

History Log

North Carolina Cyber Academy (00A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/28/2021 3:02:38 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

North Carolina Cyber Academy (00A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$3,001,738.00	\$3,001,738.00
Carryover	\$0.00	\$0.00
Total	\$3,001,738.00	\$3,001,738.00

Budget

North Carolina Cyber Academy (00A) 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
00A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$3,001,738.00	\$3,001,738.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$3,001,738.00	\$3,001,738.00
Total Budgeted:		\$3,001,738.00
Total Remaining:	\$0.00	\$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 - Townsend, Dr. LaTricia
8/20/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
8/17/2021 10:28 PM	Approved (Pending)		Letchworth, Tina			
8/16/2021 3:50 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - North Carolina Cyber Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$969,675.84	\$0.00	\$969,675.84		
	Other	3	5110	211	000	00	\$80,324.28	\$0.00	\$80,324.28		
	Other	3	5110	311	000	00	\$45,000.00	\$0.00	\$45,000.00		
	Equipment	3	5110	462	000	00	\$914,238.00	\$0.00	\$914,238.00		
	Salary	3	5320	146	000	00	\$55,410.00	\$0.00	\$55,410.00		
	Other	3	5320	211	000	00	\$4,590.00	\$0.00	\$4,590.00		
	Salary	3	5330	121	000	00	\$110,820.00	\$0.00	\$110,820.00		
	Other	3	5330	211	000	00	\$9,180.00	\$0.00	\$9,180.00		
	Other	3	5350	198	000	00	\$124,673.40	\$0.00	\$124,673.40		
	Other	3	5350	211	000	00	\$10,326.60	\$0.00	\$10,326.60		

	Salary	3	5420	116	000	00	\$432,198.72	\$0.00	\$432,198.72		
	Other	3	5420	211	000	00	\$35,801.28	\$0.00	\$35,801.28		
	Salary	3	5830	133	000	00	\$73,880.16	\$0.00	\$73,880.16		
	Other	3	5830	211	000	00	\$6,119.72	\$0.00	\$6,119.72		
	Salary	3	5880	131	000	00	\$69,262.56	\$0.00	\$69,262.56		
	Other	3	5880	211	000	00	\$5,737.44	\$0.00	\$5,737.44		
	Other	3	6710	311	000	00	\$54,500.00	\$0.00	\$54,500.00		

Total: \$3,001,738.00 \$0.00 \$3,001,738.00

Grant Details

North Carolina Cyber Academy (00A) 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.

We met on April 26, 2021, to discuss the best use of the ESSER II funds. Participants included Mr. Hill, Superintendent, James Mullins, Chief Finance Officer/Human Resources, Pat Morgan, Director of Federal Programs/Student Services, Rebecca Arroyo, Consultant, and Alan Arroyo, Consultant, NCCA School Board (one of the members of the Board is also a parent). Teacher surveys were also considered. Priorities were decided by the review of multiple forms of student data, survey results from a Fall and Spring survey, feedback from individual stakeholders, discussions with the NCCA School Board, discussions from weekly Leadership Team Meetings, Results from a Needs Assessment and goals from the NCCA School Improvement Plan for the 2021-2022 school year. While there were several data sources we reviewed, we focused on the following results: NCCA State Testing Performance Overview (2020 - 2021) Math 1 HS Math 3 MSMath Bio English 2 Level 3 - Fall 20% 17% 8% 22% Level 3 - Spring 14% 37% 8% 6% 36% Level 4 - Fall 4% - 6% 19% 33% Level 4 - Spring 0% 31% 9% 27% 28% Level 5 - Fall 1% - 6% 5% 2% Level 5 - Spring 1% 14% 1% 4% 3% Not Prof. - Fall 75%. - 71% 69% 43% Not Prof. - Spring 74% 17% 82% 63% 33% Multi-year EOG data 3rd Reading Math School Years 15-16 16-17 17-18 18-19 20-21 15-16 16-17 17-18 18-19 20-21 Not Proficient 36 % 40% 47%. 62% 67%. 52% 59%. 59% 72% 77% 3 16% 13% 12% 11% 11% 11%

14%. 17% 15% 16% 4 32% 35% 28%. 22% 18% 32% 21%. 19% 11% 7% 5 16%. 12% 13% 5% 4%. 5% 6% 5% 2% 0
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 33% 41% 56% - 75% 53% 66% 66% 80% 3 12% 15% 7% 1% - 4% 6% 4% 20% 10% 4 30% 39% 45% 29% - 16%
 33% 22% 13% 8% 5 11% 13% 7% 4% - 5% 8% 8% 2% 2% 5th Reading Math School Years 15-16 16-17 17-18 18-19
 20-21 15-16 16-17 17-18 18-19 20-21 Not Proficient 47% 38% 49% 51% - 62% 56% 62% 70% 87% 3 12% 13% 9%
 11%. - 4% 5% 6% 14% 7% 4 32% 36% 31% 30%. - 21% 30% 21% 14% 4% 5 9% 13% 11% 8% - 13% 9% 11% 2%
 2% Summary of Middle School scores 2020-21: 15-16 16-17 17-18 18-19 20-21 15-16 16-17 17-18 18-19 20-21 6th
 36% 25% 22% 38% - 63% 61% 66% 61% 68% 7th 33% 30% 22% 33% - 65% 60% 69% 56% 69% 8th 36% 34% 6%
 40% - 65% 71% 83% 85% 92% Case- 21 Benchmark data 2020-21 Reading- Average percent of items correct
 Grades Oct. 2020 March 2021 3 77% 80% 4 74% 68% 5 68% 73% 6 65% 64% 7 62% 63% 8 62% 56% Average 68%
 67% Math- Average percent of items correct Grades Oct. 2020 March 2021 3 64% 66% 4 52% 60% 5 48% 51% 6
 50% 64% 7 43% 65% 8 39% 56% Average 49% 60% 2. NCCA will assess student learning through benchmarks and
 NC EOY data. We will utilize ESSER II funds to address student learning loss through: A. Hiring Interventionists to
 address learning loss. B. Hiring Mental Health professionals, including School Psychologists and Social Workers, to
 address students' SEL needs and invest in SEL programming to support these positions. C. Family Engagement
 Coordinator D. Computer devices, hotspots and Universal Screeners (Istation, MAPP, NWEA and Engenuity) E.
 Professional Development.

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. Increase the number of high-intensity interventionists. The Reading & Math interventionists will address the areas of highest need where student achievement is below expectations. Across all grades, the percentage of students performing in the non-proficient range increased considerably from 2018-19 to 2020-21 in Math. The reading data for 2020-21 was not available for grades 3-8, but the trend was that a decline in reading proficiency was seen over the years until 2018-19. The decline up until 2018-19 and perhaps later were partially due to a steady influx of students who were struggling in their school environments. The reading declines were not as significant as in math over the years. The deficit in math is also seen at the high school level, with 75% of the students not proficient in math to 80% on Math I and III students were below the proficient level according to 2020-21 scores. The COVID disruptions largely caused the gaps in math from 2018-19 to 2020-21. According to the number of items correct on the CASE-21 Benchmark assessment, the encouraging news is that reading performance remained about the same between October 2020 and March 2021. Math performance increased from October 2020 to March 2021 by 11%. We believe

