be open to all students. Administrators have identified At-Risk Indicators and have contacted parents of At-Risk students to encourage participation in the Summer Learning Program. The At-Risk Indicators are as follows: ELA: K-3 Istation: Not proficient on the MOY Assessment. ELA: K-12 HMH: 65% or lower on four or more Module/Unit Assessments ELA: K-12 Received a final grade of 65% or lower in any quarter MATH: K-8 HMH: Scored a 70% or lower on the EOY Interactive Assessment MATH: K-8 HMH: 65% or lower on four or more Module/Unit Assessments MATH: K-12 Received a final grade of 65% or lower in any quarter SCIENCE: 5th Grade and 8th Grade, HS Biology CASE 21: Scored a 65% or lower on two or more benchmarks ATTENDANCE: K-12 PowerSchool: Student absences have significantly impacted academic performance

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

As part of our MTSS Data Team Reviews at the school level, schools reviewed multiple measures of data including iStation data, curriculum-based measures through the HMH curriculum platform, CASE 21 Science data, Benchmarks, attendance reports and social/emotional Tier II supports. Spreadsheets were created to address students in need of Tier I, Tier II and Tier III services. This previous practice will continue with direct Intervention Plans developed to

address student specific needs. The use of i-Ready will increase the trajectory closure rates for students to make educational gains and negate learning loss. Monthly reviews also included direct tie-backs to the HMH Curriculum and Standard Course of Study alignment to help build small-group development within Tier I or Core Instructional models. Remediation groups and flex groups were built and will be sensitive to student progression and response to provide Tier II or supplemental supports in addition to the Tier I services at the student specific level. Students that needed Intensive supports or Tier III supports were introduced to specialized curriculum through a co-teaching model through the Exceptional Children's teachers and support staff. All programs, instructional practices, and targeted Intervention plans were and will continue to be developed aligned to evidenced-based practices as supported through the Multi-Tiered Systems of Supports framework expectations.

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

Our district was fortunate in that a previous curriculum selection was a heavy technology focused selection. Teachers were and continue to be able to set-up and design lessons that could be delivered both synchronously and asynchronously to students served in Plan A, Plan B, Plan C or a combination of both face-to-face and virtual learning environments. The addition of Swivels and Apple TV's helped teachers manage blended learning environments as well. Through the HMH platform students managed their own individual log-in accounts that could be facilitated with parents so they could better understand assignments and expectations. Teachers use of Google Classroom, SeeSaw and Class Dojo also served as effective communication tools to outline assignments, expectations, and provide teacher office hours so that students or parents could contact the teacher directly for help with weekly assignments or lesson plans. i-Ready also allows for student-specific learning goals, parent communication and technology-rich interaction that is sensitive to student mastery of learning. Our technology department, counselors and social workers also formed their own version of help desks to allow parents to reach out for tech support of new equipment sent home including hot spots, iPads, platform access and how to check attendance and grades for their students. Home visits by social workers were also provided and will continue to be provided if parents had continuous difficulty and needed a hands-on tutorial. Through extended learning plans counselors and social workers will continue to be available for this level of support to assist in remediation and extended learning plans. School nurse services will assist parents in quarantine and isolation needs and methods to bring students back to the learning environment as soon as possible.

* (D) Tracking student attendance and improving student engagement in distance education;

Data managers teamed with school counselors to review student attendance profiles, including those that were virtually participating in their classrooms. Once teachers took attendance, counselors also began tracking these missed classes as part of our MTSS Data Review Teams. This brought our monthly tracking systems to include academics, attendance and social emotional concerns. This same tracking system will be utilized to target students,

however counselors will now be monitoring attendance weekly to identify students that need immediate intervention by the social worker. Social workers began to make contacts with parents and students once six days of unexcused absences or failure to check into virtual classes. Teachers, counselors and administrators help conferences with students about promotion standards being different this year than the 19-20 year Covid waiver. Home visits and work visits were made to both parents and students. Several students had found jobs while virtual learning to help support families with finances as a result of parents losing jobs due to COVID-19. Social workers would also make work visits to the students to drop off packets, pick up work and answer questions. The counselors and social workers also began a positive contact campaign to praise students that began showing progress and engagement in classes. Some parents that did not have transportation could not take part in food distributions and other social service projects. Our social workers delivered the USDA food boxes to several families in this situation, as well as, breakfast and lunch offerings from the school. These positive engagements improved communications, student attendance and student engagement in the school. This practice will be continued and extended in a responsive nature to student needs.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

As part of the MTSS Data Team Review, each school used the 19-20 Benchmarks and iStation data to develop a baseline standard for which to measure student skill retention using the HMH beginning of year assessment data and subsequent benchmarks and HMH Module Assessments to determine the levels of regression and the need for remediation. With the ability for teachers to pull prerequisite skill lessons from previous grades, teachers could prepare for remediation and small group instruction lessons to remediate these skills. HMH module assessments including the Pre-and Post assessments assist teachers in the intensity of remediation needed and which students need more intensive and frequent remediation groups. Each school also reviewed data to determine thematic deficits across grade levels that showed a historical area of need in both reading and math so that these intensive remediation efforts could target those areas. Teams are able to review data across the modules to determine individual student rates of progression for these specific skills as well. Students that are consistently low or make little regression are given Tier III intensive services in addition to Tier I and Tier II through the use of co-teaching with the Exceptional Children's staff.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

| IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement. | * ⦿ Yes ◯ No | To reduce the spread of COVID-19, JCPS will replace five HVAC units and purchase air filtration systems for each school site. The sites include Jones Senior High School, Comfort Elementary, Maysville Elementary, Pollocksville Elementary and Trenton Elementary. | July 2021-December 2021 | The following will impact students, community members and teachers by providing cleaner/filtered air to reduce the spread of COVID-19. Impact Measures will include: Monthly Air Purification Testing Monthly Air and Temperature Distribution Testing Improved overall air quality at all school sites | $ 598,035.00 |

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No	in response to COVID-19 an on-Site EC Teacher at MES will be funded: 2021-2024 ($77,000 per year) for three years.	August 2021-August 2024		$ 263,833.20

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				Impact Measures will include: This position will ensure that MES will have a full-time EC teacher to engage co-teaching with all grades. This co-teaching model fits within the MTSS framework to provide Tier III services to both general education and special education students. General education students can receive these intensive supports even when they do not meet criteria for a disabling condition to remediate learning loss and skill deficits in order to close achievement trajectories over	

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	In order to reduce the spread of COVID-19, Verkada Contact Tracing and Monitoring systems will be purchased and installed at each school site. The tracing system will allow Health Department officials and School Officials to precisely identify the locations of students and school personnel in order to reduce and prevent the spread of COVID-19.	July 2021-December 30, 2021	Impact Measures will include: Daily/Live Monitoring of Student Transitions Daily/Live Monitoring of Student and Staff Attendance Daily/Live Monitoring of Individuals Proximity (Contact Tracing) Daily/Live Monitoring of student discipline and safety protocols	$ 105,000.00
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ○ No	In order to reduce and prevent the spread of COVID-19, JCPS will purchase additional PPE and mitigation sprayers. Two additional custodians will also be hired to sanitize and clean at school sites.	July 2021-August 2024	Impact Measures will include: Schools will implement a weekly sanitation schedule. Custodian schedules will be created to eliminate sanitation gaps. PPE will be distributed for all teachers and staff according to ADM.	$ 275,000.00
	* ○ Yes ⦿ No				$

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LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ◉ Yes ○ No		July 2021-August 2024		$ 577,854.67

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		In response to COVID-19, i-Ready Assessments and i-Ready Instructional Software will be purchased as competency-based assessment tools for Grades K-12. The purchase will allow teachers to monitor student growth and establish baseline measures of instruction to decrease the learning gaps created by the pandemic. ESSER III Funds will also be allocated to purchase Apple Insurance, Apple Macbooks, iPads and charging stations for each school site.		Impact Measures will include: As part of our MTSS Data Team Reviews at the school level, schools will review multiple measures of data including i-Ready data, curriculum-based measures through the HMH curriculum platform, Benchmarks, attendance reports and social/emotional Tier II supports. Spreadsheets will created to address students in need of Tier I, Tier II and Tier III services. This practice will continue with direct Intervention Plans developed to address remediation.	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ⦿ No				$
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	In response to COVID-19, students will be provided summer instruction on-site at Trenton Elementary School and Jones Senior High School. Electives such as music, art and PE will be provided, as well as counseling and school nursing. Summer Transportation will be provided daily. Breakfast, lunch and physical activity will also be provided daily. School administrators will use the following At-Risk Indicators to	June 6, 2024-July 15, 2024	Impact Measures will include: i-Ready pre and post assessment data in ELA and Math will indicated student growth in proficiency and guide interventions for summer services. i-Ready assessment data will be able to be utilized in future in-class remediation, tutoring and small group instructional lessons. Students will receive two nutritious meals per day to aid in instructional readiness.	$ 437,726.92

		indicators to identify students for the Summer Learning Program: Identifying At-Risk Measures ELA: K-3 Istation: Not proficient on the MOY Assessment. ELA: K-12 HMH: 65% or lower on four or more Module/Unit Assessments ELA: K-12 Received a final grade of 65% or lower in any quarter MATH: K-8 HMH: Scored a 70% or lower on the EOY Interactive Assessment MATH: K-8 HMH: 65% or lower on four or more Module/Unit Assessments MATH: K-8 Received a final grade of 65% or lower in any			

		lower in any quarter SCIENCE: 5-12 CASE 21: Scored a 65% or lower on two or more benchmarks I			
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	In response to COVID-19, 5 Remediation Specialists will be hired for two years at CES, MES, PES and TES to address targeted interventions and learning loss using the predetermined at-risk designations and the continued use of progress monitoring through iReady. Due to small district status, MES will be required to use combination classrooms at MES for four separate grade levels. The use of	August 2021-June 2024		$ 494,252.92

		levels. The use of 2 Teacher ($130,588) for one year will allow for intensive instruction with small class sizes to address learning loss. The use of 2 TAs ($150,000) will assist with station teaching, remediation and increased one-on-one learning for two years to sustain increased learning rates. 7-12 Remediation Specialist for three years (($200,000) will target learning loss to increase proficiency rates and graduation rates. Indirect Costs Allocation at 7%= $211,962.11 ***additional Assistant Principal at JSHS		Remediation specialists are a critical component for providing Tier II services to students not meeting grade level expectations due to virtual learning loss. Eliminate combined classes at MES of four grade levels so teachers increase grade level and intervention services. 7-12 Remediation Specialists will provide interventions to targeted students to increase proficiency and graduation rates **** Assistant Principal to facilitate learning loss programs in 6-8. Bonus for staff retention.	

		- in order to provide appropriate social distancing for our elementary students (not able to receive vaccine), JCPS moved sixth grade to our high school locations to ensure quality classroom assignments. This movement developed two natural separations for typical middle and high school wings within the new JSHS. The addition of the Assistant Principal allows for better supervision of classrooms, mask mandate reinforcements, social distancing, parent contacts for disengaged students, Covid-			

		19 contact tracing, and high needs data tracking for academic progression rates. Each assistant principal can better oversee educational alignment for all students recovering academic standing due to Covid-19 closures. Addition of bonus for all employees as a retention effort for work during the Covid- 19 pandemic. Staff incentive to assist school climate concerns and fatigue. New Indirect Funds - $185,349.18			

	Total ESSER III Allotment	$ 2,751,702.71

Part E: Assurances

Check **all** *assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:*

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Jones County Schools (520) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Bryan Danielle

Substantially Approved Dates

Jones County Schools (520) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, October 22, 2021

Jones County Schools (520) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

GAN Information

Jones County Schools (520) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

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GAN Organization Data

Jones County Schools (520) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

36781466

* Address:

320 West Jones Street Trenton, NC 28585

* Superintendent:

Dr. Ben Thigpen

Key Personnel:

* Danielle Bryan

Lenoir County Public Schools (540) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:07:41 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Lenoir County Public Schools (540) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$32,023,096.00	$32,023,096.00
Carryover	$0.00	$0.00
Total	$32,023,096.00	$32,023,096.00

Budget

Lenoir County Public Schools (540) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
540	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$32,023,096.00	$31,997,621.00
Carryover Amount:	$0.00	$0.00
Allotment Plus Carryover:	$32,023,096.00	$31,997,621.00
Total Budgeted:		$31,997,621.00
Total Remaining:	$25,475.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	11/09/2021 03:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 3:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Evans, Allie
		☑		3-5110-411-000-000-00	0	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
11/9/2021 11:46 AM	Denied (Pending)		Evans, Allie			
11/9/2021 11:46 AM			Evans, Allie	3-5110-411-000-000-00	0	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
10/26/2021 8:44 AM	Received		Admin, NCCCIP			
10/8/2021 4:48 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/8/2021 4:48 PM	Approved (Pending)		Admin, NCCCIP			
10/5/2021 9:48 PM	Approved (Pending)		Eddy, Melissa			
9/30/2021 8:46 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	00	$11,487,959.70	($30,295.00)	$11,457,664.70	Amendment to provide bonuses to	Budget returned to allow for

									School Nurses.	adjustment to reflect final 1/3 installment amount.
ⓘ	Other	3	5110	418	000	00	$500,000.00	$0.00	$500,000.00		
ⓘ	Equipment	3	5110	462	000	01	$3,180,000.00	$0.00	$3,180,000.00		
ⓘ	Other	3	5320	311	000	00	$375,000.00	$0.00	$375,000.00		
ⓘ	Salary	3	5330	121	000	00	$756,000.00	$0.00	$756,000.00		
ⓘ	Salary	3	5330	141	000	00	$480,000.00	$0.00	$480,000.00		
ⓘ	Other	3	5330	211	000	00	$94,554.00	$0.00	$94,554.00		
ⓘ	Other	3	5330	221	000	00	$267,964.80	$0.00	$267,964.80		
ⓘ	Salary	3	5350	121	000	00	$600,000.00	$0.00	$600,000.00		
ⓘ	Other	3	5350	211	000	00	$45,900.00	$0.00	$45,900.00		
ⓘ	Other	3	5350	221	000	00	$130,080.00	$0.00	$130,080.00		
ⓘ	Other	3	5830	312	000	00	$100,000.00	$0.00	$100,000.00		
ⓘ	Other	3	5840	311	000	00	$375,000.00	$0.00	$375,000.00		
ⓘ	Other	3	5840	312	000	00	$20,000.00	($2,000.00)	$18,000.00	An amendment to budget to allow bonus pay for School Nurses.	
ⓘ	Other	3	6400	311	000	00	$20,000.00	$0.00	$20,000.00		
ⓘ	Salary	3	6550	180	000	00	$525,000.00	$30,000.00	$555,000.00	A one time payment is for our School Nurses for participating	

									in some Covid Clinic after school hours.	
ⓘ	Other	3	6550	211	000	00	$40,162.50	$2,295.00	$42,457.50	
ⓘ	Other	3	6570	522	000	00	$13,000,000.00	$0.00	$13,000,000.00	
					Total:	**$31,997,621.00**	**$0.00**	**$31,997,621.00**		

Grant Details

Lenoir County Public Schools (540) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The following Lenoir County Public Schools stakeholders were involved in the development of the needs assessment and funding usage for ESSER III: Superintendent, Associate Superintendent, Assistant Superintendent, Director of Federal Programs, Director of Accountability, Director of High School & CTE, Digital & Learning Coordinator, Director of Technology, Director of Exceptional Children, Principals and Teachers. Lenoir County Public Schools will use NWEA MAPS Reading and Math Growth Assessments, Jumpstart data, Fall EOC Data, Spring EOG, ACT and Pre-ACT, Cognitive Abilities, Exceptional Children Learning Logs, ACCESS scores, NC Checkins, mClass, evaluated need for Credit Recovery, and locally developed formative assessments to assess and address student learning gaps resulting from the disruption in educational services due to COVID. This data will help focus on identifying students most academic need. Lenoir County Public Schools currently have 1434 Exceptional Children, 449 student identified as English Learners, and 1435 students currently working in Tier II and Tier III of MTSS. To ensure the cleanliness of our school buildings, Lenoir County Public Schools will continue the daily cleaning and sanitizing procedures that align with best practices from NC DPI, the Center for Disease Control, and state and local health officials during the summer. To ensure our school buildings have a favorable and healthy environment for our students, and the performance of our teachers and staff, 41% of Lenoir County Public School buildings are in need of repair, replacement, and upgrade projects. A facility study was conducted by LCPS Maintenance Director, and a general contractor. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. We will be installing methodologies to mitigate mold and damp learning environments that currently can have health effect on our students and staff. We are making this application to be able to repair areas where there is increased dampness and moldy buildings. We need to prevent further water intrusion and excessive moisture accumulation in our schools. Currently, 7 out of 17 of our schools are experiencing major moisture issues that need immediate attention. Lenoir County Public School buildings HVAC systems are in need of upgrading to enable better indoor air quality, and to meet the IAQ requirements since COVID is a predominately airborne virus, it is critical that the HVAC systems identified in the inspection report are upgraded to the most current and safe available technology. Lenoir County

Public Schools will provide a one time incentive to staff members for additional responsibilities since March 13, 2020 for the safety of all stakeholders, as it relates to COVID.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

A large percentage of students have lacked direct instructional services during the 2020-2021 school year, as a result of COVID. To mitigate the effects of loss of instructional time, students need access to high quality instruction specifically designed to address learning loss and gaps during the summer. The following data is the results of the End of Course & End of Grade assessments for the 2018, 2019, and 2021 school year: 2017-18 Math I 36.4 2018-19 Math I 29 2020-21 Math I 18.6 2017-18 Math III 2018-19 Math III 28.9 2020-21 Math III 27 2017-18 Biology 43.2 2018-19 Biology 47.3 2020-21 Biology 32 2017-18 English II 43.6 2018-19 English II 44.7 2020-21 English II 45.8 Math Grade 3 2017-18 Grade 3 58.5 2018-19 Grade 3 50.9 2020-21 Grade 3 27.1 Math Grade 4 2017-18 Grade 4 46.6 2018-19 Grade 4 45.1 2020-21 Grade 4 22.2 Math Grade 5 2017-18 Grade 5 55.4 2018-19 Grade 5 50 2020-21 Grade 5 32.1 Math Grade 6 2017-18 Grade 6 37.7 2018-19 Grade 6 44.5 2020-21 Grade 6 26.8 Math Grade 7 2017-18 Grade 7 39.5 2018-19 Grade 7 45.8 2020-21 Grade 7 31.6 Math Grade 8 2017-18 Grade 8 35.4 2018-19 Grade 8 38.1 2020-21 Grade 8 24.7 Reading Grade 3 2017-18 Grade 3 49.7 2018-19 Grade 3 49.9 2020-21 Grade 3 28 Reading Grade 4 2017-18 Grade 4 52.8 2018-19 Grade 4 54 2020-21 Grade 4 27.1 Reading Grade 5 2017-18 Grade 5 53.7 2018-19 Grade 5 49.2 2020-21 Grade 5 31 Reading Grade 6 2017-18 Grade 6 48 2018-19 Grade 6 52 2020-21 Grade 6 31.1 Reading Grade 7 2017-18 Grade 7 51.8 2018-19 Grade 7 45.7 2020-21 Grade 7 33.2 Reading Grade 8 2017-18 Grade 8 42..7 2018-19 Grade 8 43.3 2020-21 Grade 8 38.7 Science Grade 8 2017-18 Grade 8 68.6 2018-19 Grade 8 73.6 2020-21 Grade 8 64.1 Science Grade 5 2017-18 Grade 5 66.9 2018-19 Grade 5 68.6 2020-21 Grade 5 47.6 LCPS is planning on opening nine school buildings to accommodate the students for summer learning increasing the need for cleaning and sanitizing. To ensure the safety and cleanliness of our school buildings during the summer, custodians will be employed to ensure areas are clean and sanitized, as students and staff rotate from one area to another. In many areas of our facilities we do not meet current codes, preventing upgrading of new air systems. We have identified the areas in each school that need microbial contamination removed to eliminate any future exposure to our building occupants. Without the help of ESSER III funds, we will still be a state with increased respiratory health effects. Lenoir County Public Schools contracted with an external partner to assess and to identify air quality needs and upgrades to ensure a healthy learning environment. The results from the most recent HVAC inspection, Lenoir County Public School buildings HVAC systems are in need of upgrading to enable better indoor air quality, and to meet the IAQ requirements. Controllers are failing at a rapid rate and thus space temperature/humidity/indoor air quality conditions are suffering. HVAC controls need to be upgraded to enable better control of learning environment conditions. Fluctuation of temperature and moisture increase the likelihood of spreading illness and aggravating allergies. Lenoir County Public Schools staff participated in numerous virtual professional developments and trainings tailored to their job duties for the safety, prevention, and reduction of COVID. Professional Development and training included but not limited to, how to teach remotely, engaging disengaged students, how to use software programs, sanitizing schools, cafeterias, buses, and playgrounds. A Remote Handbook was created for instructional staff detailing processes and procedures related to hybrid and remote learning. Teachers had to plan lessons according to their students, remote, hybrid, and even face to face. Cafeteria staff prepared and delivered meals to remote students, and family members in the community when school buildings were closed, due to COVID. The Technology

Department increased the WiFi capabilities in the school parking lots, and also order, distributed, and served Hotspot to student in need of WiFi. The Student Services Department ordered and distributed Personal Protective Equipment (PPE) throughout the district, provided social & emotional support to students and families, participated in the COVID-19 Testing Pilot for NCDPI, so our Nurses were able to test for COVID in our schools. Student Services linked with the community health department to provide vaccines to all interested staff. The Maintenance Department installed signage and shields throughout the district for safety. The Transportation Department revised bus routes to ensure the appropriate number of students at a time, and sanitized the buses between the different groups of students.