that, in addition to the quality educators and support already existing in NCCA, with the extra resources supplied by ESSER funds, we can continue to reduce the effects of the COVID crisis. B. Hire School Psychologists and Social Workers. NCCA wants to provide support for the "whole" child. Students have been affected by COVID in a myriad of ways, including parent loss of job, homelessness, increase in foster students, and family illness. C. Create a Family Engagement Position. An educator will support the staff at the three school bans in their efforts to increase family engagement. There will be a targeted focus on developing positive relationships with NCCA families. D. Acquire universal screeners to be used by all three school bans (i.e., elementary- Istation, middle school, and high school-NWEA). The use of universal screeners will increase our ability to personalize learning for all students, thus reducing or eliminating the COVID crisis's detrimental effects. E. Providing professional development in several areas (e.g., MTSS Process, ECATS MTSS Modules, Edgenuity Programs such as MyPath & PurposePrep, Universal Screener such as Istation and NWEA MAPP). Some of these pieces of training will require outside consultants and others will be done by our current staff. We also need funding for related supplies and materials. A. Increase the number of high-intensity interventionists. The Reading & Math interventionists will address the areas of highest need where student achievement is below expectations. Across all grades, the percentage of students performing in the non-proficient range increased considerably from 2018-19 to 2020-21 in Math. The reading data for 2020-21 was not available for grades 3-8, but the trend was that a decline in reading proficiency was seen over the years until 2018-19. The decline up until 2018-19 and perhaps later were partially due to a steady influx of students who were struggling in their school environments. The reading declines were not as significant as in math over the years. The deficit in math is also seen at the high school level, with 75% of the students not proficient in math to 80% on Math I and III students were below the proficient level according to 2020-21 scores. The COVID disruptions largely caused the gaps in math from 2018-19 to 2020-21. According to the number of items correct on the CASE-21 Benchmark assessment, the encouraging news is that reading performance remained about the same between October 2020 and March 2021. Math performance increased from October 2020 to March 2021 by 11%. We believe that, in addition to the quality educators and support already existing in NCCA, with the extra resources supplied by ESSER funds, we can continue to reduce the effects of the COVID crisis. B. Hire School Psychologists and Social Workers. NCCA wants to provide support for the "whole" child. Students have been affected by COVID in a myriad of ways, including parent loss of job, homelessness, increase in foster students, and family illness. C. Create a Family Engagement Position. An educator will support the staff at the three school bans in their efforts to increase family engagement. There will be a targeted focus on developing positive relationships with NCCA families. D. Acquire universal screeners to be used by all three school bans (i.e., elementary- Istation, middle school, and high school-NWEA). The use of universal screeners will increase our ability to personalize learning for all students, thus reducing or eliminating the COVID crisis's detrimental effects. E. Providing professional development in several areas (e.g., MTSS Process, ECATS MTSS Modules, Edgenuity Programs such as MyPath & PurposePrep, Universal Screener such as Istation and NWEA MAPP). Some

of these pieces of training will require outside consultants and others will be done by our current staff. We also need funding for related supplies and materials.

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.

\$ 1,638,000.00 * 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;

We will use Istation and MAPP data as high quality assessments to track our students' progress, individually and as a group. Students will have plans that will be reviewed at least weekly for those below the proficient level in reading and/or math. A variety of research-based practices, including differentiated instruction will be used to mitigate learning loss.

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

The following are evidence based activities we will implement and the personnel required to support them: I. Smaller class sizes in light of increased enrollment projections. We will employ six new teachers through ESSER III funds to maintain/reduce class sizes and allow for actual teacher time and less software instruction. We have been experiencing a significant increase in enrollment since more families are preferring a virtual environment to meet their respective students' learning needs. II. More instructional leadership and supervision is required to support and monitor teachers' progress in reducing learning loss due to COVID. We will add two full time administrators with ESSER III funds. The administrators sole purpose will be to observe, monitor, and support teachers as they implement evidence based activities to reduce learning loss caused by the COVID pandemic. Since we are virtual schools we do not have the extra-curricular activities (e.g., sports, bus duty, lunchroom supervision) so that all of the administrators' attention can be on students' academic and social emotional growth. III. Due to learning loss we need Intensive tutoring in reading and math. We will employ two interventionist to provide tutoring and small group instruction, especially in math. The

evidence-based approaches they will utilize will include:

1. Intensive tutoring and teacher-directed instruction. There is ample research that teacher directed, systematic, and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low income families, and other populations who are behind in learning (Prater, 2018). The sequence of instruction includes:
 - A. Setting specific goals for the tutoring session
 - B. Making sure student is paying attention during the presentation of the knowledge or skills required to meet the objectives
 - C. Providing a review of the previous session
 - D. Presenting main goal of the session to the student
 - E. Instructing in a clear, concise, and sequential manner
 - F. Modeling of the desired response
 - G. Soliciting the response from the student
 - H. Reinforce (i.e., specific feedback) for correct response and repeat instructional sequence for an incorrect response
 - I. Providing guided and independent practice
 - J. Summarizing session
 - K. Keeping records to monitor progress
2. Differentiated Instruction- The instruction will be differentiated to meet students current levels and to increase their achievement in a proscribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who brings to school different talents and interests. (Tomlinson and Mc Tighe, 2006, p.13). Strategies for adapting instruction in a differentiated setting include:
 - A. Guided notes with blanks for students to fill in missing information
 - B. Graphic organizers that visually display information and link concepts
 - C. Study guides with questions for students to answer
 - D. Written outline of the lesson
 - E. Use visual aids
 - F. Check for understanding
 - G. Use technology during instruction and for guided and independent practice
 - H. Record every students progress on objectives for planning the next lesson or session (adapted from Prater, 2018)
- IV. Increases in Educational Technology are needed to reduce the effects of learning loss with our students. We will purchase more laptop computers as we expect enrollment to increase, especially if there is another outbreak of COVID. We will also purchase software and universal screening software to assist us in tracking student progress. Universal screeners to be used by all three school bands (i.e., elementary- Istation, middle school, and high school-NWEA). The use of universal screeners will increase our ability to personalize learning for all students, thus reducing or eliminating the COVID crisis's detrimental effects. Amongst the innovations and best practices in fostering student learning, especially those in a catch-up status, is the use of various forms of educational technology. The term includes the use of devices and the educational software associated with it (Prather, 2018). Zheng, et al. (2016) conducted a meta-analysis of 10 studies that focused on the effects the use of laptop programs on students' academic achievement in K-12 schools. Significantly positive average effect sizes were found in all the major content areas (i.e., Math, Language Arts). The researchers also found significantly positive effects in the use of laptops in the standard classroom setting. How the laptops are used determines the effects, however.
- V. A summer program to allow for extra learning time. Extended time for instruction- A summer program allows for extended learning time which is one of the best research strategies to mitigate learning loss (Erwin, 2021). The summer session will offer 72 hours of instruction to students in the program. In addition to individual and group instruction consistent with every students learning plan, activities such as field trips and recreation will be included in the six hour day. Also, computer assisted instruction will be used consistent with the other

activities mentioned under this Planned Activity section. VI. Mental Health services are needed to reduce the stress and isolation contributed to the COVID disruptions. We will employ a School Psychologist and a Social Worker. NCCA wants to provide support for the "whole" child. Students have been affected by COVID in a myriad of ways, including parent loss of job, homelessness, increase in foster students, and family illness. VII. Create a Family Engagement Position. An educator will support the staff at the three schools.

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

By establishing the Family Engagement function staffed by an experienced teacher skilled at home-school communications, we will continue to use a combination of text messages, email communication, letters, phone calls, the website, and virtual meetings if needed. We will continue to support students who now or in the future need to learn in a virtual, distance education environment with live chats between parent(s), teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards.

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

We will use attendance software to track student attendance in both in-person and virtual environments as need. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of answer that is correct). The teachers are responsive and immediate when it comes to student performance and parent questions., thus reducing the psychological gap that often comes from distance learning.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. the Istation and MAPP benchmark data will be monitored at least weekly and interventions will occur as necessary.

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				\$
	* ☒ Yes ☐ No	Laptops are needed to replace and repair existing units and to supply increased	2023-24		\$ 1,013,738.00

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.		increased demand due to a massive influx of students to NCCA, largely due to the COVID reaction and desire for many students and families to choose virtual learning. Also, since WIFI service is unreliable in some areas we will purchase hotspots for students to connect to our instructional services with a minimum of disruption. Universal screener are necessary to identify student needs and monitor progress of all students, especially those impacted by COVID creating learning loss. The Interventionist,		Results from each screener will be evaluated on a regular basis for the quality and accuracy of the data as well as ease of use. The evaluations will have input from teachers, interventionists, mental health professionals, and administrators.	

		teachers, mental health professionals, and administrators can be constantly appraised of the students' progress and appropriate actions could be taken preemptively and quickly. The screeners include Istation and NWEA student assessments. We will also use Engenuity for instruction, especially in the social emotional domain.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	A school psychologist and social worker are needed to address mental health and social/emotional issues of our students created largely by the	2023-24		\$ 140,000.00

		largely by the effects of the COVID pandemic. Families were impacted with illness, job loss, and missed home payments amongst other severe stresses. In addition, the isolation during the COVID closure of the schools, parks, museums, play grounds, sports programs, and other recreational activities added to the feelings of isolation and lack of peer relationship building and maintenance. The mental health professionals will deliver services and supports both virtually and in-person if and when it is necessary.		Psychologist and social worker logs identifying issues and interventions as well as the tracking of progress made through their services and supports they provide.	