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.

$ 6,400,000.00 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, underline 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;

Lenoir County Public Schools summer learning will be available to grades K-12. The summer learning program will operate for 150 instructional hours. Staff will apply for a position in the summer learning program in March. Staff will be recommended for hire in April. Summer learning staff will include site administrators, Digital Learning Specialists, Curriculum Specialists, School Counselors, School Nurses, School Social Workers, Teachers, Teacher Assistants, Exceptional Children staff, English Learner staff, Behavior Specialists, Therapists, Office Support, Bus Drivers, and Custodians. The summer learning will take place in the months of June and July. The criteria for student participation is for at-risk students as individuals who are identified as Exceptional Children, English as Secondary Language, and level two and level three participants in MTSS. Additionally students who are at risk of class/grade failures, not successfully progressing toward grade promotion and graduation, not meeting grade level standards as indicated on diagnostic and formative assessments, and not reading on grade level are eligible for participation in summer programming. Also, parent request were accepted. In grades K-8, the following will be included in the daily schedule of summer learning: Math, Reading, Science, physical activity, enrichment activity, and Social-Emotional Learning Groups, meal service, and transportation. In grades 9-12, the following courses will be offered: English II, NC Math I, NC Math III, Biology. Credit Recovery subjects offered include, all core Academic courses (English I, English III, English IV, NC Math II, 4th level mathematics, and Social Studies courses). In addition, elective courses such as, ACT/SAT prep, Art, Music, STEM enrichment activities, CTE courses, and CTE credentialing opportunities. Social-Emotional Learning (SEL) supports include an onsite counselor, school nurse, and social worker. Students will have access to daily Seminars addressing Social Emotional learning, Career Exploration, and Writing activities. Child Nutrition staff, meals, other expenses will be paid by Child Nutrition funds. Transportation cost will be paid by Title I PRC 050, and ESSER II PRC 171. Staff members will be recommended by principals for summer learning, and paid by ESSER II and ESSER III funds. Instructional

resources, common shared reading materials, common math resources, manipulatives, classroom student supplies, common science resources, assessment materials, will be purchased with Title I PRC 050, ESSER II PRC 171 funds, ESSER III PRC 181 funds, and additional PPE supplies will be purchased with the remaining ESSER I PRC 163 funds.

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

Instruction will be provided by evidence-based activities to meet the comprehensive needs of students using Leveled Literacy Intervention, Guided Reading groups, explicit phonics instruction, inquiry based science learning, and a social emotional curriculum.

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

Information and assistance are provided to parents and families to effectively support students in the face-to-face and distance learning environments through progress reports, two-way communication, websites, social media, phone calls, ConnectEd, parent and family engagement events, parent and family connectivity and LMS tutorials. The following items will be available to students and parents via the district and school websites, social media accounts, and in hard copy format (when available): A Frequently Asked Questions (FAQ) document to address common technical issues Smart Sheets and Quick Start Guides for Canvas, Seesaw and other common apps Video Tutorials for Canvas, Seesaw and other common apps

* (D) Tracking student attendance and improving student engagement in distance education;

Parents will be notified of attendance requirements through the following method: Learning information sessions during Open House meetings, Social Media, LCPS website, phone calls, and emails. Parents will receive assistance with learning how to access the Parent Portal in PowerSchool and students' Learning Management Systems. Attendance will be tracked closely by students' teachers and there will be a system of accountability and follow-up for all staff to ensure that no student is overlooked when they become disengaged. Teachers will utilize data from Learning Management systems to track engagement data and assignment completion. Students and parents will be provided digital and printed materials on learning protocols, procedures, and expectations.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Lenoir County Public Schools will utilize data gathered from pre-assessment data to determine appropriate pacing and standards focus for the instructional environment. Pacing will be adjusted to allow for simultaneous grade level instruction and embedded review of prior standards. Grade level/subject area teachers will develop common lessons and common formative assessments for use in the weekly learning plan. Teachers will provide feedback that is specific and actionable to promote student growth and learning. LCPS will utilize parent friendly communication materials and methods to communicate learning plans and expectations. In addition, LCPS will provide families with a compilation of resources utilized for student learning. Each school will implement a recovery and acceleration plan to address student needs based on student assessment data. Interventionist will be hired to support recovery and acceleration of student academic progress.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For

each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ● Yes ○ No		Completion of projects will be monitored and scheduled ending no later than September 30, 2024	To prevent the spread of COVID, water bottle filling stations will help reduce the spread of germs and disease. The water bottle filling stations will be placed in schools throughout the district.	$ 100,000.00

		A percentage of ESSER III funds will be used to provide water bottle filling stations in schools throughout the district. The water bottle filling stations will help to prevent the spread of COVID, the spread of germs, and diseases.			
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No		Completion of projects will be monitored and scheduled ending no later than September 30, 2024	The CDC recommends that organizations implement a layer approach to reducing exposure to COVID-19. They have sited this approach to include improving building ventilation to reduce the spread of disease and lower the risk of exposure. Upgrading the HVAC systems will impact and improve the air quality within our school builds, as recommended by the CDC. The inspection of the air quality will continued to be closely monitored. https://www.cdc.gov/coronavirus/2019-ncov/community/ventilation.htm	$ 5,800,000.00

		A percentage of ESSER III will be used to provide air scrubbers that attaches directly to the ductwork of your HVAC system. It removes air pollution, VOCs, surface contaminants, and dust. The air scrubbers provides a cleaner, healthier air quality.			
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	To provide contracted services in the areas of school health support for physical and mental health support services in response to COVID.	Completion of projects will be monitored and scheduled ending no later than September 30, 2024	The school health support will aid in a more safer and healthier school environment, as it relates to COVID.	$ 750,000.00

| ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | * ⦿ Yes ◯ No | To address the needs of all special populations, core instructional resources will provide equitable access to high quality, standards aligned, research-based instruction. In addition, each school will implement a recovery and acceleration plan to address student needs based on student assessment data. Interventionist will be hired to support recovery and acceleration of student academic progress. | Completion of projects will be monitored and scheduled ending no later than September 30, 2024 | Assessment indicators include NWEA MAPS, mClass, Credit Recovery Units earned, Exceptional Children Learning Logs, and locally developed assessments. | $ 7,377,621.00 |

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ⦿ No				$ ⬚
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⦿ Yes ○ No	ESSER III will paid for professional development to mitigate the spread of COVID. The professional development will focus on how to be prepared and ready to respond to an outbreak, limit human to human transmission, and how to identify, isolate, and report cases.	Completion of projects will be monitored and scheduled ending no later than September 30, 2024	The professional development will aid in a more safer and healthier school environment, as it relates to COVID, and other infectious diseases.	$ 18,000.00

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SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ◯ No	A percentage of ESSER III will be used to ensure supplies to sanitize and clean the facilities are purchased.	Completion of projects will be monitored and scheduled ending no later than September 30, 2024	The supplies to sanitize and clean will aid in a more safer healthier school environment, as it relates to COVID, and other infectious diseases.+	$ 50,000.00
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ⦿ Yes ◯ No	A percentage of ESSER III will be used to purchase additional hotspots for students without Internet access at home for online learning. Also, meals will be provided to eligible students during school closures relating to COVID.	Completion of projects will be monitored and scheduled ending no later than September 30, 2024	LCPS will make every effort to ensure the students are able to continue to receive instruction, and meals in the event of school closures, related to COVID.	$ 500,000.00

| EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | * ◉ Yes ○ No | A percentage of ESSER III funds will be used to purchase computers for student to provide instructional tools and resources aligned with state curriculum to better prepare our students for educational and learning opportunities. Also, computer software programs will be purchased to allow students access to high quality supplemental educational resources. | Completion of projects will be monitored and scheduled ending no later than September 30, 2024 | LCPS will provide each high school student with a laptop computer to better prepare our students for post secondary education or career opportunities. Access to high quality educational software programs will aide in loss of instruction related to COVID. | $ 4,000,000.00 |

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	A percentage of ESSER III funds will be used to purchase a Social Emotional Learning curriculum.	Completion of projects will be monitored and scheduled ending no later than September 30, 2024	LCPS is making efforts to prioritize students' mental health, both during and beyond the current pandemic.	$ 100,000.00
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	A percentage of ESSER II funds will be used to provide summer learning, due to the learning loss resulting from COVID, to at-risk students as individuals who are identified as Exceptional Children, English as Secondary Language, and level two and level three participants in MTSS. Additionally students who are at risk of	Completion of projects will be monitored and scheduled ending no later than September 30, 2024	Assessment indicators include NWEA MAPS, mClass, Credit Recovery Units earned, Exceptional Children Learning Logs, and locally developed assessments.	$ 6,400,000.00

		are at risk of class/grade failures, not successfully progressing toward grade promotion and graduation, not meeting grade level standards as indicated on diagnostic and formative assessments, and not reading on grade level.			
	* ⦿ Yes ◯ No	ESSER III funds will provide a bonus for the Bus Drivers for preparing, informing, and implementing the change in transporting, and safety measures of all bus riders, as it relates to COVID. Virtual professional developments and trainings	Completion of projects will be monitored and scheduled ending no later than September 30, 2024	LCPS modified the way of doing business to prevent, reduce, and/or decrease the spread of COVID. The virtual professional developments, trainings, and district meetings are effective, as noted from the weekly COVID information provide by our Human Resource Department.	$ 502,000.00

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.		and trainings were provided tailored to job duties for the safety, prevention, and reduction of COVID within our transportation department. Lenoir County Public School Nurses will partner with the local health department to plan for some Covid vaccine clinics to assist with the distribution of the vaccines. A one bonus will be given to all participating School Nurses.			
				Total ESSER III Allotment	$ 25,597,621.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
* ☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
* ☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
* ☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
* ☑	Funds shall not be transferred into or out of this allotment category.
* ☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Lenoir County Public Schools (540) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Lenoir County Public Schools (540) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Beverley Kee

Substantially Approved Dates

Lenoir County Public Schools (540) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	**Substantially Approved Date**
FPMS-ARPA ESSER III PRC 181	Thursday, September 30, 2021

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Lenoir County Public Schools (540) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

GAN Information

Lenoir County Public Schools (540) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/10/2021 4:09:53 PM

GAN Organization Data

Lenoir County Public Schools (540) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

75579847

* Address:

P.O. Box 729 Kinston, NC 28502

* Superintendent:

Mr. M. Brent Williams

Key Personnel:

* Beverley Kee

Neuse Charter School (51A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/22/2021 8:47:13 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:47:43 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Neuse Charter School (51A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	$198,678.00	$198,678.00
Carryover	$397,311.00	$397,311.00
Total	$595,989.00	$595,989.00

Budget

Neuse Charter School (51A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

Change Status of Current Budget: Denied ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
51A	181	0	No	No	0.00 %

Fiscal Information		
	NCDPI Finance	**LEA Budget**
Allotment Type:		LEA Allotment
Allotment Amount:	$198,678.00	$0.00
Carryover Amount:	$397,311.00	$397,311.00
Allotment Plus Carryover:	$595,989.00	$397,311.00
Total Budgeted:		$397,311.00
Total Remaining:	$198,678.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	11/09/2021	Evans, Allie

11/9/2021 12:51:01 PM

| | (Pending) | 11:42 AM | | | | | |

☐ Budget History
☑ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 11:42 AM	Denied (Pending)		Evans, Allie			
11/9/2021 11:42 AM			Evans, Allie	3-5110-461-000-000-00	0	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
9/30/2021 8:16 AM	Received		Admin, NCCCIP			
8/30/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Hinson, Tina
		☑		3-5110-461-000-000-00	0	Budget returned to charter at the request of Gretchen Hughes on 8/30/21
8/30/2021 12:33 PM	Denied (Pending)		Hinson, Tina			
8/30/2021 12:33 PM			Hinson, Tina	3-5110-461-000-000-00	0	Budget returned to charter at the request of Gretchen Hughes on 8/30/21
8/6/2021 8:25 AM	Received		Admin, NCCCIP			
7/22/2021 8:47 AM	Received		Admin, NCCCIP			

☑ Highlight Amended Rows

All ▼

000 - Neuse Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Equipment	3	5110	461	000	00	$3,000.00	$0.00	$3,000.00		🖊 Budget returned to allow for adjustment to reflect final 1/3 installment amount.
ⓘ	Equipment	3	5110	542	000	00	$100,251.00	$0.00	$100,251.00		🖊
ⓘ	Equipment	3	5210	542	000	00	$8,750.00	$0.00	$8,750.00		🖊
ⓘ	Other	3	5330	411	000	00	$85,000.00	$0.00	$85,000.00		🖊
ⓘ	Other	3	5330	413	000	00	$16,031.00	$0.00	$16,031.00		🖊
ⓘ	Other	3	5330	418	000	00	$57,264.00	$0.00	$57,264.00		🖊
ⓘ	Salary	3	5350	121	000	00	$39,000.00	$0.00	$39,000.00		🖊
ⓘ	Other	3	5350	211	000	00	$4,239.00	$0.00	$4,239.00		🖊
ⓘ	Other	3	5350	221	000	00	$11,760.00	$0.00	$11,760.00		🖊
ⓘ	Salary	3	5400	151	000	00	$40,640.04	$0.00	$40,640.04		🖊
ⓘ	Other	3	5400	211	000	00	$3,108.48	$0.00	$3,108.48		🖊
ⓘ	Other	3	5400	231	000	00	$6,251.48	$0.00	$6,251.48		🖊
ⓘ	Other	3	5400	418	000	00	$2,000.00	$0.00	$2,000.00		🖊
ⓘ	Equipment	3	5400	462	000	00	$19,016.00	$0.00	$19,016.00		🖊
ⓘ	Other	3	6540	411	000	00	$1,000.00	$0.00	$1,000.00		🖊
						Total:	**$397,311.00**	**$0.00**	**$397,311.00**		

11/9/2021 12:51:01 PM

Grant Details

Neuse Charter School (51A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

Along with the Director of Academics, Dean of Students, EC Director, Principals, Director of Business, parents, and classroom teachers, we analyzed MAP testing data, student classroom averages and evaluated the Powerschool retention report to develop the Needs Assessment and Strategic Plan. Strategic Goals: NCS will rank in the Top 25% of K-12 Charter Schools in the State of North Carolina on the School Report Card Grade by 2025. NCS will rank in the Top 10% of K-12 Charter Schools in the State of North Carolina on the School Report Card Grade by 2025. NCS will score as a "B" rated school or higher on the School Performance Grade, as determined by the State Report Card, by 2025. A minimum of 75% of students will meet Grade Level Proficiency Standard (score a 3, 4, or 5) at all End of Grade (EOG) and End of Course (EOC) State Exams by 2025. We plan to use the funds to help accomplish our 4 strategic goals in the following areas; more details are provided in Part C: Address learning loss for all learners including our at-risk students Data: COVID revealed we have no solid vertically aligned, standards base scope and sequence for student learning. Facility repairs Data: We only have 1 usable outdoor learning space. Resources for administration Data: Admin technology needs to be updated in order to provide meaningful PD for staff that includes the new instructional software acquired that will address learning loss Educational technology Data: NCS does not

have a 1:1 student device program and many of our students do not have access to their own device off-campus. Summer learning Data: Increased failure rates K-12 As we review how our students are performing in the classroom. The individual student per class failures has increased from 27 in the fall of 2019 to 93 in the fall of 2020. Learning loss has happened across the campus for all students, not just those shown in this failure rate. Therefore, we do not clearly know the extent of the loss and may not be able to assess it completely even with EOG and EOC data. As a school, we don't know what we don't know, just like our students, and that in and of itself is the biggest challenge in moving forward. It gave NCS the flexibility to provide what we would not normally be able to provide for student needs. ESSER 1 provided us the freedom to meet the needs of our students on and off-campus. We were able to purchase instructional and office software to help slow down and reduce the loss of learning. Even though our students across the board still suffered from learning loss, these funds helped us offer a variety of learning opportunities to support traditional learning as well as at-risk students such as those identified as ELL, EC, Title 1, and Tier 2 support for the MTSS process. For example, with the purchase of office software, we were able to increase family engagement. The ESSER 2 and 3 funds are giving us the freedom to purchase curriculum all at once to address learning loss across our K-12 campus. Without it, we would have to choose which groups of students to prioritize and incrementally address learning loss over the coming years due to the general limitations (PRC 036) of our funds as a charter school. We are attempting to purchase programs and manipulatives that will belong to the school such as hardback books and more sustainable items that will last for years to come. We may not be able to sustain the instructional software when it runs out, but we will have the books long after the funds are depleted We are planning to host the next three year's summer schools for the following students: All rising first through fifth graders who do not meet the national average growth for reading using the NWEA Map testing data All rising fourth graders who did not reach the state benchmark for Read to Achieve. This program will include: 72 hours of reading instruction for rising fourth graders 45 hours of reading instruction for all other students attending summer school Preliminary training and oversight will be provided by our Title 1 Coordinator for all teachers participating in summer school, and all Read to Achieve classes will be taught by licensed educators.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Address learning loss for all learners including our at-risk students Analysis: Historical student performance demonstrates stagnant or diminishing proficiency scores on Reading and Math End of Grade tests for Grades 3-8. In 2016-17, the overall NCS composite proficiency score for Grades 3-8 was 72.05% proficient, in 2018-19, 69.92. Facility repairs Analysis: As a K-12 campus with over 900 students, we need more outdoor spaces to continue student

learning while giving them access to fresh air Resources for administration Analysis: COVID severely limited admin opportunities for PD which the need for has now drastically increased due to newly acquired software and educational programs. Admin needs updated devices to effectively deliver meaningful PD for years to come in order to support our teachers as they bridge the learning loss created by COVID. Educational technology Analysis: The need to increase accessible Chromebooks for students that do not have their own has increased over the course of the year. With more of our K-12 classroom practices coming through instructional software due to COVID, the need for students to have their own device has increased. Summer learning Analysis: NWEA MAP Spring benchmark data shows that 60.4% of 3-8 students have achieved an RIT score at or above the national norm for Reading, and 54.8% met that benchmark in Math. These scores indicate that the End of Grade composite proficiencies in Reading and Math will be lower than our historical trend proficiency. NWEA MAP and NC EOG data have been correlated to offer predictors of achievement on the state assessment. As we review how our students are performing in the classroom, the individual student per class failures has increased from 27 in the fall of 2019 to 93 in the fall of 2020.

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.

$ 326,216.00 * 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;

-NWEA MAP Testing -Progress Monitoring Tools within our Wonders (K-5) and Study Sync reading curriculum (6-8). -Eureka Math progress monitoring (K-5) -IXL progress monitoring

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

-After school tutoring (k-12) -Summer School (K-5) -Bi-weekly PLC's centered around specific student needs and making adjustments based on data to include progress monitoring and/or benchmarking -Development of Academic

Support plans to help support at-risk students. This includes monthly parent-teacher conferences to discuss progress. -MTSS and Title 1 support

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

-Students on the Academic support plan will have monthly parent-teacher conferences. -Parents will receive information on student progress through PowerSchool and Canvas. -Title 1 family engagement night -Parents will receive informational letters regarding upcoming reading and math skills that will be covered including tips and tricks on how to support students at home. -MTSS Tier 2 meetings every 4-6 weeks to review data and interventions.

* (D) Tracking student attendance and improving student engagement in distance education;

-During PLC meetings, NCS staff identifies disengaged virtual learners and student services makes contact with families, conducts home visits, and provides the necessary supports. -NCS will track attendance for distant learners through PowerSchool. Students must attend the live session and/or complete the assignments for the day. -NCS will ensure all students have the necessary supports at home in the virtual environment to include Chromebooks, hotspots, paper copies of work, and any assistive technology students need.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

-NCS will track MAP growth to identify student progress, needs, and potential regression -NCS will utilize EOG/EOC historic and current trends to identify student needs. -NCS will track historical trends of student report cards. -NCS will track students receiving MTSS Tier II and III support. This will include collaboration and analysis of student progress in PLCs and 4-6 week parent meetings to review MTSS progress data. -NCS will monitor students with disabilities to ensure progress is being made towards IEP goals. -NCS will monitor Title 1 support and modify the support plans when necessary. -NCS will monitor students with 504 support and adjust these supports based on identified student needs.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No		2022-2024	Increase accessibility for teachers to utilize outdoor facilities to engage students in learning. Improve Science lab facilities to allow for more social distancing and less potential COVID exposure.	$ 30,000.00

		We need to add and improve our outdoor learning spaces and science lab furniture. COVID revealed that we are severely limited in our ability to accommodate a full classroom of students outside, socially distanced, with outdoor furniture and equipment that can be sanitized effectively. Additionally, we need to update our science labs from desks and chairs to lab tables which are less porous and more sanitary to reduce the potential spread of COVID.			

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ⦿ No				$
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				$

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ⊙ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ⊙ Yes ○ No	These funds will be used to support the coordination and preparedness of response by adding a designated staff member on campus to support COVID processes and operations.	2021-2022	Increase response rate and time to COVID situations on campus; increase communication with families related to COVID situations	$ 50,000.00

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ⚪ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ⦿ Yes ⚪ No	Sanitizing supplies are needed to reduce and/or present the transmission of the COVID-19 virus	2022-2024	There will be no increase in COVID-related illnesses in the 2021-2022 year compared to the 2020-2021 school year.	$ 18,000.00
	* ⚪ Yes ⦿ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ⦿ Yes ◯ No	Student Chromebooks: replace and provide additional student devices to support efforts to bridge the gaps of learning loss as a result of COVID	2022-2024	Improved and updated devices will help staff support students to improve their learning.	$ 111,752.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ◯ Yes ⦿ No				$
	* ⦿ Yes ◯ No		2022-2024	-There will be a 5% decrease in Title 1 referrals compared to Q1 of the 2021-2022 school year.	$ 57,239.00

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.		NCS will use the funds to pay teachers and provide supplies over the summer to teach summer school. In addition to RTA students, students identified as qualifying for Title 1 services (supplemented by 050 funds) in the 2020-2021 school year will be instructed by NC licensed educators. Summer learning funds will be used to address learning gaps due to the shutdown and virtual learning gaps as a result of COVID.			

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				$
				Total ESSER III Allotment	$ 266,991.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Neuse Charter School (51A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Neuse Charter School (51A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	<u>Melissa Edwards</u> <u>Amanda Highfil</u>

Substantially Approved Dates

Neuse Charter School (51A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Not Yet Substantially Approved

Neuse Charter School (51A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

GAN Information

Neuse Charter School (51A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/9/2021 12:51:01 PM

GAN Organization Data

Neuse Charter School (51A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

964854181

* Address:

909 Booker Dairy Rd Smithfield, NC 27577

* Superintendent:

Dr. Melissa Edwards

Key Personnel:

* Amanda Highfil, Director of Business

New Hanover County Schools (650) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:09:32 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

New Hanover County Schools (650) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$18,874,840.00	$18,874,840.00
Carryover	$38,193,143.00	$38,193,143.00
Total	$57,067,983.00	$57,067,983.00

Budget

New Hanover County Schools (650) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
650	181	0	No	No	4.71 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$18,874,840.00	$0.00
Carryover Amount:	$38,193,143.00	$38,193,143.00
Allotment Plus Carryover:	$57,067,983.00	$38,193,143.00
Total Budgeted:		$38,193,143.00
Total Remaining:	$18,874,840.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/03/2021 04:45 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/3/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/3/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/31/2021 1:02 PM	Approved (Pending)		Letchworth, Tina			
8/2/2021 9:25 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	135	926	00	$1,683,200.00	$0.00	$1,683,200.00		
ⓘ	Salary	3	5110	181	926	00	$288,000.00	$0.00	$288,000.00		
ⓘ	Other	3	5110	211	926	00	$150,796.80	$0.00	$150,796.80		
ⓘ	Other	3	5110	221	926	00	$427,356.16	$0.00	$427,356.16		
ⓘ	Other	3	5110	231	926	00	$202,432.00	$0.00	$202,432.00		
ⓘ	Salary	3	5210	135	909	00	$157,800.00	$0.00	$157,800.00		
ⓘ	Salary	3	5210	181	909	00	$27,000.00	$0.00	$27,000.00		
ⓘ	Other	3	5210	211	909	00	$14,137.20	$0.00	$14,137.20		
ⓘ	Other	3	5210	221	909	00	$40,064.64	$0.00	$40,064.64		

11/10/2021 10:15:11 AM

ⓘ	Other	3	5210	231	909	00	$18,978.00	$0.00	$18,978.00
ⓘ	Salary	3	5240	132	909	00	$52,600.00	$0.00	$52,600.00
ⓘ	Salary	3	5240	181	909	00	$9,000.00	$0.00	$9,000.00
ⓘ	Other	3	5240	211	909	00	$4,712.40	$0.00	$4,712.40
ⓘ	Other	3	5240	221	909	00	$13,354.88	$0.00	$13,354.88
ⓘ	Other	3	5240	231	909	00	$6,326.00	$0.00	$6,326.00
ⓘ	Other	3	5350	311	926	00	$450,000.00	$0.00	$450,000.00
ⓘ	Salary	3	5840	145	909	00	$111,000.00	$0.00	$111,000.00
ⓘ	Other	3	5840	211	909	00	$8,491.50	$0.00	$8,491.50
ⓘ	Other	3	5840	221	909	00	$24,064.80	$0.00	$24,064.80
ⓘ	Other	3	5840	231	909	00	$12,652.00	$0.00	$12,652.00
ⓘ	Other	3	8100	392	000	00	$153,005.02	$0.00	$153,005.02
ⓘ	Other	3	8200	399	000	00	$34,338,171.60	$0.00	$34,338,171.60
						Total:	**$38,193,143.00**	**$0.00**	**$38,193,143.00**

Grant Details

New Hanover County Schools (650) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1) New Hanover County Schools has engaged in the ongoing process of assessing district needs and planning to prepare/prevent/respond to COVID-19 learning loss, reopening, and related projects. This process has spanned the past 13 months and included a variety of stakeholders. Across each of these stakeholder groups, there has been representation from district-level leadership, school administration, classroom teachers, School Board and community members. The aforementioned groups include: -NHCS Senior Leadership Team -NHCS Board of Education -NHCS Summer Learning Ignite Committee -NHCS Alternatives to Student Retention Committee -NHCS COVID-19 Teaching and Learning Subcommittee -NHCS COVID-19 Health and Safety Subcommittee -NHCS COVID-19 Operations and Transportation Subcommittee -Site specific parent surveys and communication 2) New Hanover County Schools intends to continue to assess, address, and monitor student learning gaps resulting from the disruption in educational services by continuing these highly effective committees and subcommittees. The weekly/monthly work of these committees and stakeholders will be to continuously attend to the celebrations, challenges, and district success goals related to utilizing PRC171 throughout the phases of implementation, recovery, and sustainability of educational services. 3) Assessment of Student Learning Gaps- Grades K-2 Students with an i-Ready EOY score below the

established proficiency level Grade 3 Students who have not scored level 3 or higher on the BOG, EOG, or RtA tests Students with an i-Ready EOY score below the established proficiency level students with less than 50% chance of scoring level 3 or higher on the Reading EOG as determined by EVAAS Grades 4 - 5 Students that have less than a 40% chance of being proficient in Reading, Math, or Science (grades 5 & 8) as determined by the EVAAS Projection Summary Report (not available for fourth grade students due to lack of data) Students with a failing grade in Reading, Math or Science (grades 5) through the end of the third grading period Also...5-8 - students with less than 50% chance of scoring level 3 or higher on the Reading, Math, and Science (grades 5 and 8) EOGs and Math 1 (8th grade only) as determined by EVAAS For grade 5 - 7, students have been identified at risk of not being proficient on all 3 EOGs, at risk of not being proficient on 2 of the 3 EOGs, and at risk of not being proficient on 1 EOG. For grade 8, students are identified who are at risk of not being proficient on all 3 grade 8 EOGs as well as Math 1 in high school, at risk of not being proficient on 2 or 3 of the listed tests, at risk of not being proficient in Math 8 and Math 1. Additionally, students at risk of not being proficient on just the 8th grade Reading EOG OR at risk of not being proficient on either math only, science only, or Math 1 only. Due to COVID19 there has been an increase in student absences and SEL learning loss. EOY 2021 FAM-S data shows that schools were unable to implement the SEL curriculums with fidelity. These results indicated that an SEL Curriculum Specialist is needed to respond to SEL needs created during the pandemic & build capacity in the classroom teachers' ability to sustain these programs and support students' social-emotional needs. - Since the return to face to face learning, out of school suspensions spiked to 85, and in-school suspension =115 for the month of April. -2020-2021 Dropouts = 214 as of April 30, 2021. The two most chosen reasons are Lack of Engagement & Attendance due to COVID19. -As of April 30th, 98 Say Something incidents were reported, 10 = Suicidal Ideation, 41 = Bullying Reports, 6 = self-harm, 8 = depression, and 8 = drug use. -Student safety software, Gaggle, has logged 1424 incidents of inappropriate use of technology since January 2021. Of those, 31 were deemed "Possible Student Situation" which indicates a student in immediate danger of hurting themselves/others. NHCS plan is to address student learning gaps and learning loss in response to COVID19 by overhauling all 3 aspects of the Instructional Core: -Increase the teacher's instructional knowledge and capacity in preparation to respond to COVID19 learning loss in an on-going manner through PD & job-embedded coaching with K-8 Instructional Coaches. -Increase the level of complexity of the content students must learn by implementing high-quality standardized curriculums and resources. -Change the role of the student in the instructional process through short-cycle assessments, universal screeners, coordinating key positions to address the needs of special populations in response to COVID19 (SLP, OT, PT), and offering a high-quality summer learning program as well as extended day contracts. OT/PT contracts: -Lead for OT covered 25+ referrals throughout the county -OTRs had to move students service schedules around to make room to complete evaluations & not miss service times -Child Find services have increased since the Pandemic as young children have not had the opportunity to attend daycare and preschool & have opportunities to naturally practice skills; therefore, these students are requiring more OT than in the past to remediate skill deficits & build access to classroom materials This will seriously impact & overload OTs caseload on the preschool settings. The # of parent

request evaluations has increased since school closure in response to COVID19. The details specific to this plan are listed below throughout Part C: Allowable Uses.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

ADDRESSING LEARNING LOSS DATA ANALYSIS--> K-12 standardized curriculums in order to implement evidence-based supports/activities to meet the comprehensive needs of ALL students and a team of special education curriculum specialists is needed with expertise in explicit and systematic specially designed instruction. -12 of 26, K-5 schools have a standardized math curriculum -20 of 26, K-5 schools have a standardized phonics curriculum -26 of 26, K-5 schools need to continue standardized ELA instruction & resources -0 PreK classrooms have aligned ELA and Math resources to support transition to Kindergarten -66% of 6-8 is using Open Up Resources -0 of 34, K-8 schools have sufficient hands-on Science resources -12 of 34, K-8 schools have consistent, primary source, SS resources. Grades 9-12 are also inconsistent in providing common SS resources. -20% of K-8 students have access to a universal screener -0 of 8, 9-12 schools have standardized English I & II, NC Math 1, or Biology curriculums -NHCS currently has 3,305 SWD. 90% of SWD were more negatively impacted by virtual teaching options than typically-developing students. -90% of compensatory services for SWD are in the area of Speech Language. FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION--> Additional supplies and equipment are needed to operate as a result of the pandemic. -3 of 45 schools need extensive repair to the thermal envelope of the building to prevent the infiltration of moisture laden outside air, improve the performance of the HVAC system, improve indoor air quality (eliminate mold growth),, and minimize the transmission of the virus. Replacement of roofs at 10 of 45 schools per roof evaluation and recommendation of roofing engineer. -Current industry standards, and provide needed additional storage space for COVID related supplies. -Facility repairs to improve the thermal envelope of the building to prevent outdoor air infiltration and improve indoor air quality. -Facility repairs to prevent the infiltration of moisture laden outside air and improve indoor air quality (eliminate mold growth). IMPROVE AIR QUALITY--> Facility Improvements for building systems and operations to meet current k-12 facility standards, current industry standards, and improve indoor air quality through improved HVAC system operations in an effort to prevent virus transmission. -140 buses need installation of air cleaning/disinfecting technology -4 of 45 schools require chiller replacement -10 of 45 schools require HVAC control replacement -8 or 45 schools require HVAC equipment replacement ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS --> Student Support Positions in response to COVID impact -Currently 1 district supervisor supports 134 School Social Workers & Counselors in 45 schools. -758 students are identified as homeless under McKinney Vento regulations during 20-21. Currently 656 students are receiving McKinney Vento

services. -current attendance rates are considerably lower than the previous averages around 97%. Currently, NHCS is around 91% in attendance, with disproportionate impact on students of color (84% for Black and 88% for Hispanic). -Since returning to F2F learning, the attendance rate for Black students has increased from 80%. -The Social Work Association of America establishes an appropriate ratio of SSW to Ss at 1:250. NHCS ratio is currently 1:501. IMPROVING PREPAREDNESS AND RESPONSE --> Additional School Nurse Support for prevention of virus transmission -6 of 45 schools require full-time school nurse support -School Nurse Supervisor is required to manage the nurse workforce & oversee preparedness/response -School Nurse to student ratio for general populations is 1:750, the ratio for students requiring daily services or interventions is 1:225. Impacts of the pandemic increase that need to daily services for many students. NHCS is currently = 1:684. -NHCS has identified 887 positive COVID cases among student/staff since returning to F2F instruc on 10/12/20. -1,552 staff or students have been quarantined due to exposure to a positive COVID case at school and 2 clusters have been identified since 10/1/20. EDUCATION TECHNOLOGY--> Device Access and Updated Projection Abilities to maximize remote learning/face-to-face hybrid needs -24,704 students share 15,120 laptops & iPads for instruction. -50% of school sites have adequate projection capabilities MENTAL HEALTH SERVICES --> Positions and Professional Development in response to SEL impact due to COVID19 -As of March 1, 2020, NHCS had intervened on 4 clear suicide threats among students that were anonymously reported by friends during this school year. SUMMER LEARNING --> Fulfill HB82 Legislation and Create High-Quality Summer Ignite Program in response to COVID Learning Loss -Failure rates for HS students were recorded as high as 68.18% in the district with black students failing at a rate of 41.12% when compared to white students with a failure rate of 31.82%. -ES failure rates increased as much as 23.91% from the 19-20 school year to the 20-21 school year with an overall failure rate as high as 32.70%. -When comparing BOY Reading outcomes to MOY Outcomes there was an overall decrease of 5 percentage points from the 19-20 to the 20-21 school year in grades K-3. In first grade there was a decrease of 10 percentage points, 19 in second grade and 5 in 3rd grade. OTHER ESSA ELIGIBLE ACTIVITIES --> Coordination of Recovery Funding and After-School Programming to mitigate COVID19 academic and SEL learning loss. -Parents of the schools were surveyed in February 2021. 80% responded that they were interested in afterschool programming at their child's school or at another nearby school (with transportation provided), but 59% reported an inability to pay for school-based afterschool care for their child(ren). -Currently, district level positions to plan, monitor, and measure the impact of all Federal Funds are not in place.

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.

$ 11,404,885.00 * 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;

NHCS has prioritized the 20% of this allocation to address learning loss by adding the following positions. The grant details in (A)-(E) provide a detailed description of how these positions will be utilized to support the recovery of learning loss across all schools due to the pandemic. -1 K-8 Reading Curriculum Specialist for SWD -32 Elementary and Middle School Instructional Coaches (1 per school) -1 K-8 Math Curriculum for SWD -1 Secondary Curriculum Specialist for SWD -2 OTs & 1 SLP The standardization of curriculums as stated in Section B: Data Analysis and ESSER II Grant Details will include high quality unit/module assessments. In addition, NHCS has created a pacing guide and expectation that all schools will utilize Short Cycle Assessments as an interim assessment is to help improve learning for all students through regular review of student achievement, as well as subsequent adjustment of instructional strategies, difficulty level of instructional and practice materials, and targeted interventions. The aforementioned positions will lead the implementation of these valid and reliable assessments, ensure fidelity, and monitor the planning/delivery of differentiated instruction. In addition, these key positions will contribute to the measuring of progress monitoring data for trend analysis by student and student groups (by teacher, by student cohort, by school, and by district.) This will ensure recovery of learning loss over the past 1.5 years of COVID19 and the negative impact on student achievement. In addition, recurring student licenses for AimsWeb Plus will be purchased as a universal screener for all K-8 students to provide detailed information on student learning gaps due to COVID19.

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

To respond to the negative impact of COVID19 and student learning loss, NHCS will further utilize the positions listed in subsection (A) to lead and elevate the evidence-based practice of Professional Learning Communities at the school level. Current observations indicate that PLCs have become a vehicle for writing lesson plans. Instead, we will run effective PLCs in which the following 6 components are non-negotiables: 1. Studying student data 2. Selecting instructional strategies for meeting the standards 3. Planning on how to incorporate instructional strategies into lessons 4. Implementing the planned lessons 5. Analyzing student work 6. Reflecting on the outcome and adjusting as necessary In addition, recurring student licenses, consumable materials, and professional development for the

standardized curriculums will occur to sustain high-quality, evidence-based activities through: -Fundations -Reading/Writing Fundamentsl -Eureka Math -OpenUP Math -Discover Ed -Science Kit Expansions -History Alive -Miller & Levine Biology -My Perspectives Eng I and II -SPIRE for K-5 SWD -LANGUAGE for 6-12 SWD

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

Regular parent communication and engagement is paramount. The positions listed in subsection (A) will lead the work of establishing the following in an effort to meet the needs of students in response to COVID19: -Collaborative homework that requires parents and children to work together -Providing enrichment materials that students can take home to use with their families. -Establishing formal school initiatives that encourage student learning at home. -In the right situations, encouraging appropriate, but possibly higher student and parent aspirations and expectations. Regular, targeted communication to parents regarding their child's academic successes. -Regular communication to parents regarding academic activities and schedules. -Actively and genuinely seeking parent input through newsletter or online surveys. For any future distance learning activities, the positions listed in subsection (A) will lead and support converting our high-quality, standardized curriculums into instructional units for distance learning. This will include, but not be limited to... -teacher clarity and learning intentions from a distance -engaging tasks and rigor from a distance -feedback/assessment/grading from a distance Furthermore, the following 2 positions will be added to support the learning loss of students due to Speech/Language and Occupational disabilities. This will span both face-to-face instruction and distance learning in an effort to provide specially designed instruction per IEPs to students owed compensatory services due to teaching and learning loss and providing educational evaluations to students suspected of having a disability due to prior below-grade-level performance exacerbated by recent teaching and learning loss. -1 additional Speech Language Pathologist (SLP) -2 additional Occupational Therapists

* (D) Tracking student attendance and improving student engagement in distance education;

We have learned that that tracking student attendance to approve and monitor student engagement is more complex in our current environment. The positions listed in subsection (A) will support the recovery of learning loss and respond to students' academic, social, and emotional needs by attention to the following indicators: -Gradebook assignments and assignment scores -Log in records and log in duration from learning platforms or student portals -Daily logs (electronic or paper) that can be saved or stored in a student's file -Online polls or chat history -Attendee logs from video or audio calls In an effort to strengthen relationships and create school improvement... the Elementary and Middle School Coaches and Curriculum Specialists will actively build capacity will all instructional staff in how to utilize the metrics for monitoring student attendance and engagement.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

In an December 2020 article by Brookings Institute it was stated that, "Based on historical learning trends and prior research on how out-of-school-time affects learning, we estimated that students would potentially begin fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. In mathematics, students were predicted to show even smaller learning gains from the previous year, returning with less than 50% of typical gains. While these and other similar forecasts presented a grim portrait of the challenges facing students and educators this fall, they were nonetheless projections. The question remained: What would learning trends in actual data from the 2020-21 school year really look like?" The positions listed in subsection (A) will support classroom teachers and support staff in the process of determining actual learning loss for students and converting this information into individual learning paths for standards mastery and recovery. Both the Elementary and Middle Schools Instructional Coaches have the depth of knowledge to look backwards and forwards (vertically) through grade level standards. Their roles and ability to do this will support planning and instruction in an effort to minimize learning loss without the loss of more instructional time. For example: -What should students be able to do to indicated the mastery of a standard? -Pre-assess -Design a learning trajectory to mitigate gaps in learning from the prior grade level/previous grade level standard -Post-assess -Analyze and adjust

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ⦿ No				$ ☐
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				$ ☐

ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ○ Yes ◉ No				$
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$

SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$
LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⦿ No				$

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ◉ No				$
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$

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				$
	* ◉ Yes ○ No	- Afterschool programs for 10 Elementary Schools Parents of the schools were surveyed in February 2021. 80% responded that they were interested in afterschool programming at their child's school or at another nearby school (with transportation	July 2021 - September 2024	-Increase student achievement - Reverse COVID-19 learning loss - Alleviate childcare issues for working parents -Provide a supervised setting for students to generalize SEL competencies	$ 26,788,258.00

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.		provided), but 59% reported an inability to pay for school-based afterschool care for their child(ren). The goals of this program are to increase student achievement, reverse COVID-19 learning loss, help alleviate childcare issues for working parents that often leads to more student absences, and provide a supervised setting for students to generalize SEL competencies as a result of & in response to COVID19. Each program would serve between 25 and 30 students and include transportation. - Indirect Cost			

		currently 2.721% - Unbudgeted funds for FY 2023-2024			
			Total ESSER III Allotment	$	26,788,258.00

Part E: Assurances

Check **all**assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

New Hanover County Schools (650) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

New Hanover County Schools (650) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Jamie Malinak

Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Tuesday, August 24, 2021

New Hanover County Schools (650) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

New Hanover County Schools (650) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

11/10/2021 10:15:11 AM

GAN Organization Data

New Hanover County Schools (650) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

826338506

* Address:

6410 Carolina Beach Road Wilmington, NC 28412

* Superintendent:

Dr. Charles Frost

Key Personnel:

* Jamie Malinak, Director Federal Programs

11/10/2021 10:15:11 AM

Onslow County Schools (670) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	9/29/2021 1:20:16 PM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Onslow County Schools (670) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$18,043,579.00	$18,043,579.00
Carryover	$32,257,849.65	$32,257,849.65
Total	$50,301,428.65	$50,301,428.65

Budget

Onslow County Schools (670) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
670	181	2	No	Yes	2.19 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$18,043,579.00	$18,043,579.00
Carryover Amount:	$32,257,849.65	$32,257,849.65
Allotment Plus Carryover:	$50,301,428.65	$50,301,428.65
Total Budgeted:		$50,301,428.65
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 11:47 AM	Evans, Allie

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 11:47 AM	Approved (Pending)		Evans, Allie			
11/2/2021 8:47 AM	Received		Admin, NCCCIP			
10/27/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Eddy, Melissa
10/25/2021 9:45 AM	Approved (Pending)		Eddy, Melissa			
9/29/2021 1:20 PM	Received		Admin, NCCCIP			
9/2/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/2/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/30/2021 10:38 PM	Approved (Pending)		Hinson, Tina			
7/29/2021 10:07 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Equipment	3	5110	462	681	00	$10,582,441.24	$0.00	$10,582,441.24		
ⓘ	Other	3	5220	311	431	00	$45,000.00	$0.00	$45,000.00		
ⓘ	Other	3	5240	318	431	00	$90,000.00	$0.00	$90,000.00		