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	We will identify all of the students who score below grade level on various assessments and invite them to participate in the learning loss remediation. Math and reading tutoring will be emphasized with enrichment that include STEM subject matter and activities. Even students leaving NCCA to attend another school in the fall will be invited to participate in the summer program if they are eligible.	2021-24	We will use Istation and MAPPS to track student performance in summer school.	\$ 135,000.00
	* ☒ Yes ☐ No	Principals and leaders spend an a large amount of their day amount of time in engaging with the students families over specific	2023-24		\$ 75,000.00

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.		Issues often related to the COVID disruptions. More of their time can be spent on instructional supervision of interventions to reduce student learning loss. An Intentional Family Engagement function lead by a certified teacher will interact and communicate with families concerning their respective students' needs as well as serve as a liaison between parents, teachers, mental health staff and administrators.		Logs kept by the Family Engagement coordinator as to the success of the intentional activities of the support service. The logs will be monitored by administrators and input from the families being served will also be solicited.	
Total ESSER III Allotment					\$ 1,363,738.00

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)

North Carolina Cyber Academy (00A) 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

North Carolina Cyber Academy (00A) 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)]	<u>Rebecca Arroyo</u>

Substantially Approved Dates

North Carolina Cyber Academy (00A) 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, August 17, 2021

New Applicant Summary

North Carolina Cyber Academy (00A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

North Carolina Cyber Academy (00A) 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

North Carolina Cyber Academy (00A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79816993

*** Address:**

2800 Meridian Parkway, Suite 150 Durham, NC 27713

*** Superintendent:**

Mr. Martez Hill

Key Personnel:

* Mr. Martez Hill

Budget

Clover Garden (01C) 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
01C	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$279,782.00	\$277,228.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$279,782.00	\$277,228.00
Total Budgeted:		\$277,228.00
Total Remaining:	\$2,554.00	\$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 9:48 AM	Approved (Pending)		Charles, Alex			
9/8/2021 12:18 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Clover Garden

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	311	000	00	\$2,200.00	\$0.00	\$2,200.00		
	Other	3	5110	312	000	00	\$20,000.00	\$0.00	\$20,000.00		
	Equipment	3	5110	461	000	00	\$47,500.00	\$0.00	\$47,500.00		
	Equipment	3	5110	462	000	00	\$1,400.00	\$0.00	\$1,400.00		
	Other	3	5260	411	000	00	\$2,000.00	\$0.00	\$2,000.00		
	Other	3	5320	411	000	00	\$1,500.00	\$0.00	\$1,500.00		
	Other	3	5350	411	000	00	\$2,000.00	\$0.00	\$2,000.00		
	Salary	3	5360	131	000	00	\$18,470.00	\$0.00	\$18,470.00		
	Other	3	5360	211	000	00	\$1,530.00	\$0.00	\$1,530.00		

	Other	3	6400	181	000	00	\$9,235.00	\$0.00	\$9,235.00		
	Other	3	6400	211	000	00	\$765.00	\$0.00	\$765.00		
	Equipment	3	6540	461	000	00	\$7,000.00	\$0.00	\$7,000.00		
	Salary	3	6550	171	000	00	\$461.76	\$0.00	\$461.76		
	Other	3	6550	211	000	00	\$38.24	\$0.00	\$38.24		
	Other	3	6550	551	000	00	\$78,128.00	\$0.00	\$78,128.00		
	Other	3	6580	325	000	00	\$54,000.00	\$0.00	\$54,000.00		
	Other	3	7200	459	000	00	\$6,000.00	\$0.00	\$6,000.00		
	Equipment	3	7200	461	000	00	\$25,000.00	\$0.00	\$25,000.00		

Total: \$277,228.00 \$0.00 \$277,228.00

Grant Details

Clover Garden (01C) 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 Board of Directors met on 4-13-21 to discuss and plan how to use the ESSER III funds. Other stakeholders' input were included in this planning session (teachers, administrators, improvement teams, parents). Academic data was presented and reviewed (see below , Part B) as well as discipline reports, managing COVID tracking, and mental health concerns of the students. The team also reviewed and evaluated reports from our Student Services Department (Social Worker, Counselor and MTSS Coordinator). We also assessed the physical environment and its readiness to adapt to CDC recommended protocols for the school year 2021 - 2024. We also looked at the student laptop ratio and what was needed to service the laptops for the preparation of the new school year. (2) Based on these facts/data, the team recognized the need for the following areas: a. Extra time for our students and staff to receive mental health and wellness strategies(through Responsive Classroom Training) during the 2021- 2022, 2022-23, and 2023-2024 school years to help us return to the level of achievement prior to the COVID-19 learning loss. b. To support learning loss for our students and staff by strategically planning a Summer Enrichment Camp, Summer Remediation Summer Enrichment Camp, Literary Training (staff) for summer 2022 and 2023. We are increasing student attendance through an "Attendance Campaign" (2022-2023) c. Nineteen classrooms need to be updated to

Smart TVs and we need twelve compatible WEB cameras to go with our existing system to provide high quality instructional delivery. d With regards to our facilities, the team decided to purchase an additional bus to enable us to implement social distancing requirements (2022) as well as rent a Mobile Classroom POD to provide social distancing for our students (2022,2023,2024).

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.

Reviewing the academic results diagonally by cohort, we saw a dramatic drop in Math proficiency from pre-COVID until February 2021. Drops in proficiency ranged from 17% to 31%. The ELA results were somewhat better but we still saw a drop in proficiency in a range from 2% to 29%. However, 50% of students in each cohort were at or above grade level in ELA. We also reviewed grades from classroom tests taken Feb. 2020 and Feb. 2021. The same pattern existed with Math grades on tests were 12-28% lower in Math from Feb. 2020 to Feb. 2021. While ELA grades dropped the rate of the Math test scores declined in terms of percent of correct responses. Listed below are proficiency level scores and the Mean scores of the testing. Use diagonal tracking to see the loss in each grade level. Percentage of Proficiency Level 1. Oct. 2019 2. Oct. 2020 3. Feb. 2020 4. Feb. 2021 Math (Listed ... 1 2 3 4) 3rd grade 88% 55% 96% 63% 4th grade 85% 66% 92% 77% 5th grade 82% 62% 85% 61% 6th grade 78% 53% 62% 41% 7th grade 60% 49% 73% 45% 8th grade 10% 0% 9% 0% ELA (Listed 1 2 3 4) 3rd grade N/A 38% N/A 22% 4th grade 38% 44% 31% 41% 5th grade 56% 43% 73% 50% 6th grade 35% 43% 60% 71% 7th grade 48% 45% 69% 53% 8th grade 49% 53% 52% 66% Mean Score (percentage of correct responses on test) 1. Oct. 2019 2. Oct. 2020 3. Feb. 2020 4. Feb. 2021 Math (Listed 1 2 3 4) 3rd grade 65% 47.80% 70% 51% 4th grade 63% 49.80% 69% 53.70% 5th grade 60% 50.80% 61% 50.50% 6th grade 60% 46.00% 55% 38% 7th grade 44% 42.40% 55% 43.50% 8th grade 46% 34.70% 43% 27.90% ELA (Listed 1 2 3 4) 3rd grade N/A 61.60% N/A 54.20% 4th grade 67% 68.10% 64% 64.50% 5th grade 71% 65.80% 78% 69.70% 6th grade 61% 65.50% 72% 71.80% 7th grade 64% 60.00 74% 61,50% 8th grade 60% 63.90% 64% 66.40%

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.

\$ 64,630.00 * 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 will use benchmark data, classroom teachers weekly progress reports (those below the proficient level in math and reading), reports from the Student Services Department (Social Workers, Counselor, MTSS), and report card data. In the May of 2022 we will have access to EOG data to measure areas of improvement and areas needing continued support. A variety of researched -base practices, including differentiated instruction will be used to mitigate learning loss.

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

We plan to use tutoring, direct teaching and differentiated instruction to address our COVID learning loss. Listed below are strategies that we will be using in our instructional planning and delivery. They are: 1. Teacher directed, systematic and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities English learners (EL), migrant students, students from low income families, and other populations who are behind in learning. The sequence of instruction includes: setting specific goals for the classroom, making sure students are paying attention during the presentation of the knowledge or skills required to meet the objectives, provide a review of the previous session, presenting main goal of the session to the student, instructing in a clear, concise, and sequential manner, modeling of the desired response, soliciting the response from the student, reinforce (i.e., specific feedback) for correct response and repeat instructional sequence for an incorrect response, providing guided and independent practice, summarizing session and keeping records to monitor progress. 2. Differentiated Instruction -The instruction will be differentiated to meet students current levels and to increase their achievement in a prescribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who brings to school different talents and interests. Strategies for adapting instruction in a differentiated setting include: a. Guided notes with blanks for students to fill in missing information b. Graphic organizers that visually display information and link concepts c. Study guides with questions for students to answer d. Written outline of the lesson e. Use visual aids f. Check for understanding g. Use technology during instruction and for guided and independent practice h. Record every students progress on objectives for planning the next lesson or session 3. Finding a decrease in the social and emotional skills of our students, upon their return to "live" instruction, our teachers will participate in the following

training, "Responsive Classroom Training" during the summers of 2022 and 2023. Targeted instruction will be provided to our students to improve their SEL skills. 4. Extended time for instruction - A Summer Enrichment Program, Summer Remediation Program will be provided for students during the summer of 2022 and the summer of 2023. This is one of the best strategies to mitigate learning loss. In addition to individual and group instruction consistent with every student's learning plan, activities such as field trips and recreation will be included in the plans for this extended learning opportunity. 5. Increase the use of Instructional technology will be another strategy we will be using to mitigate the COVID learning loss. By upgrading our technology (Smart TVs and Web Cameras) we will be able to provide more instructional support through increased programming opportunities and increase student engagement by aligning instruction with their interests! We will also pay a stipend to the Technology Teacher who will handle the operations required to incorporate the new equipment with present as well as be our "on-site" expert for any technology issues.

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

We will continue to use a combination of text messages, email communication, letters, phone calls, the website, and meetings if needed to provide information and support to our parents. We will use virtual means when necessary to conduct parent conferences and student updates. Teachers are expected to closely monitor their students' progress. Immediate contact should be made to parents when a respective student falls below any standards. We continue to use our newsletter and written communication to keep our families informed as well as to offer them opportunities to be involved in our school.

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

We will use attendance software to track student attendance in both in person and virtual environments as need. We are also in preparation to conduct an "Attendance Campaign" during the 2022-2023 school year. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of the answer that is correct). The teachers are responsive and immediate when it comes to student performance and parent questions, thus reducing the psychological gap that often comes from distance learning.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. Academic progress will be monitored weekly and interventions will occur as necessary. The School Leadership Team will review data at progress report time and the end of each nine weeks to examine the effectiveness of the differentiated strategies we are using to mitigate our learning loss. Adjustments will be based on academic performance, teacher evaluation and staff input through instructional meetings.

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	Based on CDC recommendations for the prevention of spreading COVID and assessing all aspects of our facilities, the Board of Directors recommended the purchase of an additional bus to provide room	Bus -2022 Mobile Classroom POD FY 2022,2023.2024 Cafeteria Tables - FY 2022		\$ 155,000.00

		to provide room for our students to social distance while in route to and from school each day.. We also need more classroom space that will allow for small groups, which will reduce virus transmission as well as aid in our response to learning loss due to the COVID restrictions. We need more space not only to allow for social distancing but also to create a learning environment that will allow students to focus their attention on instruction with fewer distractions. The Board of Directors is recommending the rental of a Mobile		Results of having an additional bus and mobile classroom will provide students the ability to social distance. This will positively affect the attendance rate and provide an environment of higher student engagement.	

		Classroom POD for this purpose. We also need additional cafeteria tables in order to maintain social distancing.			
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		FY2021-2022	Results of increased sanitizing of high traffic areas should lower, if not totally prevent, possible COVID infections.	\$ 8,698.00

		Cleaning and sanitation products will be purchased and utilized at least daily. We have identified high use areas of our facility (front office, each building and all buses) and sanitize more often as observation and data dictates. The CDC strongly recommends frequent cleaning and sanitizing to reduce and prevent the spread of COVID.			

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	By increasing the number of Smart Televisions and Web Cameras we will be able to provide more update instructional programs and videos to our students. This will also allow us to better align these	FY 2022		\$ 48,900.00

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 programs with our students' interests thus increasing the student engagement rate. Repairing existing units would not be cost effective. In our current environment, instructional programming offered to students can be very effective in focusing on our learning loss when it is teacher guided. Having students develop their own instructional videos is another differentiated strategy which can address our learning loss caused by COVID.		Results from the implementation of instructional programming into the curriculum can result in higher student proficiency and engagement rates. The students' high interest in this instructional strategy can be instrumental in the increase of student engagement thus reducing COVID learning loss.	

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 \$ 212,598.00

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)

Clover Garden (01C) 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.

Budget

Alamance Community School (01F) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
01F	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$183,739.00	\$183,739.00
Carryover Amount:	\$367,078.00	\$367,078.00
Allotment Plus Carryover:	\$550,817.00	\$550,817.00
Total Budgeted:		\$550,817.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/10/2021 07:52 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 7:52 AM	Received		Admin, NCCCIP			
10/28/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Evans, Allie
		☒		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 9:30 AM	Denied (Pending)		Evans, Allie			
10/28/2021 9:29 AM			Evans, Allie	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.
9/21/2021 8:29 AM	Received		Admin, NCCCIP			
9/14/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		☒		3-5110-141-000-000-00	0	Budget returned at the request of the school for corrections.
9/14/2021 2:30 PM	Denied (Pending)		Letchworth, Tina			
9/14/2021 2:29 PM			Letchworth, Tina	3-5110-141-000-000-00	0	Budget returned at the request of the school for corrections.
7/30/2021 8:36 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Alamance Community School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$170,883.30	\$0.00	\$170,883.30		
	Salary	3	5110	141	000	00	\$307,742.00	\$0.00	\$307,742.00		
	Other	3	5110	231	000	00	\$5,969.70	\$0.00	\$5,969.70		
	Salary	3	5410	114	000	00	\$24,999.96	\$0.00	\$24,999.96		
	Salary	3	5830	131	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Equipment	3	5840	541	000	00	\$11,222.04	\$0.00	\$11,222.04		
	Salary	3	6110	113	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Salary	3	6940	113	000	00	\$10,000.00	\$0.00	\$10,000.00		
Total:							\$550,817.00	\$0.00	\$550,817.00		

Grant Details

Alamance Community School (01F) 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.

ACS used student achievement data, stakeholder surveys, record reviews, and financial data to determine the most important educational needs as a result of Covid -19. The School Leadership Team which consists of classroom teachers from each grade level, an EC teacher, a Specials/Elective teacher, the Counselor, the Curriculum Director, and the Managing Director to discuss and create a list of supports that would best serve to support teachers with the delivery of high quality, differentiated instruction and support the many needs of students in the Covid and Post Covid learning environment. We also met with our School Improvement Team which consists of parents, staff, teachers, and administrators, in addition to our Board of Directors and all were in agreement that using the ESSER III funds to expand our administration to include an 11-month Assistant Principal/Dean of Students, extend the contract of our Curriculum Director to 11 months, and extend our Counselor's contract to 11 months, in addition to adding instructional teacher assistants and retention of all existing positions to continue building our school environment as planned prior to COVID-19. At this time, there is only one Administrator fulfilling all of the duties for Managing Director, Principal, and Assistant Principal. Current teachers, administrators, and support staff are trying to bridge the huge academic and social-emotional gaps due to COVID-19 and remote instruction, however we need more staff to do this effectively and