ⓘ	Salary	3	5330	143	488	00	$0.00	$92,500.00	$92,500.00	Part-time tutors within the instructional the instructional day to address learning loss.
ⓘ	Other	3	5330	211	488	00	$0.00	$7,076.25	$7,076.25	
ⓘ	Other	3	5330	311	488	00	$0.00	$100,000.00	$100,000.00	Contracted tutoring services to address learning loss.
ⓘ	Other	3	5330	411	488	00	$0.00	$30,000.00	$30,000.00	Supplies and materials to use for tutoring services to address learning loss.
ⓘ	Other	3	5330	411	489	00	$38,500.00	$0.00	$38,500.00	
ⓘ	Other	3	5330	418	489	00	$3,151,055.80	$0.00	$3,151,055.80	
ⓘ	Salary	3	5350	196	489	00	$15,600.00	$0.00	$15,600.00	
ⓘ	Salary	3	5350	198	488	00	$0.00	$514,500.00	$514,500.00	Tutors outside of the instructional day to address learning loss.
ⓘ	Other	3	5350	211	488	00	$0.00	$39,359.25	$39,359.25	
ⓘ	Other	3	5350	211	489	00	$1,193.40	$0.00	$1,193.40	
ⓘ	Other	3	5350	221	488	00	$0.00	$125,383.65	$125,383.65	

ⓘ	Other	3	5350	221	489	00	$3,801.72	$0.00	$3,801.72	
ⓘ	Salary	3	5360	126	439	00	$290,697.75	$0.00	$290,697.75	
ⓘ	Other	3	5360	126	489	00	$1,957,650.00	$0.00	$1,957,650.00	
ⓘ	Salary	3	5360	131	489	00	$229,940.00	$0.00	$229,940.00	
ⓘ	Salary	3	5360	135	489	00	$175,762.50	$0.00	$175,762.50	
ⓘ	Salary	3	5360	142	439	00	$187,500.00	$0.00	$187,500.00	
ⓘ	Other	3	5360	142	489	00	$276,250.00	$0.00	$276,250.00	
ⓘ	Salary	3	5360	143	489	00	$20,000.00	$0.00	$20,000.00	
ⓘ	Salary	3	5360	151	489	00	$120,000.00	$0.00	$120,000.00	
ⓘ	Salary	3	5360	171	489	00	$171,456.00	$0.00	$171,456.00	
ⓘ	Salary	3	5360	173	489	00	$146,118.00	$0.00	$146,118.00	
ⓘ	Salary	3	5360	180	439	00	$120,000.00	$0.00	$120,000.00	
ⓘ	Other	3	5360	180	489	00	$1,091,000.00	$0.00	$1,091,000.00	
ⓘ	Salary	3	5360	199	489	00	$500.00	$0.00	$500.00	
ⓘ	Other	3	5360	211	439	00	$45,762.13	$0.00	$45,762.13	
ⓘ	Other	3	5360	211	489	00	$320,433.77	$0.00	$320,433.77	
ⓘ	Other	3	5840	311	431	00	$45,000.00	$0.00	$45,000.00	
ⓘ	Other	3	6540	411	489	00	$85,214.13	$0.00	$85,214.13	
ⓘ	Other	3	6550	331	488	00	$0.00	$94,119.39	$94,119.39	Transportation for students for tutoring outside of the instructional day to address learning loss.
ⓘ	Other	3	6550	331	489	00	$216,000.00	$0.00	$216,000.00	
ⓘ	Other	3	6570	522	601	00	$702,834.00	$0.00	$702,834.00	
ⓘ	Other	3	6570	523	601	00	$35,000.00	$0.00	$35,000.00	

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ℹ️	Other	3	8100	392	000	00	$420,736.72	$19,738.24	$440,474.96	
ℹ️	Other	3	8100	472	960	00	$0.00	($68,459.92)	($68,459.92)	Sales tax refund
ℹ️	Other	3	8200	399	000	00	$11,672,402.49	$17,089,362.14	$28,761,764.63	
						Total:	**$32,257,849.65**	**$18,043,579.00**	**$50,301,428.65**	

Grant Details

Onslow County Schools (670) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

To complete the needs assessment, executive staff meet bi-weekly to share identified needs of each division in the school system. Principals and maintenance staff were completed site inspections to identify capital improvement needs. The capital improvement evaluation team meet to prioritize identified needs, including HVAC replacement/repairs and door/window replacement. Instructional service leadership monitored data and utilized MOY diagnostics and PowerSchool reports to identify students at-risk of academic failure and eligible for planned summer learning activities. School-based tech facilitators and district IT leadership identified technology needs from DLMI reports and monitoring of staff/student technology needs. Feedback and input for ESSER II and III needs was sought from the district's Quality Council and System Involvement Team, which consists of teachers, community leaders, business leaders, parents, administrators, and classified school staff. In determining the needs identified in this plan, the following data was utilized. -While OCS began the year under Plan B for all students and has since transitioned to plan A for all students, K-5 students have missed approximately 50 days of in-person instruction and 6-12 students have missed 86 days of in person instruction. Students also missed 30% of in-person instruction during the 2019-20 school year due to COVID-19. In addition, students missed 20% of in-person instruction during the 2018-19 school

year due to Hurricane Florence. -MOY PowerSchool early warning system data indicate 20.6% of k-12 students are at-risk of academic failure due to grades and/or attendance. -MOY iReady diagnostic data show indicates 19% of K-8 students are more than one grade behind in math and 20% of K-8 students are more than one grade level behind in reading. -2020 -21 EOY iReady continues to show significant decreases of students ending the year on grade level in both reading and math and preliminary EOG/EOC data shows a significant decrease in proficiency rates as compared to pre-pandemic data. -HVAC and ventilation inspections identified a minimum of 13 critical HVAC projects schools necessary to improve ventilation and air circulation. -Site inspections revealed 8 schools in immediate need of repair and/or replacement of windows and doors to improve ventilation and air circulation. -The annual DLMI report, along with device inventory and maintenance logs, are used to monitor the serviceability of student and staff devices, including the model number, amount of RAM, and processer speed. In response to COVID-19, it is critical that all students and staff have devices that meet minimum specs to effectively run Microsoft Teams, as well as all technology-based programs used to support both core and supplemental instruction. Most current operating systems are optimized for 8 to 16GB of RAM. Student and staff devices identified for immediate replacement do not meet these minimum specs. COVID-19 has intensified the need to ensure that all students and staff have a functional and reliable device at all times. Having a device go down or not function correctly in our current blended learning environment creates additional learning loss for our students who are trying to catch up from the effects of COVID-19. In addition, in response to COVID-19, it is critical that we are prepared to immediately go back to full remote instruction should the need arise. Up to date and effective technology for students and staff is necessary to ensure there is minimal disruption to the learning process. With the ongoing quarantines and full remote instruction, teachers must be able to plan and deliver instruction in both blended and full remote models and having reliable technology is a must. Additional instructional staff monitor teaching and learning and provide teachers with resources and support to enhance instruction as we respond to the effects of COVID-19 on student learning. Future device replacement needs to provide ongoing support for learning loss due to COVID-19 will be addressed annually. - Coordination was required between OCS and the Onslow County Health Department in administration of COVID-19 vaccinations, requiring several district-level employees to perform additional duties in responsibilities to assist in vaccinating district employees, of-age students, and community members in response to and for prevention of COVID-19. - Assessment of Exceptional Children's services lost or negatively impacted by COVID-19 indicate the following EC needs: approximately 157 students qualifying for extended schools year, 220 for compensatory services, 30 students in need of OT, 50 for PT, 70 for speech/language, and 5 in need of nursing services. The district will continue to evaluate needs throughout the grant implementation period, with an emphasis on monitoring learning gaps that have resulted from lost in-person learning. School level and district staff will utilize available state accountability data to identify school/district-wide gaps. In addition, student progress will be monitored through quarterly diagnostic and/or benchmark assessments. School and district leadership will also continue to utilize the at-risk feature in PowerSchool to assist in identifying at-risk students. At the school level, teachers will also utilize ongoing formative assessments

and the Data Teams process to monitor student learning and mastery of content. The Data Teams process will also be used to plan evidence-based interventions and instructional practices for students who need additional support. Teachers will continue to receive coaching and support in strengthening the implementation of the math core curriculum. A new Science of Reading based ELA curriculum will be implemented in grades K-5, which will be accompanied by professional development and coaching support. Summer learning programs will be offered for at-risk to assist in closing gaps due to lost instructional time.

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

- As evidenced by the data, support of learning loss is critical. OCS has established a learning loss plan for the summer and will continue to plan additional student learning opportunities to address learning loss. To support the summer program, additional custodial services, as well as cleaning and sanitation supplies will be needed to prevent possible spread of COVID-19. In addition, transportation services will be required to ensure students are able to participate in summer programs to address learning loss due to COVID-19. - To address learning loss in early literacy, OCS will be implementing an new K-5 ELA curriculum aligned with the "Science of Reading." The selected curriculum will provide blended learning resources to meet the needs of both in-person and remote learners as we continue to address the long-term learning impacts of COVID-19 and ensure the district is prepared to quickly return to remote learning should the future need arise. Teacher will need extensive PD on the new curriculum and in the "Science of Reading" to best respond to the post-pandemic learning needs of students. -The ongoing need for the replacement of student and staff devices no longer meeting minimum functional specifications is critical for ensuring OCS continues to offer and support technology-rich core and supplemental instruction as we address learning loss due to COVID-19. The district must also be prepared to make an immediate switch to full remote instruction in the future if the need arises due to COVID-19. Any delay in ensuring fully functional devices for students and staff will slow current efforts to address learning loss from COVID-19 and will lead to an additional loss of learning for our students, especially if a future shift to remote instruction be required. -Identified concerns with HVAC systems, as well as and doors and windows, must be addressed to ensure adequate ventilation, circulation, and air quality. - Performance of additional duties and responsibilities as a result of COVID-19 may result in the need for additional salary supplements for employees providing vaccination support. - To provide for learning loss for EC students due to COVID-19, the following EC services must be provided: OT, PT, Speech/Language, Nursing, ESY, and compensatory services. Funds from PRC 167 will also be utilized to provide some of these services.

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.

$ 9,667,373.74 * 20% (minimum) of PSU Allocation to be used to address learning loss through September 30, 2024.

In the required spaces below, <u>provide a detailed description</u> 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;

School level and district staff will utilize available state accountability data to identify school/district-wide gaps. In addition, student progress will be monitored through quarterly diagnostic and/or benchmark assessments utilizing IReady Reading and Math and state required K-3 diagnostic assessments. Apex Learning will be purchased from PRC 181 and used to track student progress with course recovery efforts, and ALEKs will be used to administer diagnostic assessments in high school mathematics courses. School and district leadership will also continue to utilize the at-risk feature in PowerSchool to assist in identifying at-risk students. At the school level, teachers will also utilize ongoing formative assessments and the Data Teams process to monitor student learning and mastery of content. The Data Teams process will also be used to plan evidence-based interventions and instructional practices for students who need additional support. OCS will utilize the the state-approved competency-based assessment to measure student learning progress in grades K-8 during the summer 2021 learning program and as required in future summer learning programs.

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

OCS has established Discover 2021, a learning loss plan for the summer of 2021. This plan includes 150 hours of instruction in required content areas at the K-8 level, as well as course recover options and elective offering at the high school level. Summer instruction will occur over a five-week period during the summer of 2021. Future summer learning opportunities will be planned based on the identified needs of the district as student proficiency results become available. The district will also continue to plan additional student learning and tutoring/recovery opportunities to address learning loss based on needs identified from state accountability and/or diagnostic assessment data. To address learning loss in early literacy, OCS will also be implementing an new K-5 ELA curriculum aligned with the "Science of Reading." Professional development will be key in supporting teachers in research-based best practices

aligned with the "Science of Reading" to ensure learning recovery through a strong core in literacy at the K-5 level to mitigate learning loss due to COVID-19. Through implementation of a research-based core, teachers will be provided with instructional tools and resources to plan and provide explicit, systematic, and sequential instruction based on evidenced-based best practices. Teacher will also receive professional development, as well as assessment tools and resources to identify individual student needs, develop individual learning plans, and plan instruction to address any identified student skills deficits resulting from COVID-19. In addition, the identified core will also provide student and teacher resources in both digital and print editions, ensuring that Onslow County Schools is prepared to shift to full or partial remote instruction should it become necessary in the future. Exceptional needs students will be provided with ESY, Compensatory Ed, Speech/language, nursing services, as the need is determined by assessments of learning loss, services missed, and/or progress on IEP goals.

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

Information and invitations will be sent home with all students eligible for Discover 2021. In addition, virtual learning links will be reactivated on the district website that provide asynchronous instructional and at-home activities in math a reading. Information and invitations will also be sent to parents for Exploration activities as part of Discover 2021. These activities are meant to address learning loss outside of the traditional core content areas, as well as focus on social /emotional and mental health needs of students. In addition, the new K-5 ELA core curriculum contains a parental involvement component that includes a parent letter at the beginning of each unit of study, along with take home activities explaining the upcoming unit and how parents can support student learning at home. Students attending Onslow Virtual Elementary or Onslow Virtual Secondary will be provided with an orientation for learning coaches explaining the expectations for remote instruction, the expectations for learning coaches, and how to support their child's learning in a full-remote environment. A learning recovery webpage will also be developed for the OCS website to provide information to parents about OCS strategies for learning recovery, as well as with information on how parents can support student learning at home. Parent and family communication will continue in future years to ensure students are informed of student progress an dare aware of additional activities to address learning loss.

* (D) Tracking student attendance and improving student engagement in distance education;

Onslow County Schools utilizes Microsoft Teams as our LMS. Attendance and activity reports are readily available through Teams. For the 2021-22 school year, OCS will utilize a synchronous model for remote instruction requiring participating students to be logged on live with the teachers at regularly scheduled times. This will also allow the teacher to take attendance and monitor participation and engagement of students on a daily basis. For future years, OCS will continue to utilize Teams as the LMS and will offer synchronous and/or asynchronous based on student and staff needs.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

OCS utilizes data from the PowerSchool at-risk report to analyze students at-risk of academic failure due to grades and/or attendance. Comparisons between pre-pandemic and post-pandemic years can be made. In addition, OCS is able to use comparative data from district benchmarks and iReady diagnostics to compare student performance pre-pandemic and post-pandemic. Finally, OCS will use EOG/EOC from pre and post-pandemic years to help further identify learning loss due to the pandemic.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ○ Yes ◉ No				$
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	HVAC repair/replacement, as well door/window replacement have been identified to improve air quality and reduce the likelihood of transmission of COVID-19.	Prior to end of 2022-23	Project completion, monitoring of air quality, centralized monitoring and control to ensure appropriate air quality, flow, and temperature to reduce likelihood of transmission of COVID-19 do to air quality and ventilation.	$ 737,834.00

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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	Identified exceptional needs students will be provided with OT/PT services based on learning loss, lack of services, and progress on established goals due to the impacts of COVID-19.	Summer 2021	Service plans and logs, IEP goal progress	$ 180,000.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

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LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ◉ No				$
	* ◉ Yes ○ No		Prior to 09/30/2024	DMLI Report; computer specs; annual repair cost analysis; down-time analysis	$ 10,582,441.24

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EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		Funds will be used to purchase replacement devices for staff and students to support blended and remote learning. Devices will will be replaced as the need is determined (when device will no longer meet minimum necessary specs or cost of repair/maintenance exceeds device value) Functional devices are necessary to support core and supplemental instruction as students make up for lost learning due to the pandemic and to prevent any future learning loss due to a shift to remote instruction.			

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ○ Yes ◉ No				$
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	See Addressing Learning Loss in Part C above.	Ongoing starting August 2021	State and local assessment and progress monitoring results. PowerSchool at-risk reports.	$ 0.00
	* ◉ Yes ○ No	Indirect Costs - $442.660.96; Unbudgeted reserve - $28,759,578.63	Indirect cost quarterly; credit recovery beginning June 2021	PRC 181 budget reports; Credit Recovery - students participating in credit recovery and number/percent recovering credit.	$ 29,133,779.67

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.					
				Total ESSER III Allotment	$ 40,634,054.91

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.
*	✔	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Onslow County Schools (670) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Mark Bulris

Substantially Approved Dates

Onslow County Schools (670) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, July 30, 2021

Onslow County Schools (670) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Onslow County Schools (670) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Onslow County Schools (670) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

82363573

* Address:

P.O. Box 99 Jacksonville, NC 28541

* Superintendent:

Dr. Barry Collins

Key Personnel:

* Mark Bulris

* Jeff Hollamon

Pamlico County Schools (690) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:10:02 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Pamlico County Schools (690) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$1,147,319.00	$1,147,319.00
Carryover	$2,317,120.00	$2,317,120.00
Total	$3,464,439.00	$3,464,439.00

Budget

Pamlico County Schools (690) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
690	181	0	No	Yes	4.75 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$1,147,319.00	$0.00
Carryover Amount:	$2,317,120.00	$2,317,120.00
Allotment Plus Carryover:	$3,464,439.00	$2,317,120.00
Total Budgeted:		$2,317,120.00
Total Remaining:	$1,147,319.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/03/2021 04:45 PM	Admin, NCCCIP

➖ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/3/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/3/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/31/2021 12:55 PM	Approved (Pending)		Letchworth, Tina			
8/25/2021 8:37 AM	Received		Admin, NCCCIP			
8/23/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Hinson, Tina
		☑		3-6400-152-000-000-00	0	Budget returned to LEA at the request of Sherry Meador on 8/24/21
8/23/2021 10:57 AM	Denied (Pending)		Hinson, Tina			
7/30/2021 9:25 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6400	152	000	00	$46,564.92	$0.00	$46,564.92		
ⓘ	Other	3	6400	211	000	00	$3,562.22	$0.00	$3,562.22		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount
ⓘ	Other	3	6400	221	000	00	$10,477.11	$0.00	$10,477.11
ⓘ	Other	3	6400	231	000	00	$6,500.04	$0.00	$6,500.04
ⓘ	Salary	3	6580	175	000	00	$81,600.00	$0.00	$81,600.00
ⓘ	Other	3	6580	211	000	00	$6,242.40	$0.00	$6,242.40
ⓘ	Other	3	6580	221	000	00	$18,360.00	$0.00	$18,360.00
ⓘ	Other	3	6580	231	000	00	$13,000.08	$0.00	$13,000.08
ⓘ	Other	3	8100	392	000	00	$105,072.26	$0.00	$105,072.26
ⓘ	Other	3	8200	399	000	00	$0.13	$0.00	$0.13
						Total:	**$291,379.16**	**$0.00**	**$291,379.16**

312 - Fred A Anderson Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	143	000	00	$131,687.50	$0.00	$131,687.50		
ⓘ	Other	3	5110	211	000	00	$10,074.12	$0.00	$10,074.12		
ⓘ	Other	3	5110	221	000	00	$29,629.67	$0.00	$29,629.67		
ⓘ	Salary	3	5210	121	000	00	$63,440.00	$0.00	$63,440.00		
ⓘ	Salary	3	5210	133	000	00	$5,753.00	$0.00	$5,753.00		
ⓘ	Other	3	5210	211	000	00	$5,293.26	$0.00	$5,293.26		
ⓘ	Other	3	5210	221	000	00	$15,568.43	$0.00	$15,568.43		
ⓘ	Other	3	5210	231	000	00	$7,041.71	$0.00	$7,041.71		
ⓘ	Salary	3	5360	113	000	00	$11,000.00	$0.00	$11,000.00		
ⓘ	Other	3	5360	211	000	00	$841.50	$0.00	$841.50		
ⓘ	Salary	3	5830	131	000	00	$68,640.00	$0.00	$68,640.00		

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5830	211	000	00	$5,250.96	$0.00	$5,250.96		
ⓘ	Other	3	5830	221	000	00	$15,444.00	$0.00	$15,444.00		
ⓘ	Other	3	5830	231	000	00	$6,500.04	$0.00	$6,500.04		
ⓘ	Salary	3	6110	113	000	00	$68,640.00	$0.00	$68,640.00		
ⓘ	Other	3	6110	211	000	00	$5,250.96	$0.00	$5,250.96		
ⓘ	Other	3	6110	221	000	00	$15,444.00	$0.00	$15,444.00		
ⓘ	Other	3	6110	231	000	00	$6,500.04	$0.00	$6,500.04		
ⓘ	Salary	3	6400	151	000	00	$84,000.00	$0.00	$84,000.00		
ⓘ	Other	3	6400	211	000	00	$6,426.00	$0.00	$6,426.00		
ⓘ	Other	3	6400	221	000	00	$18,900.00	$0.00	$18,900.00		
ⓘ	Other	3	6400	231	000	00	$13,000.08	$0.00	$13,000.08		
						Total:	$594,325.27	$0.00	$594,325.27		

316 - Pamlico County Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	143	000	00	$70,950.00	$0.00	$70,950.00		
ⓘ	Other	3	5110	211	000	00	$5,427.68	$0.00	$5,427.68		
ⓘ	Other	3	5110	221	000	00	$15,963.76	$0.00	$15,963.76		
ⓘ	Salary	3	5210	121	000	00	$63,440.00	$0.00	$63,440.00		
ⓘ	Salary	3	5210	133	000	00	$76,824.00	$0.00	$76,824.00		
ⓘ	Other	3	5210	211	000	00	$10,730.20	$0.00	$10,730.20		
ⓘ	Other	3	5210	221	000	00	$31,559.40	$0.00	$31,559.40		
ⓘ	Other	3	5210	231	000	00	$13,000.08	$0.00	$13,000.08		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5360	113	000	00	$11,000.00	$0.00	$11,000.00		
ⓘ	Other	3	5360	211	000	00	$841.50	$0.00	$841.50		
ⓘ	Salary	3	5830	131	000	00	$76,128.00	$0.00	$76,128.00		
ⓘ	Other	3	5830	211	000	00	$5,823.79	$0.00	$5,823.79		
ⓘ	Other	3	5830	221	000	00	$17,128.80	$0.00	$17,128.80		
ⓘ	Other	3	5830	231	000	00	$6,500.04	$0.00	$6,500.04		
ⓘ	Salary	3	6110	113	000	00	$68,640.00	$0.00	$68,640.00		
ⓘ	Other	3	6110	211	000	00	$5,250.96	$0.00	$5,250.96		
ⓘ	Other	3	6110	221	000	00	$15,444.00	$0.00	$15,444.00		
ⓘ	Other	3	6110	231	000	00	$6,500.04	$0.00	$6,500.04		
						Total:	$501,152.25	$0.00	$501,152.25		