resources to retain our current faculty. By hiring an Assistant Principal, they will be able to share the multitude of administrative duties with the Principal/Managing Director. We will be able to expand the support given to teachers by having an additional administrator to observe more than the minimum number set by the state in NCEES, provide additional coaching and modeling of lessons and classroom management, and also have more opportunities to provide meaningful feedback to teachers so they can grow as educators and improve our classroom instruction. The Assistant Principal's role in coaching teachers to improve instruction will better enable our teachers to bridge the academic gaps caused by the coronavirus which will also improve student achievement. As a new charter school opening during COVID-19, we have been at a huge disadvantage, because all of our families and students are new to us at a time when the pandemic has made it difficult to make connections and have in-person meetings, events, and activities with our families. With our limited administrative and front office staff, we have tried to create virtual connections, however, we feel that we have fallen short and want to improve in this area. The Assistant Principal will be able to assist with making connections with families that have been somewhat "absent" this year due to the virtual nature of school due to the coronavirus. They will help with difficult/complex parental situations. Having the ability to build more positive relationships and connections, especially after being so disconnected during the pandemic will enable our school to build trust with our families. Due to COVID-19, not only do our students have huge academic gaps and losses, but also behaviorally and socially-emotionally. More than 25% of our students have Success Plans and are receiving Tier 2 or Tier 3 interventions through MTSS. Furthermore, we have some students that have chronic absenteeism and we have had to file truancy reports with the District Attorney. The management and data tracking for MTSS is daunting due to our large numbers of students in need due to the coronavirus. Therefore, the Assistant Principal will be able to assist with MTSS and the tracking of student academic, behavioral, and attendance data and help develop interventions and strategies to support the students (& teachers). Because of the great behavioral and social-emotional needs we are seeing with our students due to the coronavirus and remote learning, the Assistant Principal will be able to expand the behavioral/social-emotional support we want to provide for all our students. Improving our student's social-emotional health after this global pandemic will be key to improving student achievement. We know that students learn better when they feel safe and valued. Due to COVID-19 and the academic, behavioral, and social-emotional gaps exhibited by our students, the ability to hire an Assistant Principal to help mitigate these gaps is critical to our overall school improvement and success. At this time, Alamance Community School has six beginning teachers. For the 2021-22 school year, that number will increase to fifteen beginning teachers. We love hiring beginning teachers and growing them professionally in best practices and cultivating them to become teacher leaders. When an administrator is able to cultivate teachers into teacher-leaders, it pays huge dividends, but requires a significant amount of administrative time, effort, and support. We know that school runs more smoothly and efficiently and academic outcomes increase for our students when there are competent and strong teachers that embrace the same vision, values, and are proficient at implementing the school's curriculum. Having key administrators and support personnel that are experts in their craft allows for mentoring, coaching, and advising when

teachers need support or are faced with a challenge. We did not have a reduction in staff but we did have a decrease in our ADM which results in a decrease in funding. Some parents did not want their children to return to in-person learning due to COVID-19. We need to use the funds to retain our current employees.

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 previously stated, at this time, Alamance Community School has six beginning teachers. For the 2021-22 school year, that number will increase to fifteen beginning teachers. We love hiring beginning teachers and growing them professionally in best practices and cultivating them to become teacher leaders. We will also have five new teachers that may have teaching experience, but not in some aspects of our curriculum, such as project based learning. We hope to hire twelve total instructional teacher assistants. Overall, we will have twenty-six new staff members for the 2021 - 2022 school year which includes, nine beginning teachers, five experienced teachers, and twelve instructional teacher assistants which will require training, professional development, and support, in addition to continuing to provide support, professional development so that our current staff of twenty-six continues to grow professionally. In the Needs Assessment, it was stated the need for an Assistant Principal due to COVID-19 and our students academic, behavioral, and social-emotional losses and gaps. The Asst. Principal will be able to expand the support and coaching given to teachers so that they can work to close gaps and improve instruction and student achievement. They will be able to assist with making connections with families that have been somewhat "absent" this year due to the virtual nature of school due to the coronavirus. They will be able to assist with MTSS and the tracking of student academic, behavioral, and attendance data and help develop interventions and strategies to support the students (& teachers). Because of the great behavioral and social-emotional needs we are seeing with our students due to the coronavirus and remote learning, the Assistant Principal will be able to expand the behavioral/social-emotional support we want to provide for all our students. 45% of our students are Economically Disadvantaged and qualify for free and reduced lunch. Our K - 3rd Grade students have academic gaps and some significant learning loss in reading and math due to COVID-19. At mid-year, approximately 40% of our students were below grade level in math and approximately 35% were below grade level in reading. However, given that many of the assessments were administered remotely and knowing that some parents assisted their children with the assessments, the overall proficiency is most likely lower than what is reported for reading and math. On the 3rd Grade BOG, 72% scored at a Level 1 or 2 on the BOG. 31 students scored Level 1 & below the minimum 530 BOY Lexile. 28% scored at a level 3, 4, or 5 in Reading (Scale Score of 439/725L or higher). All stakeholders agree that our need for expanding our administrative, counseling, and curriculum support and adding instructional teacher assistants to provide small group instruction in reading and math

is essential to our success. It is critical that we provide high quality, differentiated instruction to meet the many needs of our students to close achievement gaps. ACS will use ESSER funds to provide small group, targeted, and differentiated interventions for students who are performing below grade level in Reading and Math. We will use the NWEA standardized benchmark assessment data in Reading and Math, the Third Grade Reading BOG data, classroom reading and math assessment data, and formal and informal observations to identify students who are consistently performing below grade level. Grade Level Teacher Teams along with the Curriculum Director will rank students within the grade level according to need factoring in the standardized and classroom assessments, observations, in addition to parent feedback. We also utilize online reading and math assessment tools that have the ability to provide a diagnostic of student strengths and weaknesses, in both areas. Using all of this information, the selected students will receive differentiated small group services provided by instructional assistants in Reading and Math. In Reading, the teachers and instructional assistants will focus on beginning literacy skills and reading. Students will learn about relationships between the letters of written language and the sounds of spoken language. They will understand the importance of selecting books that are just right for young readers, considerations for book selection, and the critical role of the book introduction in making books accessible and successful for the readers. They will explore aspects of fluent reading and supporting phrasing in fluent reading. They will receive guided reading instruction and rotate through differentiated literacy workstations. They will provide support for the small group of readers as they learn to use various reading strategies. In Math, the teachers and instructional assistants will use effective strategies such as math talks and discussions to assist students in explaining their mathematical thinking and math tasks aligned to the grade-level math standards and concepts which will strengthen their skills in answering math word problems. With the instructional assistant, students will receive small group guided math instruction and rotate through differentiated math work stations. K - 5 Math Teaching Resources will also be utilized which includes math journals or "problem solving notebooks" where students can record their math work and thinking.

Part C: Address Learning Loss

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

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

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

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

Currently, we are administering mClass in Reading and NC DPI Math assessments and NC Math Check-ins for 3rd & 4th Grade three times per year - BOY, MOY, and EOY. In reading, we are also using Pioneer Valley/Literacy Footprints Reading Assessments and also using running records. In math, we also use NCDPI Formative Math Assessments and Tools4NCTeachers to teach and assess each mathematical cluster which includes a list of related content standards and a range of suggested duration.

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

For Literacy and Math, our curriculum by nature is extremely differentiated. Teachers use the assessment data and then work with small groups based on their skill needs and their instructional level in reading and math. For struggling students, the teacher is expected to provide small group instruction at their instructional level at least four times per week to address learning loss and gaps. ACS uses the NC Standard Course of Study in Reading and follows a Reading Workshop Model by incorporating Fountas and Pinnell Guided Reading Mini-Lessons, Fountas and Pinnell Interactive Read Alouds, Fountas and Pinnell Phonics & Word Study, Literacy Footprints Phonics & Word Study, in addition to the Fountas and Pinnell and the Literacy Footprints Guided Reading lessons and curriculum. First, students will have a reading mini-lesson. Students rotate through literacy workstations which includes a small-guided reading group with the teacher on the student's instructional level and differentiated phonics and word study work stations. We use the NC Standard Course of Study in Math and follow a Math Workshop Model. We pull from multiple resources to meet the math standards, including Math in Practice by Sue O'Connell, math talks, math tasks, and the NCDPI math resources. First, students will have a math mini-lesson. Next, students rotate through math workstations, including a small-guided math group with the teacher on the student's instructional level.

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

The faculty, staff and administration at Alamance Community School is dedicated to educating the whole child. Each of our educational staff members commits to reaching out to parents with the belief that they are just one piece of educating a student. This is a shared responsibility between home and school. At Alamance Community School we commit to building strong and positive relationships with the families of our students to increase academic achievement of all students. The purpose of this parent and family engagement policy is to support in a more consistent and effective manner the building of relationships to support every child. It is school policy that staff must return all phone calls and emails from parents within 24 hours. Each grade level team sends weekly reminders and updates to keep parents informed. A weekly ACS School Newsletter is sent each week to all families that includes

important dates, information, and current events and happenings taking place at the school. Teachers and staff have provided helpful sessions, videos, and tutorials to help families navigate various aspects of the curriculum and digital resources. We subscribe to Raz Plus Reading and IXL Math and maintain the sites over the summer so that students can continue to use these resources. The ACS website is updated weekly with current information and all newsletters are uploaded to the site. We maintain a general ACS Facebook page for current and potential families, in addition to a FB group for current and registered families. At Alamance Community School, we offer opportunities that will improve the quality of life for our students, their families, and the community of stakeholders. We aim to lay a solid foundation and build an environment of academic productivity through meaningful and honest communication, strong and consistently high academic expectations and delivery of learning activities that support the excitement for learning, respect for all people, and infuse student pride in, and ownership of a positive learning community. At ACS, the partnership between school and home will be supported and enhanced by:

- Involving parents, in an organized, ongoing, and timely manner, in the planning, review, and improvement of school programs and a School Improvement Plan.
- Convening an annual meeting in the school to provide information to parents, family members, and community members about the school and available programs.
- Notifying parents of and clearly posting on the school's website the NC School Report Card Data, as well as providing a hard copy of the report to parents in a format that is accessible to each family;
- Offering public engagement, awareness, and encouragement through parent meetings, written communications, and newsletters along with website postings that will set the stage for parents and the community to have opportunities to help Alamance Community School (ACS) make decisions about school wide operations;
- Conducting its annual Parent Meeting/Open House and Curriculum Night in August to discuss school programs, academic requirements and parent involvement activities with parents and families as well as interested community members;
- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards

- Scheduling parent engagement meetings periodically during the school year to communicate with parents, obtain parent feedback through surveys and/or evaluations, update the school parent and family engagement policy to meet the changing needs of parents and the school. During those meetings, teachers and administrators will distribute information regarding instructional and schoolwide programming;

- Providing learning and enrichment activities that will help parents acquire knowledge of the NC School Report Card Data; offering a flexible number of meetings, workshops and parent conferences that assist parents, family members, and community members in improving the achievement of all children;
- Involving parents, family members, and community members to participate in an organized, ongoing, and timely way in consultation for the improvement of ACS and its' programs, including these critical stakeholders in the planning, review, and evaluation of programs and improve programs based on the results;
- Communicating clearly and frequently with parents, family members and community members about school policies, programs and their own children in a language they can understand;
- Assisting parents, family members and community members in understanding state academic content, the North Carolina Accountability

Program, state and local assessments, and student performance standards; - Informing the ACS Board of Directors of events and activities planned to increase parent and family engagement. The board will invite a parent to participate as a member of the Board of Directors; and - Partnering with the Department of Social Services, Department of Health and Human Resources, counseling services, and other agencies to support our students as they progress through school in order to meet needs that inhibit learning

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

Attendance and engagement is very important for a student's academic and social-emotional success. At Alamance Community School, on in-person and remote learning days there are expectations for recording daily attendance, following the ACS curriculum which is aligned to the NC Standard Course of Study, participating in the school and state assessment program, and completing all the assignments that are given by the teacher. All students are expected to attend school in-person and attend the live remote instruction. Parents must inform the teacher if they are absent and why they are absent from in-person or live remote instruction. During remote learning, all students were to complete a very simple Student Daily Check-in form that every grade level teacher assigned via Seesaw every morning. Teachers incorporated this as a part of their Morning Meeting and the class completed the form at the same time. Also, we had very clear guidelines regarding attendance & the submission of assignments for days that students are at home for remote learning. Schools must ensure that remote instructional time, practice, and application components support learning growth that continues towards mastery of the standard course of study. The Plan shall include work measurement guidelines appropriate to each grade level, including deadlines for submission of assignments and methods to assess and grade learning during remote instruction. Schools must track and report attendance on remote instruction days, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins. Through our multi-tiered system of support (MTSS) framework we track student's daily attendance. In order to foster growth and best support a student academically, social-emotionally, and behaviorally they need to (and by the Compulsory Attendance Law, required to) attend school consistently. Letters are sent by the Counselor when the total number of a student's unexcused absences is between 5 and 9. If a student has over 10 absences, families receive an email to schedule a phone meeting with the Counselor (& MTSS Coordinator) as per the ACS Student Handbook to discuss how we can support the family and the student. By law, the principal must consider retention for a student if they miss more than 20 days, excused or unexcused. For chronic absenteeism and after numerous attempts to assist in getting the student to attend school, we have filed a couple of truancy reports. Students attending in-person learning are required to attend daily. It is marked as an unexcused absence from Alamance Community School, unless the family communicates with the classroom teacher that the student is sick, etc. Parents must inform the teacher if they are absent and why they are absent from school. All remote students need to complete the assignments given by the teacher and the teacher will take attendance - just like we would during "normal" school. All students are expected to

attend the live remote instruction & parents must inform the teacher if they are absent and why they are absent from the live remote instruction. The Counselor reaches out consistently to families via phone and email to schedule attendance conferences or address questions. Conferences are done virtually with Google Meet/Zoom or by phone, due 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.

A multi-tiered system of support (MTSS) is a framework which promotes school improvement through engaging, research-based academic and behavioral practices. All students are part of MTSS and receive Tier 1 (Core) instructional support, this includes whole class instruction and small group sessions. When a student is not making adequate growth with Core instruction, additional supports must be given. Students are moved to Tier II (interventions in additional small group sessions) and receive supplemental support more specific to their needs. A formal Student Success Plan or SSP is written up with the strategies/interventions your student will be completing over the next 6-8 weeks while being monitored weekly for data collection. While these interventions are taking place at school, we ask parents to work with their students at home with activities provided by the teacher to help strengthen their skill set and facilitate growth. This is a partnership between teacher, parent, and student to work together to promote success. The goal of MTSS and a Student Success Plan (SSP) is to find interventions and strategies that work for a student to be successful. If a student with a SSP is making growth with Tier I (Core) + Tier II (interventions) instruction then the student remains on the SSP until adequate growth is achieved (on grade level for the skill) or interventions are not effective. Tier 1 at ACS looks like: Academics: Teachers follow standards/pacing guide for content areas Differentiated instruction, curriculum and environment Behavioral/Social/Emotional: Responsive Classroom is taught, modeled, practiced, and evaluated Take a break/calming corner, fidgets, stress balls, etc. are taught, modeled, and used appropriately Tier 2 at ACS looks like: Academics: Teachers review academic and behavioral data on a regular basis to determine need (every 3 weeks at data meetings) Academic intervention is provided in small Intervention groups Instruction is direct and explicit Instruction is integrated with Tier 1 content mClass in Reading and NC DPI Math assessments and NC Math Check-ins for 3rd & 4th Grade to monitor progress Behavioral/Social/Emotional: Behavior interventions will be developed as needed with the problem solving behavior team. Tier 3 at ACS looks like: Teachers use data to determine students with significant academic or behavioral concerns. Academic instruction is provided in very small Intervention groups with more frequent meetings with an interventionist. Instruction is targeted to student level Systematic instructional sequences used NWEA Reading/Math Behavior plans will be developed through Tier 3 problem solving 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				\$

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 an Air Purifiers for offices and classrooms with no windows and poor ventilation.	6/21 - 7/21: Purchase purifiers and place in classrooms and offices.	The improvement of air quality to combat COVID-19 and other viruses and will see a reduction in absences.	\$ 5,193.00
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	Purchase of an Electrostatic Disinfectant System and a Floor Cleaning Machine to improve the cleanliness and sanitation of our building.	5/21 - 6/21 - Purchase needed equipment to begin using for summer cleaning and sanitation.	Overall appearance and cleanliness of building will be improved, long term care of building facilities, and improvement in the disinfecting and cleanliness which will reduce illness.	\$ 6,000.00
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 additional chrome books for the administration of school-wide assessments for BOY, MOY, and EOY in reading and math, in addition to administering the 3rd Grade Reading BOG and 3rd & 4th Grade Reading & Math EOGs.	5/21 - 7/21: Purchasing additional chrome books & installation of software, etc.	School-wide assessments will operate more effectively and efficiently with additional chrome books that can be used for BOY, MOY, and EOY in reading and math and for the 3rd Grade Reading BOG and 3rd & 4th Grade Reading & Math EOGs.	\$ 6,000.00
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	We will use these funds to employ already existing teachers AND teacher assistants	July 2021-November 2023	Improved vertical alignment between grade levels to ensure student academic success. - Increased Teacher and Student morale and attendance. - More valid and reliable student performance data due to consistency.	\$ 365,297.20

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.

Total ESSER III Allotment \$ 382,490.20

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.

Grant Award Notification (GAN)

Alamance Community School (01F) 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.