320 - Pamlico County High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	143	000	00	$35,475.00	$0.00	$35,475.00		
ⓘ	Salary	3	5110	148	000	00	$65,000.00	$0.00	$65,000.00		
ⓘ	Other	3	5110	211	000	00	$7,686.34	$0.00	$7,686.34		
ⓘ	Other	3	5110	221	000	00	$22,606.88	$0.00	$22,606.88		
ⓘ	Other	3	5110	231	000	00	$13,000.08	$0.00	$13,000.08		
ⓘ	Salary	3	5210	121	000	00	$63,440.00	$0.00	$63,440.00		
ⓘ	Salary	3	5210	148	000	00	$35,000.00	$0.00	$35,000.00		
ⓘ	Other	3	5210	211	000	00	$7,530.66	$0.00	$7,530.66		
ⓘ	Other	3	5210	221	000	00	$22,149.00	$0.00	$22,149.00		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5210	231	000	00	$13,000.08	$0.00	$13,000.08		
ⓘ	Salary	3	5360	113	000	00	$11,500.00	$0.00	$11,500.00		
ⓘ	Other	3	5360	211	000	00	$879.75	$0.00	$879.75		
ⓘ	Salary	3	6110	113	000	00	$76,128.00	$0.00	$76,128.00		
ⓘ	Other	3	6110	211	000	00	$5,823.79	$0.00	$5,823.79		
ⓘ	Other	3	6110	221	000	00	$17,128.80	$0.00	$17,128.80		
ⓘ	Other	3	6110	231	000	00	$6,500.04	$0.00	$6,500.04		
						Total:	$402,848.42	$0.00	$402,848.42		

324 - Pamlico County Primary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	143	000	00	$131,687.50	$0.00	$131,687.50		
ⓘ	Other	3	5110	211	000	00	$10,074.12	$0.00	$10,074.12		
ⓘ	Other	3	5110	221	000	00	$29,629.67	$0.00	$29,629.67		
ⓘ	Salary	3	5210	121	000	00	$63,440.00	$0.00	$63,440.00		
ⓘ	Other	3	5210	211	000	00	$4,853.16	$0.00	$4,853.16		
ⓘ	Other	3	5210	221	000	00	$14,274.00	$0.00	$14,274.00		
ⓘ	Other	3	5210	231	000	00	$6,500.04	$0.00	$6,500.04		
ⓘ	Salary	3	5360	113	000	00	$11,500.00	$0.00	$11,500.00		
ⓘ	Other	3	5360	211	000	00	$879.75	$0.00	$879.75		
ⓘ	Salary	3	5830	131	000	00	$76,128.00	$0.00	$76,128.00		
ⓘ	Other	3	5830	211	000	00	$5,823.79	$0.00	$5,823.79		
ⓘ	Other	3	5830	221	000	00	$17,128.80	$0.00	$17,128.80		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5830	231	000	00	$6,500.04	$0.00	$6,500.04		
ⓘ	Salary	3	6110	113	000	00	$73,200.00	$0.00	$73,200.00		
ⓘ	Other	3	6110	211	000	00	$5,599.80	$0.00	$5,599.80		
ⓘ	Other	3	6110	221	000	00	$16,470.00	$0.00	$16,470.00		
ⓘ	Other	3	6110	231	000	00	$6,500.04	$0.00	$6,500.04		
						Total:	$480,188.71	$0.00	$480,188.71		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	6620	151	000	00	$18,703.75	$0.00	$18,703.75		
ⓘ	Other	3	6620	211	000	00	$1,430.84	$0.00	$1,430.84		
ⓘ	Other	3	6620	221	000	00	$4,208.34	$0.00	$4,208.34		
ⓘ	Other	3	6620	231	000	00	$5,281.28	$0.00	$5,281.28		
ⓘ	Salary	3	6940	113	000	00	$12,692.00	$0.00	$12,692.00		
ⓘ	Other	3	6940	211	000	00	$970.94	$0.00	$970.94		
ⓘ	Other	3	6940	221	000	00	$2,855.70	$0.00	$2,855.70		
ⓘ	Other	3	6940	231	000	00	$1,083.34	$0.00	$1,083.34		
						Total:	$47,226.19	$0.00	$47,226.19		

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Grant Details

Pamlico County Schools (690) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

The Pamlico County Schools (PCS) has a leadership team that consists of the following: all 4 principals, the Superintendent, Assistant Superintendent of Business Services (Finance), and all Directors (Digital/Technology, EC, Federal Programs/CTE, Personnel, Student Services, Instructional Services/Accountability, Child Nutrition, Maintenance, & Transportation). Each member of the team was tasked with conducting a needs assessment within their departments/schools/responsibilities in response to COVID-19 impacts (response to, the result of, and the prevention of). Meetings and subcommittee meetings were held weekly during the month of April 2021 to discuss data collected (from each team member) in the following areas: Learning Loss, Enrollment, Attendance, Social-Emotional Impacts, Exceptional Children, MTSS Processes, Health & Safety, Technology/Digital Teaching & Learning, and Personnel (Roles/Responsibilities). The leadership team reviewed PCS's four schools' school improvement plans, the PCS District Strategic Plan, all PRC & other allocations/revenues, as well as the GEER/ESSER I grant funds. The leadership team has conducted several work sessions to create a plan for the PCS K-12 Summer Learning Program and has created an incentive package for those employees that we will contract for the summer program. In addition to PRC 16 (RTA), PCS will use ESSER II and part of ESSER III funds to support the summer learning program and the corresponding incentive package. The Summer Learning Program Plan was submitted to the State for approval on April 29, 2021. We are still awaiting the submission's final approval. The GEER grants and the remaining ESSER (I, II and III) funds will be prioritized to address the specific needs generated from the development of the PCS comprehensive needs assessment to respond to the COVID-19 pandemics impacts on our students/schools/district. These identified needs include the following: focused learning recovery/acceleration efforts, needed SEL supports, the procurement of tools, resources, and services needed to accurately assess and disaggregate the documented learning loss, address the educational & social emotional gaps with equity, and to track the progress towards learning recovery, as well as continued health & safety concerns. Anticipating that PCS will need to continue to prepare for possible reoccurrences of remote learning due to school closures/quarantine mandates, our plan will also include action steps to improve our future response to virtual instruction and teacher/student preparedness to successfully interact and engage in the virtual and blended learning environment. PCS will continue to strengthen

parent involvement and parent supports through the resources, personnel, and protocols outlined in the plan. PCS will monitor and evaluate the effectiveness of our plan's action steps and resources through regularly scheduled data collection & analysis. To keep our plan transparent, FERPA compliant analyses will be accessible by all stakeholders. Additionally, PCS is mindful of the employment of additional personnel in order to successfully implement our scope of work and will routinely monitor our ability to maintain these positions throughout the grants' timelines and beyond if needed. For PCS's detailed Needs Assessment please use the following hyperlink: https://drive.google.com/file/d/15cgXOqYuPEjJQWy1Y7PJ78e3UQBQHJ78/view?usp=sharing

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

PCS data analysis in the area of learning loss indicated a substantially elevated course/subject failure rate as well as a much higher percentage rate of K-5 students not at grade level standards mastery. Our middle school students went from a 2% course failure rate in 2020 to a 35% rate in 2021. Our high school went from a 6% course failure rate in 2020 to a 32% rate in 2021. K-5 percentages of NOT meeting grade level standards mastery in reading are ranging from 28%-59% and in math the range is 20% to 57%. This is significantly higher than years prior to COVID-19. Currently PCS still has approximately 25% of the student enrollment choosing to remain in virtual instruction (Every grade level is impacted with comparable percentages). The district's attendance rate dropped from a 99.02% in 2019-2020 to 86.64% this year. Additional support personnel is needed at all 4 schools to address learning loss and attendance. We will need support personnel in tutor roles, additional teacher assistants in grades that do not have any, and school counselors to assist in addressing the mounting learning and social -emotional needs of our students due to the Pandemic. We currently employ one counselor at the high school. Several data areas reflected negative social- emotional impacts due to COVID-19. In addition to hiring counselors, a Success Coordinator would be an excellent tool to monitor attendance, student apathy, and social-emotional struggles as it relates to attending high school. This person will make home visits, communicate with the students and their parents, provide mentoring support, and work closely with the teachers that recommend the students to provide in resources to support learning. A SEL/CHOICE assistant for the high school would work with students who are sent to in-school suspension due to disruptive behaviors -impeding their learning as well as others. This assistant will incorporate SEL activities and academic mentoring when students are disengaged due to disciplinary action. Data in the areas of Exceptional Children/MTSS reflect that PCS does not have an effective progress monitoring tool or a universal screening tool for both reading and math (K-12). After consult/review of several tools, PCS will purchase EDMENTUM ExactPath (TIER I) and CLASSWORKS (TIERS II & III). Additionally, as students are returning to in-person learning, the academic effect due to the pandemic is multiplying. COVID-19 learning loss will result in an increase in student referral/identification meetings, student services, and teacher support. The EC & General Ed student thrust into several learning environments with limited exposure. Now both parents and teachers are challenged with determining if their child/student is experiencing COVID-19 related learning loss or whether there might be a disability to be addressed. The PCS EC teams are responding with identified interventions and progress monitoring; however, the additional concerns are multiplying across the grade levels and our current school teams will need additional personnel to meet the increasing demands specifically in the following areas: 4 additional EC teachers (one for each school); an additional school psychologist; and 4 Learning Acceleration Coordinators (one at each school) to coordinate/facilitate/monitor the Learning Recovery/MTSS processes. Health/Safety needs are as follows: 1- PCS needs to add HVAC ionization units to the existing HVAC units. These can be installed in the air handlers. 2-Install

water refill stations at the middle/high school. 3-Sanitation fogger/mister for sanitation of gym equipment for the middle/high school. 4-A food warmer transfer cart for each school to assist in delivering hot meals to classrooms. Two additional maintenance positions need to be added to install, repair, and maintain HVAC systems, water dispensers, fogging equipment, and evening cleaning responsibilities in response to CDC regulations. Technology/Digital Teaching & Learning needs have increased due to the pandemic. 1-Additional IT staff (1 tech and 2 tech assistants) to meet the demands of keeping PCS digital resources updated/functioning in a timely manner and to provide equitable access to effective teaching and learning resources. 2-Targeted professional development to a) implement an in-house digital mentoring program and b) to integrate PCS digital tools/resources effectively in both blended and virtual learning environments. 3-Hardware purchases to allow equitable access for all (in/out of school). 4-Software purchases for online subscriptions for districtwide programs that assist in learning recovery/acceleration. Other Needs: PCS is a very small school district where many central office personnel have multiple responsibilities. Responding to COVID-19, preventing further impacts from the pandemic, reducing the learning loss evidenced, and accelerating the recovery efforts necessitates additional CO support. 1-(Temporary position July/Aug) CAO of Learning Recovery & Acceleration: coordinates and oversee the initial implementation of the PCS plan of work, ensures district compliance, designs the protocols for data collection, facilitates the hiring and training for summer program 2021 and the new school year. 2-Full time administrative assistant for the Personnel Department due to the anticipated increase in personnel (currently part time). For PCS's detailed data analysis, please use the following hyperlink: https://drive.google.com/file/d/1q8sTKP3wG-CRYySQPMvB43ArE3Tq-qkB/view?usp=sharing

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.

$ 800,084.96 * 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;

Pamlico will use the following high-quality assessments/resources platform to address learning loss among all students: - Edmentum: (MTSS/Tiers I and II) Edmentum's Exact Path will be used to address learning gaps in all students. The Exact Path program offers competency-based assessments and personalized learning in the subjects of math, reading, and language arts for grades K-12. Research confirms that Exact Path's adaptive diagnostic is a reliable and valid assessment for the purpose of diagnosing individual learning strengths and gaps within a K-12 progression of skills. -Diagnostic-driven: provides diagnosis to accurately determine the specific deficits and strengths in hundreds of skills in the domains of Counting and Cardinality, Fractions and Ratios, Algebra and Expressions, Functions, Geometry, Numbers and Operations, and Measurement, Data, and Statistics (for Math); Reading Foundations (K-4), Language and Vocabulary, Reading Literature, and Reading Informational Text (for Reading); and Language and Writing (for Language Arts). - Classworks: (Tiers II and III) Classworks will be used for progress monitoring all EC students, students in MTSS,

and students in extended learning programs during the summer months, afterschool programs, or during enrichment/remediation blocks. -Tracks student progress in standards/skills from Kindergarten through grade 10. -Provides instructional level and grade-level instruction in math and reading. -Has SEL supports built in that support CASEL competencies. -Goal Tracker incorporates SMART goals framework to help students set and monitor progress toward weekly behavioral and academic goals. -Also used in primary classrooms to set and monitor progress toward common class goals. -Its Universal Screener is an NCII approved tool used to identify at-risk students with near perfect validity and reliability results at all grades. -Integrates with other industry assessment leaders to ensure whatever mechanism you are using to identify at-risk students, Classworks can support student growth for all. This includes NWEA, STAR, iReady, ACT Aspire and many more. -Includes resources available to build parent awareness and the Student Dashboard provides students and parents with real-time insight into their own progress. Both programs will provide the necessary data to identify learning gaps and opportunities for acceleration. They both have parent support resources and can be accessed from anywhere. Use hyperlink for more information on Edmentum's Exact Path: https://drive.google.com/file/d/10V0ecKelJ4xkgg2-vqok2_CRiTvZZ6ka/view?usp=sharing Use Hyperlinks for more information on Classworks: https://drive.google.com/file/d/1pPxi687ppowc55tZppgyg2sQmJ94wjET/view?usp=sharing and https://drive.google.com/file/d/1uvIlC2uDCN6GPNHirntbTePRxCjnsdYe/view?usp=sharing

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

17 Tutors will be employed to address learning loss and to assist students with learning recovery/acceleration in the areas of reading, mathematics, and writing. Students to receive tutoring will be selected based on highest need and the groups served by these tutors will be flexible as needed to address identified needs. The 17 tutors will use the in-class support model and/or direct service model based on intensity of student needs. Data will be collected by each tutor on all students served and the data discussed at PLC/DATA team meetings. Progress monitoring will be required and recorded for each student served. Parents will be involved in the progress update meetings. At the K-5 level, a tutor will be assigned to a teacher's classroom that does not have a full time assistant. The Learning Acceleration Coordinator (LAC) at each school will coordinate, support, and monitor the tutors. K-3: 7 tutors 4-5: 7 tutors 6-8: 3 tutors

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

Both the Edmentum and Classworks programs have family portals for engagement, resources, and student data reporting. The Learning Acceleration Coordinator (LAC) at each school will be working closely with students and their families during the MTSS process (conferencing, data analysis, progress monitoring, learning plans, and student supports). The technology facilitators and the Director of Digital Teaching and Learning will seek out opportunities to inform and support students/families with blended and distant learning through parent sessions, professional training, family resources, and FAQ tools. School Guidance Counselors will strengthen PCS Child Family Support Teams (CFST) located at each school. Currently the team consists of the principal, nurse, school social worker and teacher of student. This team provides family supports for at-risk students needed additional supports in the school as well as outside the school.

* (D) Tracking student attendance and improving student engagement in distance education;

The School Social Worker tracks attendance and coordinates meetings between the school and home when attendance becomes a concern. Currently we have only two social workers between four schools. Employing a school counselor at each school will provide

additional support in this area. Additionally, employing a SUCCESS coordinator and a SEL coach at the high school will provide another layer of support for truant students as well as disengaged students both at school and virtually. The SUCCESS coordinator will make home visits, conduct student/family conferences, as well has track student involvement in school "life" (attendance, discipline, academics, extra-curricular, post-secondary explorations, etc.). The SEL coach will work with students in In-school suspension and with students assigned to out of school suspension. -Hire a (9-12) SEL coach to supervise and support students in in-school/out-of-school suspension. -Hire a (9-12) SUCCESS coordinator to work with at-risks students and their families in the areas of truancy, disengagement from school, discipline, and grade retention.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Having a Learning Acceleration Coordinator (LAC) at each school will give both the school and the district a point of contact for getting "real time" learning recovery/acceleration data in a uniform manner. Tracking student academic progress and determining areas of strengths/weaknesses (in students, grade levels, content areas) in a variety of formats (subgroups, cohorts, targeted focus groups, etc.) will be one of the main responsibilities of the LAC. The data collected, disaggregated, and analyzed will drive decision making at PLCs, school improvement/leadership teams, and district level teams; as well as identify professional learning/development needs at the teacher, grade, content, and/or school level. The LAC's will meet as a team regularly to discuss trends, plan vertically, and to create and monitor the district's plan of work. The district's MTSS coordinator will facilitate these meetings and will include the Instructional, EC, and Digital Teaching & Learning Directors as warranted.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ◉ Yes ○ No	Employ an additional maintenance technician to clean school buildings and school facilities in the evenings to prevent the spread of COVID-19 and other viruses, contaminants, etc. Job responsibilities will also include maintenance and inspection of school facilities to reduce health hazards and access to supplies that combat transmission and expose to environmental health hazards.	Post immediately upon grant approval	Coordinate with our Maintenance Director to ensure schools are meeting sanitation requirements outlined by the CDC.	$ 59,601.24
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	Employ an additional maintenance technician to install the ionization units in our current HVAC units, inspect and repair the HVAC units as needed. Job responsibilities will also include maintenance and inspection of school facilities to reduce health hazards as it relates to indoor air quality.	Post immediately upon grant approval	Coordinate with our Maintenance Director to ensure schools are meeting sanitation requirements outlined by the CDC.	$ 59,601.24

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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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	Hire an EC teacher at each of the four schools: PCPS (K-3), FAA (4-5), PCMS (6-8), and PCHS (9-12). These EC teacher positions will serve EC students through an in-class support model and/or direct service model based on intensity of student needs. Hire a School Psychologist to absorb the additional testing and student referral meetings as a result of increased referrals due to learning loss. Hire an EC Job Coach for PCHS to assist in job placement (OCS), monitoring, and transportation to/from work site and school.	Post immediately/Hire by August 2021	The number of EC students who are on-track to successfully meet IEP goals will increase. The number of EC referrals will meet compliance guidelines and timelines. The number of EC-OCS students in appropriate job placement internships and successful completion of coursework will increase.	$ 445,626.83

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$
TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$

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LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	* ○ Yes ⊙ No				$
EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	* ○ Yes ⊙ No				$

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⊙ Yes ○ No	-Hire a school counselor at each of the three schools that does not have counselor. The counselor will provide in class, small group, and direct services in SEL supports. The school counselor will be an integral team member of the Child, Family Support Team and the MTSS school level team. The school counselor will facilitate schoolwide SEL activities and develop and facilitate parent support sessions on requested topics determined by the stakeholders needs.	Post immediately/Hire by August 2021	Continue to monitor local benchmark and common predictive formative assessment data to address learning loss. Continue to monitor discipline and attendance data to decrease repeat occurrences with students. Continue to monitor attendance and grades for at-risk students. The number of students on track will increase.	$ 234,898.37

| 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 | Hire a Summer Learning Program Coordinator (SLPC) for each of the four schools. The SLPC is responsible for the management and supervision of the 30 day program- to include assessments, tracking of student progress, appropriate instruction attendance, discipline, classroom walk-throughs, health/safety monitoring, fulfillment of program's purpose and expectations, and point of contact for the district, families, and assigned staff. | Post immediately/Hire prior to May 28, 2021 | Continue to monitor local benchmark and common predictive formative assessment data to address learning loss. The number of students who are on-track to master grade level standards will increase. | $ 48,442.50 |
| | * ⦿ Yes ○ No | Hire Technology Tech I to assist with maintenance, repair, replacements, & upgrades to student/teacher devices, classroom hardware, installations, and tech support for all school stakeholders- to include parents. The Tech will assist with connectivity/internet/wireless issues. Hire 2 tech assistants to service the 4 schools' students & teachers daily technology/digital needs Change the Personnel Director Admin Assistant from part-time to a full-time to accommodate for | Begin June 2021 | | $ 668,864.86 |

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.		the additional staff hired to successfully implement our Learning Recovery and Acceleration programs. Hire (2 months) CAO of Learning Recovery & Acceleration to coordinate/oversee the initial implementation of PCS's scope of work. CAO will create protocols, systems, expectations, checklists, and job descriptions to disseminate and will facilitate in-service training on the district's Learning Recovery Plan & GEER/ESSER Grants compliance expectations ($17,601.98). Indirect costs/$71,621.72 Unbudgeted/$1,528,624.66		100% of students and staff with a working computer. Classroom hardware and instructional software for both blended and remote learning environments are accessible by students and staff on and off campus. All additional personnel are hired and in place to address learning loss, reduce/prevent additional COVID-19 impacts, and to provide additional SEL and academic supports to at-risk students. PCS Learning Recovery and summer program is implemented with compliance/tracking protocols/guiding docs.	
				Total ESSER III Allotment	$ 1,517,035.04

Part E: Assurances

Check **all**assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

* ☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.	
* ☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.	
* ☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.	
* ☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).	
* ☑	Funds shall not be transferred into or out of this allotment category.	
* ☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.	