History Log

Marjorie Williams Academy (06B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:02:45 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Marjorie Williams Academy (06B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$622,312.00	\$622,312.00
Carryover	\$1,254,638.00	\$1,254,638.00
Total	\$1,876,950.00	\$1,876,950.00

Budget

Marjorie Williams Academy (06B) 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
06B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$622,312.00	\$0.00
Carryover Amount:	\$1,254,638.00	\$1,254,638.00
Allotment Plus Carryover:	\$1,876,950.00	\$1,254,638.00
Total Budgeted:		\$1,254,638.00
Total Remaining:	\$622,312.00	\$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			
8/19/2021 3:11 PM	Approved (Pending)		Mathis, Tammorah			
8/16/2021 4:41 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Marjorie Williams Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$81,000.00	\$0.00	\$81,000.00		
	Salary	3	5110	146	000	00	\$75,500.04	\$0.00	\$75,500.04		
	Salary	3	5110	148	000	00	\$40,500.00	\$0.00	\$40,500.00		
	Other	3	5110	211	000	00	\$7,880.00	\$0.00	\$7,880.00		
	Other	3	5110	221	000	00	\$7,880.00	\$0.00	\$7,880.00		
	Other	3	5110	231	000	00	\$33,000.00	\$0.00	\$33,000.00		
	Salary	3	5210	121	000	00	\$40,500.00	\$0.00	\$40,500.00		
	Other	3	5210	211	000	00	\$1,620.00	\$0.00	\$1,620.00		
	Other	3	5210	221	000	00	\$1,620.00	\$0.00	\$1,620.00		

	Other	3	5210	231	000	00	\$6,600.00	\$0.00	\$6,600.00		
	Salary	3	5400	151	000	00	\$39,999.96	\$0.00	\$39,999.96		
	Other	3	5400	211	000	00	\$1,600.00	\$0.00	\$1,600.00		
	Other	3	5400	221	000	00	\$1,600.00	\$0.00	\$1,600.00		
	Salary	3	5860	135	000	00	\$65,000.04	\$0.00	\$65,000.04		
	Other	3	5860	211	000	00	\$2,600.00	\$0.00	\$2,600.00		
	Other	3	5860	221	000	00	\$2,600.00	\$0.00	\$2,600.00		
	Other	3	5860	231	000	00	\$6,600.00	\$0.00	\$6,600.00		
	Other	3	6580	325	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	6580	326	000	00	\$100,000.00	\$0.00	\$100,000.00		
	Other	3	8200	399	000	00	\$688,537.96	\$0.00	\$688,537.96		

Total: \$1,254,638.00 \$0.00 \$1,254,638.00

Grant Details

Marjorie Williams Academy (06B) 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.

Marjorie Williams Academy (fka Crossnore Academy) is the Public Charter school located on the campus of The Crossnore School and Children's Home (CSCH). The CSCH is a residential education program for abused, neglected and abandoned children. The demographic data show that the Academy's average enrollment for 2019-2020 school year was 113 students, with approximately 85 students being residents of The CSCH and 50 students residing in the local community, and 26 students identified as EC. Williams Academy is a CEP school with 100% of the students receiving free lunch. Those students who are residents of The CSCH are brought into care mainly from the following counties: Avery, Burke, Caldwell, Catawba, Cherokee, Cleveland, Forsyth, Haywood, Madison, Mitchell, New Hanover, Polk, Watauga, Wilkes, and Yancey, from the following sources: 1. North Carolina Department of Social Services - 90% 2. North Carolina Department of Juvenile Justice - 10%. The length of placement in CSCH program is dependent on the circumstances that surround each individual child or family group. The perception data show that the Academy's students perform consistently below the state average. However, the data do not reveal that 75% of the students arrive at the Academy performing 2-3 grade levels below average in basic Mathematics and English Language Arts skills. In acknowledging the students' academic gaps, it is important to note that the overwhelming

majority of the students' academic deficiencies are due to the life circumstances that are beyond the students' control, which have plagued their academic achievement in addition to resulting in their removal from their home and brought to CSCH. These issues have been intensified with the 2020 school closure and the remote learning plan of the 2020-2021 school year. The school leadership team, consisting of parents, teachers, school leaders, community leaders and administrative members of The CSCH met to address the various issues concerning our student population and the steps necessary to move forward in the 2021-2022 school year. Our population decreased by 30% due to school closures and remote education policies. Schools systems are the main reporters of abuse, neglect, and truancy, and without schools conducting face-to-face instruction, the DSS referrals decreased dramatically, consequently the intakes of The CSCH decreased resulting in the Academy's population decreasing. As schools are beginning to open and presumably will be face-to-face in the 2021-2022 school year, the referrals will increase dramatically sending our population of trauma-informed truant students skyrocketing. We will need increased personnel to help with this surge of student population that will be even further behind than the average student who also suffered learning loss due to remote education. Our student population not only suffered the loss from remote education but because they did not receive the proper care and supervision needed to participate successfully in online learning, their deficits will be greater than the typical 2-3 grade levels behind that we typically see due to neglect and abuse. The assessment data from 2019-2020 revealed that the Academy remains in need of a consistent and comprehensive intervention/enrichment program offered during the school day. With the length of stay for 75% of the student population being 0-12 months, the need to implement an accelerated intervention/enrichment program that is based on accurate benchmark data that effectively and efficiently fills in the gaps of academic achievement is imperative. Researched based programs, The Daily 5, Cafe, The Daily 3, Letterland, Foundations of Reading and Math, and assessment programs, NC Check-Ins, FastBridge, Istation and Case/Te21 Assessments have been implemented with fidelity. Teachers have attended workshops and webinars, received staff development, and have been provided the resources necessary for successful implementation. These programs were implemented in the 2018-2019 school year, and the assessment data from Case/Te21 screening, progress monitoring and benchmark data, and the State End of Grade assessments, show that the programs were successful in improving academic growth (See data below) as the Academy met growth in the 2018-2019 school year, and increased their proficiency scores in many, but not all areas. Although improvements were made, the Academy's goal is to reach a proficiency goal of 60% in all grade levels and to exceed growth. This goal will be very challenging, but with the increase in staff, tutoring, in conjunction with other resources and programs we believe that we will close the achievement gap.

	ELA - 2019	ELA - 2018	Math - 2019	Math - 2018
Grade Proficiency	23%	46%	36%	54%
Grade Proficiency	32%	62%	43%	54%
Grade Proficiency	38%	45%	43%	44%
Grade Proficiency	25%	26%	50%	60%
Grade Proficiency	36%	27%	82%	27%
Grade Proficiency	27%	43%	45%	25%
Grade Proficiency	18%	62%	36%	38%
Grade Proficiency	33%	22%	11%	23%

n/a

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 show that 5th and 8th grade science scores have always out performed math and ELA at all grade levels. Classroom observations show a high level of student engagement with hands on activities. When surveying the students about their science performance over their math and ELA performance, the students acknowledge their interest in science and the lack of pressure they feel when taking the EOG test. Several students mentioned what appears to be a preconceived negativity to math and ELA that they have had since beginning school. Statements such as, "Science is just fun," "I am good at science," "I feel smart in science," are expressed when students are asked their view of science. The ELA and math scores over the past three years have shown a negative correlation resulting in an inverse relationship. When the ELA scores increased the math decreased and vice-versa. We believe this is directly related to implementing programs that addressed the decreasing score. The subject that received focused attention would increase but the other subject would decrease. In the 2019-2020 school year we focused our programs on both ELA and math even though math showed a dramatic increase in 2019-2020. Our assessment data throughout the 2019-2200 year showed an increase in both scores for growth and proficiency, but we were unable to confirm this as no state assessments were given due to COVID19 school closure. Proficiency scores have increased the year following specific intervention programs designed to target the low performing subject. However, while this targeted program/instruction has resulted in increased proficiency for the low performing subject, there has been a decrease in proficiency for the subject that once was the high performer. All teachers met growth in 2019 but we are unable to determine the teacher effectiveness for 2020 because of no data. However, our school data, through progress monitoring and benchmarks indicated that many teachers, especially 3rd grade, would have exceeded growth. Williams Academy will be targeting learning loss for all grade levels and sub groups such as EC, EL and low income students by the hiring additional personnel, the continuation of researched based programs and examining other supportive programs and resources. We will make improvements to our facilities and air quality by having the building professional cleaned and sanitized such as all floors sanitized and polished, and all walls painted. We will replace the ever failing HVAC and filtration system. We will also refresh our technology to ensure that both teachers and students have the necessary equipment and access necessary to avoid education loss if the schools were to return to a remote learning education plan.

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.