Pamlico County Schools (690) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Pamlico County Schools (690) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Sherry Meador	

Substantially Approved Dates

Pamlico County Schools (690) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Thursday, August 5, 2021

Pamlico County Schools (690) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Pamlico County Schools (690) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

Pamlico County Schools (690) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

100058908

* Address:

507 Anderson Drive Bayboro, NC 28515

* Superintendent:

Ms. Lisa F. Jackson

Key Personnel:

* Steve Curtis
* Jeremy Johnson
* Sherry Meador

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Pender County Schools (710) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	11/5/2021 2:48:58 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/5/2021 2:48:50 PM	Tina Letchworth	**181 Amended** The amended carryover budget in the continuation application that has been submitted within BAAS and the amended FY 2022 – ARPA (American Rescue Plan Act) – ESSER III Application (PRC 181) within CCIP have been approved. This approval reflects programmatic allowability of strategies only. In the event of a fiscal audit, it is the responsibility of the district to provide documentation that demonstrates the strategy is for the prevention of, is in response to, or will reduce the spread of Coronavirus and is the most cost-effective way to address the problem. Any capital projects must adhere to all guidelines and requirements of capital projects.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/3/2021 1:15:54 PM	Charles Aiken	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/3/2021 1:15:54 PM	Charles Aiken	Status changed to 'Chief Administrator Approved'.	S
☐	11/3/2021 1:15:47 PM	Charles Aiken	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	11/3/2021 1:15:47 PM	Charles Aiken	Status changed to 'Fiscal Representative Approved'.	S
	11/3/2021 1:15:38 PM	Charles Aiken	Status changed to 'Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/25/2021 10:27:10 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/25/2021 10:27:04 PM	Tina Letchworth	PRC 181 final 1/3 installment of funds has occurred. Application and budget returned to allow for adjustments for full PRC 181 amount. Move status back to Chief Administrator Approved when finished.	C
☐	10/22/2021 5:59:15 PM	Charles Aiken	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/22/2021 5:59:15 PM	Charles Aiken	Status changed to 'Chief Administrator Approved'.	S
☐	10/22/2021 5:59:07 PM	Charles Aiken	Agreed to "By submitting this automated application, the local organization representatives assure that the application has been authorized by the board of the local organization, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local organization, and otherwise to act as the authorized representatives of the local organization in connection with this application. By submitting this automated application, the local organization is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

11/10/2021 3:29:00 PM

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/22/2021 5:59:07 PM	Charles Aiken	Status changed to 'Fiscal Representative Approved'.	S
	10/22/2021 5:58:58 PM	Charles Aiken	Status changed to 'Revision Completed'.	S
	9/11/2021 8:36:23 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Pender County Schools (710) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$5,509,572.00	$5,509,572.00
Carryover	$11,145,217.00	$11,145,217.00
Total	$16,654,789.00	$16,654,789.00

Budget

Pender County Schools (710) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
710	181	1	No	Yes	1.80 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	$5,509,572.00	$5,509,572.00
Carryover Amount:	$11,145,217.00	$11,145,217.00
Allotment Plus Carryover:	$16,654,789.00	$16,654,789.00
Total Budgeted:		$16,654,789.00
Total Remaining:	$0.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/03/2021 10:18 AM	Eddy, Melissa

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/3/2021 10:18 AM	Approved (Pending)		Eddy, Melissa			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/3/2021 8:40 AM	Received		Admin, NCCCIP			
10/26/2021 4:45 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		☑		3-5260-135-000-000-00	0	Budget returned to allow for final 1/3 installment amount that has dropped to be included in budget.
10/25/2021 10:25 PM	Denied (Pending)		Letchworth, Tina			
10/25/2021 10:25 PM			Letchworth, Tina	3-5260-135-000-000-00	0	Budget returned to allow for final 1/3 installment amount that has dropped to be included in budget.
9/11/2021 8:36 AM	Received		Admin, NCCCIP			
9/3/2021 4:45 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/3/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
8/31/2021 12:58 PM	Approved (Pending)		Letchworth, Tina			
8/2/2021 8:06 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	180	000	00	$0.00	$200,000.00	$200,000.00	Other Eligible Activities - Sign-On Bonus	

ⓘ	Other	3	5110	211	000	00	$0.00	$15,300.00	$15,300.00	
ⓘ	Other	3	5120	180	000	00	$0.00	$110,000.00	$110,000.00	Other Eligible Activities - Sign-On Bonus
ⓘ	Other	3	5120	211	000	00	$0.00	$8,415.00	$8,415.00	
ⓘ	Other	3	5210	180	000	00	$0.00	$225,000.00	$225,000.00	Other Eligible Activities - Sign-On Bonus
ⓘ	Other	3	5210	211	000	00	$0.00	$17,212.50	$17,212.50	
ⓘ	Other	3	5220	180	000	00	$0.00	$5,000.00	$5,000.00	Other Eligible Activities - Sign-On Bonus
ⓘ	Other	3	5220	211	000	00	$0.00	$382.50	$382.50	
ⓘ	Other	3	5230	180	000	00	$0.00	$20,000.00	$20,000.00	Other Eligible Activities - Sign-On Bonus
ⓘ	Other	3	5230	211	000	00	$0.00	$1,530.00	$1,530.00	
ⓘ	Other	3	5240	180	000	00	$0.00	$30,000.00	$30,000.00	Other Eligible Activities - Sign-On Bonus
ⓘ	Other	3	5240	211	000	00	$0.00	$2,295.00	$2,295.00	
ⓘ	Salary	3	5260	135	000	00	$54,000.00	($54,000.00)	$0.00	*May Not Need to Fill Position
ⓘ	Other	3	5260	211	000	00	$4,131.00	($4,131.00)	$0.00	
ⓘ	Other	3	5260	221	000	00	$12,025.80	($12,025.80)	$0.00	
ⓘ	Other	3	5260	231	000	00	$7,045.92	($7,045.92)	$0.00	
ⓘ	Salary	3	5270	121	000	00	$204,000.00	($51,000.00)	$153,000.00	*Reduce Positions by 1
ⓘ	Other	3	5270	143	000	00	$17,200.00	$0.00	$17,200.00	
ⓘ	Salary	3	5270	144	000	00	$36,000.00	($36,000.00)	$0.00	*May not need to fill position
ⓘ										

	Other	3	5270	211	000	00	$19,675.80	($6,655.50)	$13,020.30	
ⓘ	Other	3	5270	221	000	00	$57,278.44	($19,374.90)	$37,903.54	
ⓘ	Other	3	5270	231	000	00	$35,229.60	($14,091.84)	$21,137.76	
ⓘ	Other	3	5270	332	000	00	$0.00	$500.00	$500.00	Monthly Travel
ⓘ	Other	3	5310	180	000	00	$0.00	$2,500.00	$2,500.00	Other Eligible Activities - Sign-On Bonus
ⓘ	Other	3	5310	211	000	00	$0.00	$191.25	$191.25	
ⓘ	Salary	3	5320	146	000	00	$240,000.00	($40,000.00)	$200,000.00	*Reduce by 1 position - reassessment of need
ⓘ	Other	3	5320	211	000	00	$18,360.00	($3,060.00)	$15,300.00	
ⓘ	Other	3	5320	221	000	00	$53,448.00	($8,908.00)	$44,540.00	
ⓘ	Other	3	5320	231	000	00	$42,275.52	($7,045.92)	$35,229.60	
ⓘ	Salary	3	5330	121	000	00	$630,000.00	$0.00	$630,000.00	
ⓘ	Salary	3	5330	133	000	00	$440,000.00	$0.00	$440,000.00	
ⓘ	Salary	3	5330	135	000	00	$280,000.00	($112,000.00)	$168,000.00	*Reduce by 2 positions - reassessment of need
ⓘ	Other	3	5330	180	000	00	$0.00	$33,000.00	$33,000.00	Other Eligible Activities - Sign-On Bonus
ⓘ	Other	3	5330	211	000	00	$103,275.00	($6,043.50)	$97,231.50	
ⓘ	Other	3	5330	221	000	00	$300,645.00	($24,942.40)	$275,702.60	
ⓘ	Other	3	5330	231	000	00	$169,102.08	($14,091.84)	$155,010.24	
ⓘ	Other	3	5350	191	000	00	$32,400.00	$0.00	$32,400.00	
ⓘ	Other	3	5350	211	000	00	$2,478.60	$0.00	$2,478.60	
ⓘ	Other	3	5350	311	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Other	3	5350	411	000	00	$600,000.00	$0.00	$600,000.00	

ⓘ	Equipment	3	5350	462	000	00	$10,000.00	$0.00	$10,000.00	
ⓘ	Salary	3	5360	126	000	00	$671,000.00	$0.00	$671,000.00	
ⓘ	Salary	3	5360	135	000	00	$56,000.00	$0.00	$56,000.00	
ⓘ	Salary	3	5360	142	000	00	$120,000.00	$0.00	$120,000.00	
ⓘ	Salary	3	5360	171	000	00	$64,500.00	$0.00	$64,500.00	
ⓘ	Other	3	5360	211	000	00	$69,730.00	$0.00	$69,730.00	
ⓘ	Salary	3	5830	131	000	00	$180,000.00	$0.00	$180,000.00	
ⓘ	Other	3	5830	180	000	00	$0.00	$8,000.00	$8,000.00	Other Eligible Activities - Sign-On Bonus
ⓘ	Other	3	5830	211	000	00	$13,770.00	$612.00	$14,382.00	
ⓘ	Other	3	5830	221	000	00	$40,086.00	$0.00	$40,086.00	
ⓘ	Other	3	5830	231	000	00	$28,183.68	$0.00	$28,183.68	
ⓘ	Salary	3	5840	131	000	00	$0.00	$200,000.00	$200,000.00	Additional Nursing Staff
ⓘ	Salary	3	5840	146	000	00	$0.00	$30,000.00	$30,000.00	Health Support Services
ⓘ	Other	3	5840	211	000	00	$0.00	$17,595.00	$17,595.00	
ⓘ	Other	3	5840	221	000	00	$0.00	$51,221.00	$51,221.00	
ⓘ	Other	3	5840	231	000	00	$0.00	$34,055.28	$34,055.28	
ⓘ	Salary	3	5860	135	000	00	$53,000.00	$0.00	$53,000.00	
ⓘ	Other	3	5860	211	000	00	$4,054.50	$0.00	$4,054.50	
ⓘ	Other	3	5860	221	000	00	$11,803.10	$0.00	$11,803.10	
ⓘ	Other	3	5860	231	000	00	$7,045.92	$0.00	$7,045.92	
ⓘ	Other	3	5860	418	000	00	$0.00	$5,000.00	$5,000.00	Technology Supplies
ⓘ	Salary	3	6550	175	000	00	$0.00	$38,400.00	$38,400.00	Improving Response - Additional

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
										Transportation Personnel	
ⓘ	Other	3	6550	211	000	00	$0.00	$2,937.60	$2,937.60		
ⓘ	Other	3	6550	221	000	00	$0.00	$8,551.68	$8,551.68		
ⓘ	Other	3	6550	231	000	00	$0.00	$7,045.92	$7,045.92		
ⓘ	Other	3	6550	423	000	00	$10,000.00	$0.00	$10,000.00		
ⓘ	Salary	3	6580	175	000	00	$0.00	$228,000.00	$228,000.00	Facility Improvements to Minimize Virus Spread	
ⓘ	Other	3	6580	211	000	00	$0.00	$17,442.00	$17,442.00		
ⓘ	Other	3	6580	221	000	00	$0.00	$50,775.60	$50,775.60		
ⓘ	Other	3	6580	231	000	00	$0.00	$35,229.60	$35,229.60		
ⓘ	Other	3	8100	392	000	00	$97,722.27	$27,052.66	$124,774.93		
ⓘ	Other	3	8200	399	000	00	$16,738,574.01	($7,169,809.53)	$9,568,764.48		
						Total:	**$21,544,040.24**	**($6,156,981.56)**	**$15,387,058.68**		

312 - C.F. Pope Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5330	121	000	22	$0.00	$21,000.00	$21,000.00	Other Eligible Activities - Site Specific PlanEducational Interventionist	
ⓘ	Other	3	5330	211	000	22	$0.00	$1,606.50	$1,606.50		
ⓘ	Other	3	5330	221	000	22	$0.00	$4,676.70	$4,676.70		
ⓘ	Other	3	5330	231	000	22	$0.00	$2,935.80	$2,935.80		
						Total:	**$0.00**	**$30,219.00**	**$30,219.00**		

316 - Burgaw Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$22,590.00	$22,590.00	Other Eligible Activities - Site Specific Plan	
						Total:	**$0.00**	**$22,590.00**	**$22,590.00**		

318 - Cape Fear Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$31,080.00	$31,080.00	Other Eligible Activities - Site Specific Plan	
						Total:	**$0.00**	**$31,080.00**	**$31,080.00**		

320 - Cape Fear Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$28,980.00	$28,980.00	Other Eligible Activities - Site Specific Plan	
						Total:	**$0.00**	**$28,980.00**	**$28,980.00**		

321 - Heide Trask High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$35,730.00	$35,730.00	Other Eligible Activities - Site Specific Plan	
						Total:	**$0.00**	**$35,730.00**	**$35,730.00**		

323 - North Topsail Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

View	Type	Funding	Purpose	Object	Local	503	Amount	Amount	Amount	Justification	Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$16,470.00	$16,470.00	Other Eligible Activities - Site Specific Plan	
ⓘ	Other	3	5110	418	000	22	$0.00	$16,470.00	$16,470.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$32,940.00	$32,940.00		

324 - Malpass Corner Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$28,920.00	$28,920.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$28,920.00	$28,920.00		

326 - Pender High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$33,750.00	$33,750.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$33,750.00	$33,750.00		

327 - Pender Early College High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$21,540.00	$21,540.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$21,540.00	$21,540.00		

328 - Penderlea Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$30,240.00	$30,240.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$30,240.00	$30,240.00		

330 - Pender Innovative Learning Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5210	121	000	00	$40,000.00	$0.00	$40,000.00		
ⓘ	Salary	3	5210	142	000	00	$22,000.00	$22,000.00	$44,000.00	*Additional IA for PILA staff	
ⓘ	Other	3	5210	211	000	00	$4,743.00	$1,683.00	$6,426.00		
ⓘ	Other	3	5210	221	000	00	$13,807.40	$4,899.40	$18,706.80		
ⓘ	Other	3	5210	231	000	00	$14,091.84	$7,045.92	$21,137.76		
ⓘ	Salary	3	5330	121	000	00	$300,000.00	($50,000.00)	$250,000.00	*Decrease by 1 position that is paid by the EC purpose code	
ⓘ	Salary	3	5330	142	000	00	$60,000.00	($40,000.00)	$20,000.00	*Decrease by 2 positions that are paid by the EC purpose code	
ⓘ	Salary	3	5330	146	000	00	$40,000.00	$0.00	$40,000.00		
ⓘ	Other	3	5330	162	000	00	$0.00	$5,000.00	$5,000.00	Pender Innovative Learning AcademySubstitute	
ⓘ	Other	3	5330	165	000	00	$0.00	$5,000.00	$5,000.00	Pender Innovative Learning AcademySubstitute	
ⓘ	Other	3	5330	211	000	00	$30,600.00	($6,120.00)	$24,480.00		

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View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5330	221	000	00	$89,080.00	($17,816.00)	$71,264.00		
ℹ	Other	3	5330	231	000	00	$70,459.20	($21,137.76)	$49,321.44		
ℹ	Salary	3	5400	151	000	00	$21,000.00	$0.00	$21,000.00		
ℹ	Other	3	5400	211	000	00	$1,606.50	$0.00	$1,606.50		
ℹ	Other	3	5400	221	000	00	$4,676.70	$0.00	$4,676.70		
ℹ	Other	3	5400	231	000	00	$3,522.96	$0.00	$3,522.96		
ℹ	Salary	3	5820	151	000	00	$21,000.00	$0.00	$21,000.00		
ℹ	Other	3	5820	211	000	00	$1,606.50	$0.00	$1,606.50		
ℹ	Other	3	5820	221	000	00	$4,676.70	$0.00	$4,676.70		
ℹ	Other	3	5820	231	000	00	$3,522.96	$0.00	$3,522.96		
						Total:	$746,393.76	($89,445.44)	$656,948.32		

332 - Rocky Point Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ℹ	Other	3	5110	411	000	22	$0.00	$27,420.00	$27,420.00	Other Eligible Activities - Site Specific Plan	
ℹ	Salary	3	5340	121	000	00	$0.00	$20,000.00	$20,000.00	Add Pre-K Teacher to RPE	
ℹ	Other	3	5340	162	000	00	$0.00	$1,000.00	$1,000.00	Add Pre-K Sub to RPE	
ℹ	Other	3	5340	211	000	00	$0.00	$1,606.50	$1,606.50		
ℹ	Other	3	5340	221	000	00	$0.00	$4,676.70	$4,676.70		
ℹ	Other	3	5340	231	000	00	$0.00	$2,935.80	$2,935.80		
						Total:	$0.00	$57,639.00	$57,639.00		

342 - Topsail High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$62,430.00	$62,430.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$62,430.00	$62,430.00		

344 - Topsail Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$32,340.00	$32,340.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$32,340.00	$32,340.00		

346 - Topsail Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	143	000	22	$0.00	$36,000.00	$36,000.00	Other Eligible Activities - Site Specific PlanTutors	
ⓘ	Other	3	5110	211	000	22	$0.00	$2,754.00	$2,754.00		
						Total:	$0.00	$38,754.00	$38,754.00		

347 - South Topsail Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$30,300.00	$30,300.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$30,300.00	$30,300.00		

348 - West Pender Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$20,280.00	$20,280.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$20,280.00	$20,280.00		

350 - Surf City Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$37,560.00	$37,560.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$37,560.00	$37,560.00		

352 - Surf City Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Other	3	5110	411	000	22	$0.00	$35,490.00	$35,490.00	Other Eligible Activities - Site Specific Plan	
						Total:	$0.00	$35,490.00	$35,490.00		

Grant Details

Pender County Schools (710) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

PCS initiated the planning process through district leadership meetings with various divisions including Instruction, Operations, Technology, and Strategic planning. Meetings focused on COVID data tracking, academic benchmarking, attendance, virtual vs. in-person learning and results from a district data dive conducted in February. PCS has also closely collaborated with the local health department. Feedback was obtained from the district MTSS team and work Coastal Horizons (our local mental health provider), and Pender Parks and Rec. dept. Parents have provided feedback regarding district implementation of Plans A, B, and C as the district has moved between each of these plans. Instructional coaches and directors conducted planning sessions on possible implementation ideas including summer learning, additional interventionists, school based pilot programs and social-emotional learning supports. Information from principals was obtained throughout the year, specifically as schools have worked to implement site based intervention programs. To assess student learning gaps resulting from the disruption of educational services, PCS has been reviewing student outcomes throughout the school year and conducted a district level data analysis following the first semester. In February of 2021, PCS district and school instructional staff conducted a day-long review of academic, social-emotional, behavioral, and attendance data to determine areas of need for the remainder

of 2021 and the 2021-2022 school year. In response to the COVID-19 pandemic and in an attempt to prevent further spread of the virus PCS identified areas of concern for student learning gaps, facility improvements, and educational technology resulting from the disruption in educational services using the following data points: Academic: - Student attendance - approximately 30% of high school students have remained virtual, 20% of middle school students and 10% of elementary school students. Online attendance has been difficult to measure accurately, current estimate of overall chronic absenteeism is 18% of 6-12th grade students and 12% for elementary ages. Student attendance data shows 46,674 student instructional days lost due to COVID-19 with staff losing 6,570 days of instruction. - 1st Semester grade reports indicate 16% of PCS students failed one or more courses - 3rd-12th grade course failure rates have been 10% or higher compared to previous years. Reading and Math results in I-Ready for K-5 students have mirrored national trends with students underperforming in both areas with 50% of students 1 or more years behind in Reading and 61% 1 or more years behind in Math. - 36% of ESL students in elementary had at least 1 F during the first semester, 57% of middle school students and 45% of high school students - 30% of Pender County Schools' AIG population saw a drop of at least one letter grade in one or more core courses. - As of 02/2021, 600 high school students have not met appropriate progress toward graduation as measured by initial credits earned and credit recovery. - A review of K-8 "at-risk" prioritization indicates 1,000 K-8 students at risk. - MTSS referral data shows 23% of students being referred for EC evaluation - Reading and Math results in I-Ready for K-5 students indicate 50% of students 1 or more years behind in Reading and 61% 1 or more years behind in Math - Mental Health data indicated 15% of Say Something Tips were Suicide, 19% anxiety/depression and 28% bullying/cyberbullying. - PCS staff turnover since the return to in-person learning has resulted in the loss of all but 1 school psychologist Assess student learning loss resulting from the disruption in educational services, in addition to the data above PCS will utilize data compiled from 2020-2021 end of year grades, iReady reports, EOG and EOC scores and SEL data collected from Educator's Handbook and the "Say Something" App. PCS will also review data from Pre-/Post assessments administered during the 2021 Summer learning program. In response to the learning losses and the negative impacts on PCS students' social-emotional/mental health suffered as a result of COVID-19, PCS seeks to provide a significant increase in additional targeted academic interventions in K-8 Reading and Math as well as high school EOC courses and those courses required for graduation. In addition, the data indicates the need to provide additional social-emotional/mental health for all K-12 students. This increase interventions will come in the form of: Additional specialized interventionists in Reading and Math for K-8 to target students identified at-risk students Additional specialized ESL resource teachers to support the unique needs of those students and families. Additional course specific interventionists in 9-12 EOC courses and those required for graduation. Additional social workers to support families and school in regards to chronic absenteeism and finding mental health resources Additional training for MTSS personnel to plan, monitor, and support the increased number of "at-risk" students Provide instructional coaches to support classroom teachers to support planning and implementing lessons/units targeted based on the learning gaps created after 3 years of interrupted instruction. Hiring behavior specialists to help with in-school

behaviors related to documented increases in anxiety, depression, suicidal thoughts, and re-adjustments to school PCS will provide an alternative learning option for students in need of continuing virtual instruction, those needing intense SEL/mental health support, and/or those needing alternate initial credit academic pathways in order to graduate or recover credit. Hiring a virtual teaching/instructional coach to support teachers in implementing virtual/remote instruction and build capacity of K-12 teachers. Providing principals/school sites with funds to design site specific interventions targeted to school communities

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Academic analysis includes the following: Absenteeism/Attendance In February 2020 18% of all K-8 PCS students were chronically absent. In February 2021, 19% of all K- 8 PCS students were chronically absent (quarantine absences filtered out) Student absenteeism is a concern at all levels. The highest grade level with chronic absent is kindergarten with 26% chronically absent Student absenteeism is of particular concern at the MS and HS level (18% of all MS and HS students) compared to elementary student absenteeism (11.5%, though elementary is still high) High School Failure Rate 3 out of 4 high schools increased failure rate from Q1(19'20) to Q1 (20'21) for all grade levels Subgroup Achievement and Proficiency Gaps English Language Learners proficiency remains low and/or inconsistent SWD remains low and inconsistent, though student growth levels improved this year. Students with Disabilities consistently met growth on the 18-19 state assessments EL students continue to trend downward in achievement and did not meet growth in the majority of schools and subject areas in the 18-19 school year. As grade levels increase, EL students decrease proficiency in reading and math. EL Progress - less than 30% met expected yearly growth as measured by Access test at the high school level i-Ready Winter ELA Diagnostic - For our mid or above-grade-level students (green at BOY), the median percentage toward end-of-year goals was 18% toward the typical growth goal. (we are looking for 50% or higher at this point in the year). i-Ready Winter Math Diagnostic - For our mid or above-grade-level students (green at BOY), the median percentage toward end-of-year goals was 0% toward the typical growth goals. (we are looking for 50% or higher at this point in the year). K - 5 i-Ready Winter ELA - Vocabulary is our lowest domain i-Ready Math MOY - 61% are below grade level 6th Grade - 8th Grade Low math and reading proficiency Overall District decrease from Fall to Winter for Math Check-ins** 6th: -3.32% 7th: 0.95% 8th: -8.81% SEL/MH Data 22% of tips (suicide ideology, domestic violence, drug use, etc) 21.4% of tips Depression/Anxiety 51 Threat assessments were conducted by school Counselors Significant summer learning and grade level transitions support will be needed. Technology: All schools have experienced higher levels of loss and damage to online devices/equipment due to the shift to online learning and rapid expansion of 1:1 device use across Pender County

schools. Schools have shifted to increase their use of online software and completed professional development to better utilize new tools which will require on-going renewals and training. Operations: Per guidance received from the CDC, NCDHHS and local health department Pender County Schools has examined the current status of air handlers, air filters and HVAC equipment as they relate to suggested standards for cleaning the air circulating in schools. In addition, there is a need to dramatically increase the number of touchless water fountains, sinks, and door entry points.

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.

$ 3,500,000.00 * 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;

Pender County Schools will utilize the required State assessments for K-3 literacy, 3rd-8th grade EOG's, and all EOC's. PCS will continue to use I-ready to benchmark and progress monitor reading and math for students in K-5 while using the NC Check-in's for 6th -8th grade Reading, Math and Science. Pender County uses common formative assessments in 6th-12th grade for course specific benchmarking through SchoolNet. In order to support to continue and strengthen the use of these instruments, PCS seeks to expand the professional development and summer work session opportunities for the district and school MTSS teams. The implementation of required corrective action along with the higher number of students needing differentiated and targeted instruction will require these teams to grow in their capacity to help implement the problem solving process. In addition to supporting MTSS teams, PCS seeks to hire content and grade level coaches to help classroom teachers plan and put into action MTSS plans at all their tiers. Pender County will conduct quarterly district level data reviews to track attendance, social-emotional, academic, and behavioral data to closely monitor results and alter resources or personnel assignments to support specific schools, grade levels, or individual classrooms. PCS is also seeking to expand our after school programs to include more sites, before school programs and to increase alignment between our beyond school day programs and our during school

day instruction. This will include additional personnel, purchasing materials and technology for beyond school day programs that match or directly align with regular core instruction. These materials will include instructional supports, communication efforts and parent engagement. To further support the implementation of high quality assessments to measure student progress through MTSS, PCS will also utilize hiring bonuses to seek and retain highly qualified school psychologists, special education teachers, and other specialized staff.

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

Pender County currently has 2 elementary coaches and 2 secondary coaches to support 18 campuses and nearly 10,000 students. The impacts of Hurricane Florence and now two consecutive years of COVID-19 on student learning requires not just annual yearly growth but multi-year growth. PCS seeks to use ESSER funding to strengthen the district and school level MTSS teams, hire additional grade level as well as subject specific coaches, and expand the number of ESL teachers. Additionally, to support both MTSS teams and our EC department the school system seeks to add additional school psychologists, behavioral therapists. and a digital technology specialist to support the best online/virtual instructional practices for any virtual learners. In addition to the above, PCS is seeking to hire four additional counselors and social workers to support the social-emotional learning of K-132 students utilizing the CASL standards and the 2nd step program., In addition, because of the learning gaps created PCS is expanding the availability of alternative learning pathways to support a virtual academy, additional slots for alternative academic interventions, and to implement for the first time a mental health therapeutic day treatment program. This will allow PCS to go from serving approximately 30 students to nearly 200 in either in-person or virtual formats while also serving diagnosed mental health needs of identified students. Partnerships have already been established for the virtual academy and the day treatment programs ready to implement these options starting in August of 2021. Pender County also seeks to expand our after school programming from solely serving elementary students but to include middle school while potentially adding a before school option and/or hiring after school staff to serve earlier in the day in order to better connect daytime instruction with after school programs and tutoring. Pender County also intends to expand access to PreK programs by offering additional PreK program slots and free to students on waitlists for Headstart and NCPreK positions.

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

Pender County is seeking to hire 4 additional school counselors which would allow PCS to meet national recommendations for counselor-student ratios. The purpose would be to provide greater regularity in social-emotional supports, increased communication between schools-families-community agencies, and allow for counselors to be standard members of school MTSS teams and actively participate in the development of Tier 2 and 3 intervention plans. PCS also seeks to hire an additional parent liaison with both translation and interpreting to increase our capacity to seek out, and respond to second language families. Current attendance and student academic data

indicates these students and families have suffered a greater learning loss during COVD than all other sub-groups. Pender County also is seeking to hire 6 additional social workers in order to provide each high school feeder pattern with 3 social workers who would be able to work across schools while serving entire family units. A part of the expansion of our alternative learning pathways Pender County Schools seeks to expand and provide far greater support to our virtual academy. Part of this includes formalizing the alternative learning pathways currently in use into a single Pender Innovative Learning Academy that would support alternative academic pathways and a virtual platform. PCS intends to hire a coordinator while also providing access to the increased number of counselors, social workers and parent liaison in order to ensure families have access to both academic supports but also mental health as well as social-emotional help. The coordinator's role would specifically include direct contact with virtual learners and their families ensuring regular monitoring of their attendance, work completion, assigning of additional tutoring support if needed, and scheduling time for in-person lab or tutoring work if/when appropriate. To further support the alternative learning pathway coordinator, PCS seeks to hire a digital learning instructional coach to ensure that teachers have the necessary resources and professional development to implement highly effective virtual lessons while also supporting parents in how best to establish important at-home online learning routines.

* (D) Tracking student attendance and improving student engagement in distance education;

Data collected during the first half of the 2020-2021 school year demonstrated that students who were in attendance and signed in for virtual classes/assignments, whether with PCS teachers or 3rd party vendors, performed at or above in-person students. The data showed a clear correlation between online attendance and successfully completing tasks. PCS is now a 1:1 district ensuring all students have access to a Chromebook. PCS now has over 300 mobile hotspots to increase the availability of internet access and all 18 campuses now also serve as regional hotspots. PCS has established a live data dashboard that tracks attendance by pulling data from PowerSchool throughout the instructional day. PCS seeks to hire a digital learning/instructional specialist in order to provide professional development, coaching, and modeling to design and deliver effective virtual classes and modules. PCS is seeking to user ESSER 2 funds to purchase CANVAS and begin training classroom teachers on creating online modules/classes aligned to current PCS courses. The digital learning coach would support this work in order to help teachers create engaging, active, and relevant online learning experiences which will result in greater percentages of daily online attendance. PCS will monitor virtual attendance using the existing attendance data dashboard.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Pender County Schools has conducted twice yearly data dives reviewing academic, grades, attendance, behavioral, and social emotional outcomes across all 18 campuses for the past several years. The team consists of school and district staff. Reports are compiled and shared with district leadership as well as with each school. PCS intends to increase this to quarterly reviews. The most recent reviews were conducted immediately prior to the March closure

and then again in February of 2021. These data dives along with the next scheduled summer data dive will provide PCS with pre-pandemic and early pandemic baselines. PCS will continue to use reading and math benchmark data for K-5, common formative assessments and NC Check-in data for 6th-8th grade Reading, Math, and Science as well as common formative assessments for EOC and non-EOC courses in high school plus WorkKeys, ACT, as well as early and regular graduation cohorts data. PCS uses Educator Handbook to track office referrals along with PowerSchool reporting data for behavioral data. PCS is now actively using the "SaySomething" application plus counselor referrals to monitor the social emotional status of students.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area
	* ○ Yes ○ No	The age and condition of the buildings in the district require custom fabricated parts	November 2021 - September 2024		$ 1,001,279.73

| FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | | and equipment that are no longer commercially available. In order to support the assessment, installation and monitoring of new air systems to reduce and minimize the spread of COVID-19 germs, personnel is needed to work to supervise, direct, coordinate, recondition, build and fabricate HVAC and HVAC related parts. Additional technical support is needed in order to properly maintain equipment and air quality in the buildings. Trained personnel are needed in the | | Purchase and installation of new HVAC units and filters. Monitoring and reduction in work orders needed to maintain HVAC related operations Reduction in spread of COVID-19 and related health hazards as measured by the number of positive cases and reported sick days by students and staff. | |

		needed in the areas of HVAC technicians, fabricators, filter technicians and an HVAC supervisor.			
IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ○ Yes ◉ No				$

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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				$
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ⦿ Yes ○ No	Pender County Schools is designating funds to hire 4 ESL teachers to support the increasing enrollment and the learning loss that this subgroup sustained since March of 2020. In addition, PCS seeks to expand the professional development and summer	July 2021 - September 2024		$ 2,950,003.00

		work session opportunities for the district and school MTSS teams. To support MTSS teams, PCS seeks to hire content and grade level coaches to help classroom teachers plan and put into action MTSS plans at all their tiers. PCS is also expanding the availability of alternative learning pathways to support a virtual academy, additional slots for alternative academic interventions, and to implement for the first time a mental health therapeutic day treatment program. To		MTSS Tier 1, 2 and 3 rates of student identification. Reduction of school office referral rates, reduced reports of depression/anxiety through counselor referral and/or "say something" app reports. Increased in-person and/or virtual learning attendance compared to 2020-2021, Increased EOG/EOC and I-ready proficiency and growth rates compared to 2020-2021 final or end of year assessments.	

		program. To further support the effective implementation of MTSS plans PCS seeks to hire additional school psychologists and instructional coaches PCS also seeks to hire a family liaison for outreach to at-risk groups in support of additional social worker			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ◉ Yes ○ No	COVID-19 has impacted PCS's ability to hire, train, and and monitor drivers and mechanics. Quarantine and isolation requirements have created a constant need to adjust routes, change drivers, hire new drivers, improve cleaning protocols, and	November 2021 - September 2024		$ 173,559.69

		protocols, and contact the community. School personnel are attempting to handle these responses but additional personnel are needed to develop and implement procedure that would allow greater proactive preparation and coordinate responses across the school system.		Reduction in lost instructional time due to late arriving buses. Greater lead time in communicating with students/families when bus routes will be delayed or changed. Increased training for staff in cleaning protocols for buses to limit COVID-19 transmission related to school transportation. Creation, communication, and implementation of established procedures and protocols when dealing with staff reductions and route changes.	

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ◉ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ◉ No				$
	* ○ Yes ◉ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ⦿ Yes ○ No	As part of Pender County School's response to the COVID-19 pandemic closures, the school system is greatly expanding the use of alternative learning pathways including offering a virtual	July 1, 2021- Sept. 2024		$ 1,500,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		a virtual academy and increasing the option for online courses. In order to support the design of online curriculum and to improve online teaching practices the school system will seek to hire a Digital Technology specialist. This position will focus on the instructional design, online lesson planning, online assessments, and online student engagement. The position will support teachers by serving as a coach, model and designing professional development in collaboration with principals		Creation of online courses and modules, attendance in virtual academies, growth and proficiency rates on EOG/EOC's, NC Check-in, I-ready assessments. Course completions, credits earned, and student graders reported each semester,	

		and district leaders.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ◯ No	Pender County has documented data indicating increased rates of depression, anxiety and suicidal thoughts across grade spans. PCS seeks to hire 6 additional social workers, 4 school counselors, 2 school psychologists and 2 behavioral therapists to provide schools a significant increase in their ability to identify students in need early on, provide families and students therapy and/or identify resources available in the community. Pender County is also seeking	July 1, 2021 - Sept. 2024	PCS will measure the impact through school attendance, office referral rates, MTSS actions, EC referral rates, referrals to counselors, referrals to the "Say Something" application, enrollment in day treatment program and return rates to base school.	$ 2,230,059.00

		to start a therapeutic day treatment program to merge academic supports with diagnosed mental health needs for the most in-need students.			
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		June - July 2022	Student enrollment in Summer 2022 programming. Student proficiency and growth rates measured through I-ready, pre/post EOG/EOC assessments, course credits recovered, and promotion/retention rates.	$ 2,000,000.00

		Per the existing law, Pender County Schools is planning to duplicate the same level of intensity and opportunity for summer learning in the summer of 2022. Pender County students are now in their third straight year of significant losses of in-person learning following 30+ days after Hurricane Florence, March 2020-June 2020, and throughout the 2020-2021 school year.			
	* ◉ Yes ○ No	Pender County utilized ESSER I funds during the 2020-2021 school year to provide individual schools the	August 2021 - June 2024		$ 3,299,887.58

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| 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. | | schools the ability to design unique, site based program to respond to COVID-19 impacts specific to their campuses. Pilot programs provided each school a method for working with MTSS teams and school leadership teams to respond to their particular attendance, academic, and behavioral outcomes. Pender County Schools intends on now allowing schools to create and establish similar pilot programs over a longer term throughout the three year life of this grant. Programs designs/budgets | | Measures will be unique to each school but minimally will include: Proficiency and growth rates for Reading and Math as measured by I-ready, EOG/EOC, and NC Check-ins Attendance Credits earned (high school) Office referral rates Count of students being served directly by pilot programs MTSS referrals and results Number of vacancies and rate of staff retention | |

		will be submitted to district leaders for review and approval prior to funds being released. School must demonstrate intended outcomes and measures. PCS also seeks to expand existing after school programs to include middle schools as well as before school programming. Staffing concerns have created significant gaps in maintaining the presence of highly qualified teachers across grade levels and content areas notably in math, science, and EC. In order to maintain the operation of and ~~continuity of~~			

		continuity of services in these areas PCS seeks to use funds to provide bonuses to staff in these areas who stay for the life of the grant cycle.			
			Total ESSER III Allotment	$	13,154,789.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	✔	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	✔	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	✔	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	✔	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	✔	Funds shall not be transferred into or out of this allotment category.

* ☑ **LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)**
An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Grant Award Notification (GAN)

Pender County Schools (710) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Pender County Schools (710) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Contacts

	Required Contacts	
Type	**Contact(s)**	
Funding Application Contact [Select at least 1 contact(s)]	Cheryl Holt	Charles Aiken

Substantially Approved Dates

Pender County Schools (710) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Friday, October 22, 2021

Pender County Schools (710) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

 There are no new applicants.

Pender County Schools (710) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Pender County Schools (710) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

193016854

* Address:

925 Penderlea Hwy Burgaw, NC 28425

* Superintendent:

Dr. William Steven Hill

Key Personnel:

* Charles A. Aiken

Wayne County Public Schools (960) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
S	10/20/2021 3:12:37 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Wayne County Public Schools (960) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

(1)	PRC181 CFDA: 84.425U	Total
Allotment	$18,417,060.00	$18,417,060.00
Carryover	$37,266,711.00	$37,266,711.00
Total	$55,683,771.00	$55,683,771.00

Budget

Wayne County Public Schools (960) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
960	181	0	No	Yes	1.78 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	$18,417,060.00	$0.00
Carryover Amount:	$37,266,711.00	$37,266,711.00
Allotment Plus Carryover:	$55,683,771.00	$37,266,711.00
Total Budgeted:		$37,266,711.00
Total Remaining:	$18,417,060.00	$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/17/2021 04:47 PM	Admin, NCCCIP

⊟ **Budget History**
☑ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/17/2021 4:47 PM	Approved	☑	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/17/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
9/13/2021 2:30 PM	Approved (Pending)		Eddy, Melissa			
9/3/2021 8:30 AM	Received		Admin, NCCCIP			
8/27/2021 4:46 PM	Denied	☑	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Hinson, Tina
		☑		3-5110-121-000-000-00	0	Budget returned to LEA to adjust to carryover amount
8/27/2021 11:01 AM	Denied (Pending)		Hinson, Tina			
7/14/2021 8:20 AM	Received		Admin, NCCCIP			

☑ **Highlight Amended Rows**

All ▼

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
ⓘ	Salary	3	5110	121	000	00	$1,804,000.00	$0.00	$1,804,000.00		
ⓘ	Salary	3	5110	135	000	00	$182,000.10	$0.00	$182,000.10		
ⓘ	Other	3	5110	183	000	00	$850,000.00	$0.00	$850,000.00		
ⓘ											

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	Other	3	5110	192	000	00	$200,000.00	$0.00	$200,000.00
ⓘ	Other	3	5110	211	000	00	$232,254.00	$0.00	$232,254.00
ⓘ	Other	3	5110	221	000	00	$698,280.02	$0.00	$698,280.02
ⓘ	Other	3	5110	231	000	00	$305,500.00	$0.00	$305,500.00
ⓘ	Equipment	3	5110	462	000	00	$1,700,000.00	$0.00	$1,700,000.00
ⓘ	Salary	3	5210	133	000	00	$240,000.00	$0.00	$240,000.00
ⓘ	Other	3	5210	211	000	00	$18,360.00	$0.00	$18,360.00
ⓘ	Other	3	5210	221	000	00	$55,200.00	$0.00	$55,200.00
ⓘ	Other	3	5210	231	000	00	$26,000.00	$0.00	$26,000.00
ⓘ	Salary	3	5320	131	000	00	$120,000.00	$0.00	$120,000.00
ⓘ	Other	3	5320	211	000	00	$9,180.00	$0.00	$9,180.00
ⓘ	Other	3	5320	221	000	00	$27,600.00	$0.00	$27,600.00
ⓘ	Other	3	5320	231	000	00	$13,000.00	$0.00	$13,000.00
ⓘ	Other	3	5330	143	000	00	$293,609.47	$0.00	$293,609.47
ⓘ	Other	3	5330	211	000	00	$22,461.04	$0.00	$22,461.04
ⓘ	Other	3	5330	221	000	00	$67,530.18	$0.00	$67,530.18
ⓘ	Other	3	5330	411	000	00	$5,980,000.00	$0.00	$5,980,000.00
ⓘ	Other	3	5330	418	000	00	$3,000,000.00	$0.00	$3,000,000.00
ⓘ	Salary	3	5360	126	000	00	$805,000.00	$0.00	$805,000.00
ⓘ	Salary	3	5360	142	000	00	$150,000.00	$0.00	$150,000.00
ⓘ	Salary	3	5360	171	000	00	$240,000.00	$0.00	$240,000.00
ⓘ	Salary	3	5360	174	000	00	$120,000.00	$0.00	$120,000.00
ⓘ	Other	3	5360	211	000	00	$100,597.50	$0.00	$100,597.50
ⓘ	Salary	3	5420	116	000	00	$189,420.00	$0.00	$189,420.00
ⓘ	Other	3	5420	211	000	00	$14,490.63	$0.00	$14,490.63
ⓘ									

	Other	3	5420	221	000	00	$43,566.60	$0.00	$43,566.60	
ⓘ	Other	3	5420	231	000	00	$19,500.00	$0.00	$19,500.00	
ⓘ	Other	3	5840	311	000	00	$1,600,000.00	$0.00	$1,600,000.00	
ⓘ	Other	3	6570	522	000	00	$788,240.00	$0.00	$788,240.00	
ⓘ	Other	3	6570	523	000	00	$15,000,000.00	$0.00	$15,000,000.00	
ⓘ	Other	3	6570	532	000	00	$1,039,632.18	$0.00	$1,039,632.18	
ⓘ	Equipment	3	6860	542	000	00	$1,000,000.00	$0.00	$1,000,000.00	
ⓘ	Other	3	8100	392	000	00	$311,289.28	$0.00	$311,289.28	
						Total:	**$37,266,711.00**	**$0.00**	**$37,266,711.00**	

Grant Details

Wayne County Public Schools (960) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

DIRECTIONS: *To ensure that the organization's plan for the use of the American Rescue Plan funds (ESSER III) funds (PRC 181) is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

Part A: Needs Assessment-PSU Data

* In the space below provide data the PSU will use to determine its most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction.

Include 1) A description of the processes used, and groups involved in the development of the Needs Assessment and Plan specifically for ESSER III funds including, but not limited to, school leaders, classroom educators, and other stakeholders. 2) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services.

1): The federal programs leadership team reviewed the ESSER-I needs assessment and reviewed the guidance and allowable expenses currently available for ESSER-II and ESSER III to craft the needs assessment used for ESSER-IIand ESSER III. The Federal Programs Department shared a draft of the needs with the superintendent's cabinet for suggested edits and revisions. The final needs assessment was disseminated to multiple relevant groups, including principals, assistant principals, district administrative staff, exceptional children's department staff, teacher leaders, district parent advisory council, school social workers, school nurses, school counselors, Wayne Community College, Goldsboro Pediatrics, Wayne County Public Library, the Teaching and Learning Community Council (parents, teachers, administrators, school board members, and students), Wayne Action Group for Economic Solvency (WAGES), and the Partnership for Children. The needs assessment garnered one hundred eleven (111) responses from this diverse group of stakeholders. The Executive Director of Federal Programs used graphs reflecting the data to drive the discussion around planning. Collaboration around the graphed data occurred with members of the school board, district leadership, and the superintendent. Graphic representations of the needs assessment were shared electronically with remaining stakeholder groups for collaborative input. Emerging priorities from each ESSER-II and

ESSER III allowable focus area can be reviewed in the graphs below. Copy and paste the link into your web browser to view the charts.: https://docs.google.com/document/d/1oqcIsFoW0oiTivC-75-ezvnYs6R7u0PizKZ0m_TMu-4/edit?usp=sharing 2): At the close of the first semester, the Teaching and Learning Department compiled the data from the Middle of Year in Math and ELA based on the Universal Screener (STAR) and the rate of passing/failing grades from PowerSchool. We did a comparison study using those two metrics from the same point in time in the previous school year (note: the point in time used for the prior school year would have been prior to COVID closure of schools). The team wanted to determine exactly where the learning and mastery gaps were extremely evident and where learning and student performance was holding steady despite the impacts of COVID. The committee lead PLC discussions around this data with principals, assistant principals, and teacher leaders. The PLC discussions with school leadership were captured in a google form. School leadership mirrored these PLC discussions within their schools to capture teacher input on the district-wide data drilling down to the data specific to their school. District data and school leadership discussion notes were presented to the superintendent, the teaching and learning board committee, and the school board. Copy and paste the link below into your web browser to view district universal screener data: https://docs.google.com/document/d/1qA61DtPO8MJ8ZOk_YNBhUpOO-g-WOlo6Z8pnn06hvy8/edit?usp=sharing

Part B: Data Analysis

* In the space below, provide an analysis of the data submitted in Part A that will support allowable uses of ESSER III funds (PRC 181) as provided by the American Rescue Plan Act selected in Part C-D.

Data analysis supports the continued implementation of systemic resources implemented in ESSER-I. Data analysis reflected the following areas of focus for ESSER-II: 1. Extend systemic ELA instructional resources into secondary grades. The data shows the K-8 HMH resources purchased with ESSER-I have had a positive impact on the growth of K-8 students consistently engaging in instruction, and teachers are able to effectively collaborate and plan within district-wide PLCs to target and address student deficiencies in both face to face and virtual environments, This was not as prominent at the secondary level. 2. Implement systemic Math instructional resources K-12. The district did not purchase a systemic curriculum for Math with ESSER-I. The data indicated lower student performance and growth in Math as compared to ELA. K-12 math curriculum in addition to supplemental math materials are needed to address this need. 3. Provide instructional resources for our most vulnerable groups including EL, Migrant, Immigrant, and EC. ESSER-1 provided systemic resources to regular education teachers. Teachers serving subgroups of students needing additional support due to limited English proficiency, significant interruptions to formal education, and learning disabilities are still using outdated curricula while attempting to help provide a bridge for their students to access the core curriculum in either face to face or virtual environments. These teachers have to have curriculum materials that effectively supplement core curriculum in order to effectively serve and impact the performance of these identified

subgroups. 4. Provide instructional resources that will facilitate integrated learning in core subject areas, arts, world languages, dual languages, and social-emotional learning. COVID-19 precluded the opportunity for robust instruction in these areas. It was determined that strategies and resources should be purchased and used to embed these subjects and positively impact student engagement and achievement. 5. Provide a curriculum that will address the needs of Tier III students. A K-8 core ELA curriculum was put in place with ESSER-I with data to indicate that it is positively impacting student performance. Students exhibiting concerns with accessing core curriculum prior to COVID (low performing students in traditionally low performing subgroups) are significantly further behind and will require intensive intervention strategies to keep pace with typically performing peers. 6. Complete the provision of adequate hardware and software initiated with ESSER-I as well as provide additional support at school sites for the seamless expansion of technology in the classrooms and at home. The integration of technology is critical to student success in both the face-to-face and virtual environment, therefore our efforts in this area must be maintained and increased. 7. Maintain the staffing level of the district to ensure adequate class size ratios for the facilitation of student learning. Classroom environments that are conducive to student learning are imperative to student success, the availability of lower student-to-teacher ratios and small group instruction are results-based interventions. 8.Initiate actions to address clean airflow. A thorough review of school facilities and the needs assessment indicates that repair and replacement of equipment and units are necessary so that recommendations in this area are fulfilled (HVAC, chillers and boilers, windows, roof and wall damages that disturb airflow, removal and replacement of items deemed hazardous, etc). 9. Initiate repairs to buildings that reduce exposure to environmental health hazards. A thorough review of school facilities and the needs assessment indicates that repair and replacement of roofs, walls, carpets, and removal of asbestos is necessary to mitigate the spread of Covid 19. 10.Continue to implement and expand actions to support the social-emotional and health needs of students and staff through mental health services, additional social workers, and additional nurses. ESSER-I allowed us to provide contracted nurses, an additional social worker, and contracted mental health support. A master contact log of services and the needs assessment indicates that these services are still needed through ESSER-II 11. Provide additional support to school sites in identifying Tier III students through the integrated academic and behavior support (IABS) services. COVID 19 has slowed the process of identifying students who may require EC service. In an effort to remedy this, ESSER-II will be used to provide additional school psychologists for evaluation and support of identified mental health needs. 12. Provide PD for instructional resources initiated in ESSER-I and extended in ESSER-II as well as PD in instructional technology and mitigation of COVID and other viruses. School leadership and teacher feedback in district PLCs and student performance data indicates the positive impact of PD associated with the implementation of new instructional resources. Sustained PD is critical for the proposed curriculum updates and technology integration. PD supporting the implementation of new rules and regulations around COVID aided in the school's ability to instruct students while also keeping them safe 13. Continue and expand training and support to parents and families around academic support, response to trauma, technology, social-emotional learning, early intervention, and mitigation of the virus. Active

partnerships with parents have been essential in addressing learning loss, lacking SEL skills, and alignment of school and home practices. We will extend and deepen these partnerships. District survey data indicates that parents need both training and support. 14. Provide intervention and opportunities for extended learning during the summer, after-school, and during the regular school year to mitigate learning loss. 15. Provide meal distribution

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.

$ 12,230,890.00 * 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;

Wayne County Public Schools will use STAR Renaissance, our Universal Screener, and NC Check-Ins data to monitor student growth and adjust instruction to ensure continuous improvement. This data will gauge the students' progress towards meeting the standards on summative assessments. Using the Universal Screener' s critical information about student comprehension throughout the learning process, educators will provide students with timely and action-oriented feedback. Also, this data will be used to revise instruction so that every student has an opportunity to learn and re-learn. The students who perform on the outer edges of the normal curve-the struggling and the gifted-particularly benefit from formative assessment. These students have learning needs that are often unique and specific, and teachers will use it to address them. Additionally, using consistent formative assessment to address learning gaps enhanced by COVID-19 ensures that teachers can provide timely remediation. The district will use high-quality formative assessment to accomplish the following goals: Define learning goals   Increase rigor   Improve academic achievement   Enhance student motivation   Increase student engagement   Provide focused target feedback to students and teachers   Provide personalized learning opportunities   Promote data-informed instruction IMPLEMENTATION PROCEDURES Conduct Multiple Formative Assessments (Daily) Administer and Analyze Summative Assessments (Weekly) Student grades on individual assignments, essays, and exams are used to determine individual level of understanding, determine classroom performance, identify student

misconceptions, curriculum misalignment with standards, instructional deficits and/or classroom environment obstacles.Summative assessments inform selection of content (what students need to learn), student product (demonstrations of what students know, understand and are able to do), process (how students learn - deliberate practice, classroom discourse, small group, whole group, etc.) and environment (structure of learning such as flexible grouping, established expectations and routines, additional support services). Reexamine the content, product, process and environment if less than 80% of students fail to demonstrate mastery of the standards. Revising or restructuring is necessary to ensure learning goals and benchmarks are met. WCPS summative assessments include but are not limited to SchoolNet assessments, extended passages, Actively Learn selection assessments, HMH, SAVVAS that are created and/or selected by district teams. Administer and Analyze Individual Assessments (BOY, Q1, Q2, Q3) Purpose: Individual assessments reveal each student's strengths and needs. Individual assessments confirm or refute standardized assessment results and identify individual student strengths and needs. Individual assessments provide a more clear understanding of students' personalities and abilities, and possibly learning style. WCPS Individual Assessments: K-3 RtA, Renaissance Star Reading and Math, Achieve 3000, K-2 Math Progress Report Card, CCRG English and Math, NC DPI Check-ins

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

Key Program Components Wayne County Public Schools' students will be provided academic reinforcement in the areas of reading, math, and science. Evidenced based practices will embedded in direct instruction during the school day. In addition small group instruction will be a key component during the school day, after school, and also in summer programs. Working with approximately 5-10 students at a time, certified classroom teachers will provide core academic area instruction. Research reflects that small groups and/or small teacher to student ratios are highly effective (effect size .47). In fact, the most effective group size is not greater than five students (Lou, et al. 1996). The following practices will be used to align and support classroom instruction in small groups. These practices are in accordance with John Hattie's effect sizes for influences on student learning. Hattie's meta analysis of multiple strategies used in instruction suggests that a hinge point of .40 effect size allows us to determine the strategies that work best in educating students (Hattie, 2011). 1.   Guided Reading (effect size .47) Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. It offers challenges and opportunities for problem-solving, but it is easy enough for students to read with some fluency. 2.   Guided Math (effect size .47) Guided Math is a structure for teaching whereby a teacher supports each child's development of mathematical proficiency at increasing levels of difficulty within the context of a small group. In Guided Math groups, students engage in standards-based, rigorous, and engaging meaning-making learning opportunities where the teacher focuses on a particular concept, strategy, or skill. Teachers facilitate this learning through hands-on, scaffolded conversations, and intensive questioning. 3. Computer-Assisted Instruction (effect size .44) Computer-Assisted Instruction (CAI) is an interactive instructional

technique whereby a computer is used to present the instructional material and monitor the learning that takes place. CAI uses a combination of text, graphics, sound, and video in enhancing the learning process. Programs that will be utilized are: Classworks and Imagine Learning. 4. Problem Solving (effect size .68) Problem Solving facilitates learning about different subjects simultaneously. This is achieved by guiding students to identify through research, a real-world problem (local to global), developing its solution using evidence to support the claim, and presenting the solution through a multimedia approach based in a set of 21st-century tools. 5. Inquiry-Based Science (effect size .40) Inquiry-Based Science adopts an investigative approach to teaching and learning where students are provided with opportunities to investigate a problem, search for possible solutions, make observations, ask questions, test out ideas, think creatively, and use their intuition. 6. Social and Emotional Learning (effect size .39) Social and Emotional Learning (SEL), is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. 7. Parent Support/Relationships (effect size .50) Fostering positive partnerships with families helps families to feel valued, recognized, and supported in their role in children's learning and development. Parents and teachers working together can support children in connecting their home and school experiences, which enables deep learning. Strategies and resources to facilitate learning partnerships will be shared in seminars and round table discussions. Instructional resources, coaching and support will be provided to PLCs during the summer and during the school year. Teachers or staff who create the material to present and use in schools will be compensation for this additional responsibility. Teachers who attend and complete the modules and implement with fidelity will also recieve additional responsibility stipends. An additional Curriculum Specialist will assist with carrying out this plan.

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

Wayne County Public Schools will continue to supply multiple layers of support to parents in the area of distance learning. This support will consist of live and recorded webinars and training on various topics, such as guidance on tracking students' assignments and classroom progress, Social Emotional Learning (SEL), and Cyber Safety. The district's goals in this area are: 1. Encourage simple strategies that parents can implement at home. 2. Hold virtual, recorded, and face to face training sessions. 3. Offer small-group information sessions 4. Give tips on social and emotional well-being. 5. Be prepared to respond to different needs. Many students and parents will experience anxiety subsequent to the Pandemic. It is the district's intention to contract Clinical Social Workers to assist will meeting mental health challenges that impact both the student and the parents. This clinicians will be available to families both during the school day and the evening. In addition, for the duration of the ESSER funds the district intends to contract 2 additional School Social Workers and 5 School Nurses. All of these staff members will interface with parents daily, and thereby assure student growth and progress.

* (D) Tracking student attendance and improving student engagement in distance education;

School Social Workers will assist teachers and administrators with making phone contact and home visits to parents of chronically absent students. Daily and weekly attendance reports from Powerschool will be reviewed to create a "Watch List" so that intervention will be ongoing and systemic.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

The Teaching and Learning Department has compiled pre-pandemic Universal Screener data and passing grade percentages, to compare with Middle of the Year and End of Year Data this school year. This comparison will be repeated during the next 2 years, in order to observe trends. This data will assist administrators at the district level to select resources, craft and provide training to teachers, coach teachers, and advise principals in the area of instructional leadership. At the school level, teachers will use this data to accelerate the learning for those students identified as at risk. Again, this data will inform the selection of resources and revise practice. Principals will use the data to determine scheduling, grouping, and support teacher and parents in the educational process.

Part D: Other Allowable Uses

In the table that follows, please **indicate which other allowable uses** from the law you intend to support with ESSER III funds. For each use you intend to support, provide a brief description **(1000 characters or less)** of how you will use the funds, timeline for usage of funds, impact measures and the total amount from ESSER III funds for each allowable use area. Note that you are not required to spend funds in each of these areas.

Allowable Use	ESSER III Formula Funds will be used to support this Allowable Use area	Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area (10,000 characters or less and use of bullet points is acceptable)	Timeline (100 characters)	Impact Measures (500 characters)	Total Amount for Each Allowable Use Area

FACILITY REPAIRS/IMPROVEMENTS TO MINIMIZE VIRUS TRANSMISSION: School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	* ⦿ Yes ◯ No	Air quality testing at 15 schools to ensure the quality of air to mitigate the transmission of Covid and other harmful viruses Cafe partition Walls at 4 schools need to be repairing to effectively separate the cafeteria from other large meeting spaces to reduce the spread of Covid or other harmful viruses transmitted in large groups Asbestos Removal at 15 schools to improve air quality to help mitigate the transmission of Covid and other harmful viruses	July,2021- August 2024	Inspection Reports Decrease in absenteeism for staff and students	$ 6,182,510.00
		The following repairs and	July 2021- August,2024		$ 6,462,119.00

IMPROVE AIR QUALITY: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purifications and other air cleaning; fans, control systems, and window and door repair and replacement.	* ◉ Yes ○ No	replacements are necessary for the facilitation of improving air quality in an effort to mitigate the transmission of Covid 19 and other hazardous viruses: Boilers in 5 schools Dielectric unions in 2 schools HVAC water pipes in 2 schools Sun Units in 1 school Chillers in 2 schools Control Systems in 30 schools Exterior windows and doors in 6 schools Coil Cleaning in 33 schools AC units in 10 schools Mechanical Systems in 2 schools Carpet in 20 schools with material(tile or squares) that can be disinfected more readily and		Inspection Reports Decrease in absenteeism for staff and students	

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		more readily and more often.				
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	Contract with Wayne-UNC Health to provide 5 school nurses, to supplement the 20 school nurses and 1 nursing supervisor serving 32 schools, pre-K, and district personnel. This staff will sustain services responsive to Covid 19.	July 2023-2024	Decrease in absenteeism for staff and students	$ 269,110.00
ADDRESSING UNIQUE NEEDS OF SPECIAL POPULATIONS: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	* ◉ Yes ○ No		August 2021-December 2024		$ 616,464.00

		In order to support the needs of special populations that have been created by Covid the following will be done: Hire additional school psychologists, retain the services of outside pyschologists, therapists, to assist with the placement and service of students with IEPs. Summer Learning opportunities for CDSP students		Increased use of technology in daily instruction and independent practice measured by Walk Through data and NCEES data. Increase proficiency scores on the Universal Screener. Increase growth performance on the Universal Screener. Increase proficiency and growth on EOC and EOG, Increase percentage of passing grades.	
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ○ Yes ◉ No				$ [____]

TRAINING TO MINIMIZE VIRUS TRANSMISSION: Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	* ○ Yes ⦿ No				$
SUPPLIES TO SANITIZE AND CLEAN: Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	* ○ Yes ⦿ No				$
	* ○ Yes ⦿ No				$

LONG-TERM CLOSURE ACTIVITIES: Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.					
	* ⦿ Yes ◯ No		August 2021,- June, 2024		$ 1,700,000.00

EDUCATION TECHNOLOGY: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.		In order to sustain and expand instructional resources and practices that address learning in blending settings due to Covid 19, the following will be done: Continue to provide Google Chrome devices for students to use at home and school use. Replace dated technology in learning labs. Replace technology used for instruction (teachers and students) .		Increased use of technology in daily instruction and independent practice measured by Walk Through data and NCEES data. Increase proficiency scores on the Universal Screener. Increase growth performance on the Universal Screener. Increase proficiency and growth on EOC and EOG, Increase percentage of passing grades.

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ⦿ Yes ○ No	Contract with clinical social workers to provide on-site individual and group therapy to students in high needs schools. This staff will sustain services responsive to Covid 19.	August 2021,- June, 2024	Decrease of OSS and ISS referrals Increase in attendance Improvement in school culture as evidenced through teacher, student, and parent surveys.	$ 300,000.00
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		June 2022- August 2024		$ 1,000,000.00

| | | In an effort to combat learning loss experienced as a result of Covid 19, K-12 students will be invited to participate in The WCPS Summer Scholars program. Participants will be selected based on formative and summative data (Universal Screener, End of Course Data, Attendance, Report Card Data and EOG DATA). Salaries for classroom teachers, instructional assistants, cafeteria staff, bus drivers, tutors, and parent liasions will be paid with ESSER II and ESSER III. | | Increased use of technology in daily instruction and independent practice measured by Walk Through data and NCEES data. Increase proficiency scores on the Universal Screener. Increase growth performance on the Universal Screener. Increase proficiency and growth on EOC and EOG, Increase percentage of passing grades. | |

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	Maintain teacher positions to ensure robust instruction at a smaller teacher to student ratio which is necessary to combat learning loss created by Covid 19.The 2020 number of teachers was 1179 teachers and 34 APs. We will maintain staffing at this level by funding 42 teachers and 3 assistant principals. Retention and Recruitment bonuses will be awarded to teachers who sign or resign with the district. Indirect Costs Unbudgeted reserve	August 2021,-June, 2024	Increased use of technology in daily instruction and independent practice measured by Walk Through data and NCEES data. Increase proficiency scores on the Universal Screener. Increase growth performance on the Universal Screener. Increase proficiency and growth on EOC and EOG, Increase percentage of passing grades.	$ 8,505,618.00
				Total ESSER III Allotment	$ 25,035,821.00

Part E: Assurances

Check **all** assurances as required to receive ESSER III funds (PRC 181) as provided by the American Rescue Plan Act. I assure that the PSU will:

*	☑	Create a budget of reasonable, necessary, and allowable expenditures of ESSER III funds that corresponds to the PSU plan identified in Parts A through D.
*	☑	At least 20% of PSU allocation shall be used to address learning loss through evidence-based interventions that respond to students' academic, social, and emotional needs as required with ESSER III funds outlined in the American Rescue Plan Act.
*	☑	Maintain documentation related to the use of ESSER III funds (PRC 181) as part of the American Rescue Plan Act that may be subject to audit or review.
*	☑	Comply with the requirements of section 442 (20 U.S.C. 1232e) and section 427 (20 U.S.C. 1228a) of the General Education Provisions Act (GEPA).
*	☑	Funds shall not be transferred into or out of this allotment category.
*	☑	**LEA Safe Return to In-Person Instruction Plan (New requirement with ESSER III-American Rescue Plan Act-ARPA)** An LEA that receives ARPA ESSER funds must, <u>within 30 days of receiving the funds,</u> make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. <u>Before making the plan publicly available, the LEA must seek public comment on the plan.</u> This plan will have to be submitted with a live link to the PSU website after the 30 day comment period from each PSU to be in compliance with ARPA.

Wayne County Public Schools (960) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - FPMS-ARPA ESSER III PRC 181

A grant award letter has not yet been generated.

Contacts

Required Contacts

Type	Contact(s)
Funding Application Contact [Select at least 1 contact(s)]	Carol Artis

Substantially Approved Dates

Wayne County Public Schools (960) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
FPMS-ARPA ESSER III PRC 181	Monday, September 13, 2021

Wayne County Public Schools (960) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Wayne County Public Schools (960) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

If you have any questions, please contact Alex Charles, Section Chief for ESSER West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for ESSER East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.

GAN Organization Data

Wayne County Public Schools (960) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

* D.U.N.S. Number:

52199015

* Address:

P.O. Drawer 1797 Goldsboro, NC 27533

* Superintendent:

Dr. David Lewis

Key Personnel:

* Dr. Carol H. Artis