\$ 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;

Researched based programs, The Daily 5, Cafe, The Daily 3, Letterland, Foundations of Reading and Math, and assessment programs, NC Check-Ins, FastBridge, Istation and Case/Te21 Assessments have been implemented with fidelity. Teachers have attended workshops and webinars, received staff development, and have been provided the resources necessary for successful implementation. These programs were implemented in the 2018-2019 school year, and the assessment data from Case/Te21 screening, progress monitoring and benchmark data, and the State End of Grade assessments, show that the programs were successful in improving academic growth as the Academy met growth in the 2018-2019 school year, and increased their proficiency scores in many, but not all areas. The Academy will use the data from these assessments and EVAAS to drive and differentiate instruction as we realize students will come to us even further behind than the average 2-3 grade levels due to the school closure and remote learning platform.

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

Research suggests direct, explicit instruction effectively improves the math and reading achievement of struggling students, including those with special needs or who are English language learners. Phonics, vocabulary, and fluency instruction will be used in the early elementary grades. Through pullouts and push-ins, we will increase the intensity of interventions in K-5 to prevent reading difficulties or to improve already existing difficulties for many students. Our fluency interventions will focus on repeated reading of text, opportunities to practice reading in the classroom, and providing a range of texts to improve students' fluency and comprehension. Language outcomes for many at-risk students can improve if they are provided extensive opportunities to hear and use complex oral language. We will use peer-assisted or cooperative learning groups, in addition to one-on-one assistance to increase the intensity of instruction for students and improving their reading outcomes. Also Interventions that are differentiated to target an individual student's profile of skills will be used to improve students' reading development. Classroom-based methods to improve proficiency in middle and high school will focus on teaching reading comprehension strategies such as inferencing, questioning, and visualizing. Systematic and explicit math instruction will be used for students who struggle with math, including students with disabilities. The explicit math instruction strategies will include - providing

students with clear models, time for practice, and extensive feedback. One-on-one tutoring during the school day will be used to improve at-risk students' (including those who are struggling, minority, ELL, or special education students) proficiency in core subject areas including reading and math. Because one-on-one tutoring is more effective than small group tutoring, especially when provided by teachers (rather than paraprofessionals or volunteers), additional licensed staff will be hired to provide tutoring services. Math tutoring will focus on vocabulary development to help with word problem solving. Students will receive additional sessions where word-problems strategies are built from their demonstrated abilities to steadily improve their word-problem solving proficiency.

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

At-home learning environments that include direct homework involvement, access to resources such as books and other learning tools, and high parental expectations, help reduce achievement gaps in both math and reading. Williams Academy serves student in residential care at the CSCH. The direct care takers are referred to as Cottage Parents. The staff work one week on and one week off, so the students have a weekly reoccurring "parent" change. While this set up is conducive to the direct care business model, it creates a weekly disruption in the children's lives who are already trauma-informed due to the circumstances that brought them into DSS custody. While the Academy faculty encourage more direct parental involvement, provide resources to help improve content-area knowledge, give information on how to create a structured environment and how to engage in conversations with students to encourage homework completion, the cottage parents in general have a hard time implementing these strategies with their 2:8 ratio of parents to residents. Therefore, the Academy faculty must try to close the achievement gap by working one-on-one with the students before leaving the school. During that time teachers also try to instill intrinsic motivation in the students to create their own structured environment for homework time to get their work complete. This is done through positive reinforcement and awards for completing homework, as negative reinforcement or punishment is punishing a child for not having a parent that is willing to be more involved.

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

Through innovative use of school space (removing unnecessary furniture, and creating a remote classroom in school), Williams Academy was able to meet face-to-face for the 2020-2021 school. However, we had several situations when entire cottages were placed on quarantine because of an exposure situation that occurred when a student had a visit from a family member. Teachers followed the school closure remote learning protocols that were set up in the spring of 2020. Daily contact was made with students. This contact was to see if the students had any questions about the assignments, as well as to do a daily well-check to make sure the students were safe and assess for themselves if the students were lacking any resources or support to complete their assignments. Teachers tracked attendance and engagement through daily contact and by monitoring the students' progress through the online learning platform, Google Classroom, Live sessions were recording and attendance was taken. All teachers were available through calls,

Google Hangout, virtual office hours, and emails. Teachers required attendance either by active participation in the live lesson or by logging in and submitting completed assignments by the deadline. Teachers ensure that students are not only participating, but that they are being successful in completing their assignments. Teachers track participation and reach out to any student at-risk of falling behind. If the teacher is unsuccessful with communicating with the student, the teacher provides the administration who will then follow up with the parents either through phone call or home visit, whichever is more successful.

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

When school opens for the 2021-2022 school year, Williams Academy will assess students with the previously mentioned assessment programs. It is imperative to fully understand the level to which, if any, students were academically successful during COVID school closure and remote learning, and the extent to how far students fell behind. Because our student population is very transient due to being in DSS custody, we will not likely have the same students we served in 2020-2021 school year return for the 2021-2022 year. Therefore, we will have to gather data on the students from their previous schools in order to analyze their pre-pandemic grades and the level of learning loss experienced over the past year. Extra personnel will be needed to gather and analyze the data. Once the data is analyzed, we will be able to create personalized instruction to meet the individual needs of each student. Based on the data, we will gather the appropriate resources needed to differentiate the instruction. Our focus will be on diagnostic and curriculum assessments as opposed to EOG/EOC state testing. Diagnostic and curriculum assessments will be used as formative and informative tools to guide instruction, rather than using state released tests that are summative and serve more as an evaluative tool of judgement. Teachers will receive training in interpreting diagnostic assessments and using them to enhance instruction.

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	Annual and Semi Annual Purchases and Servicing: Carpet sanitized or replaced if necessary Laminate floors stripped and re-waxed or replaced if necessary Walls repainted PPE supplies Sanitation supplies	2021-2024	Less than 5% of students and staff reporting symptoms or signs of an infectious disease.	\$ 100,000.00

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	Regular and preventative maintenance for the new HVAC system installed. Resources needed to maintain regular operation	2021-2024	Less than 1% of maintenance request to be associated with the HVAC and filtration system	\$ 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				\$
		Hire math and reading tutors			\$ 444,638.00

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	Reading tutors during school hours to work with students whose pre-assessments showed learning loss . Hire a reading Intervention coordinator who will facilitate RTA portfolios and iStation assessment Expand our Occupational Course of Study program to teach life skills and offer a therapeutic space to implement trauma-informed strategies for students. Purchase resources for outdoor classroom equipped with garden. greenhouse and walking track for special	Hire Summer 2021	Exceed growth with 5.0 Growth Index	

		populations. Hire additional staff to fill the reduction in force brought on by a 30% decrease in ADM that will increase once school is face-to-face and DSS referrals come in from schools reporting abuse and neglect. Provide uniforms for all 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	Sanitation supplies will be supplied to each classroom to maintain the sanitation in the classroom. Custodial staff will be supplied with sanitation supplies for the commons area	2021-2024	Less than 5% of students and staff reporting symptoms or signs of an infectious disease	\$ 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				\$

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 iMacs for digital media and yearbook so students don't have to share the same computer. Purchase digital cameras and supplies for digital media and yearbook so students they don't have to share the same camera Purchase a SmartBoard for digital media and yearbook Purchase security cameras for inside and outside Gym Purchase vape detectors for the bathrooms	Purchase summer 2021	Students in digital media and yearbook will complete their assignments on time because they will all have equal access to resources	\$ 50,000.00
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				\$

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 \$ 754,638.00

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)

Marjorie Williams Academy (06B) 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

Marjorie Williams Academy (06B) 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)]	<u>Cyndi Austin</u>

Substantially Approved Dates

Marjorie Williams Academy (06B) 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, August 17, 2021

New Applicant Summary

Marjorie Williams Academy (06B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Marjorie Williams Academy (06B) 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

Marjorie Williams Academy (06B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

835826629

*** Address:**

129 Allen Circle Crossnore, NC 28616

*** Superintendent:**

Dr. Cyndi Austin

Key Personnel:

* Jessica Mains

History Log

Three Rivers Academy (08A) Charter 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 8:18:22 PM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	11/1/2021 9:28:21 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/1/2021 9:27:59 PM	Tina Letchworth	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.	C
	10/30/2021 6:20:01 AM	Cynthia McQueen	Status changed to 'Chief Administrator Approved'.	S
	10/30/2021 6:19:54 AM	Cynthia McQueen	Status changed to 'Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/30/2021 6:19:48 AM	Cynthia McQueen	Status changed to 'Draft Completed'.	S
	10/5/2021 9:36:33 PM	Melissa Eddy	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/5/2021 9:36:28 PM	Melissa Eddy	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District/Charter as NOT APPROVED for the following reasons: ■ Budget and Grant Details must align. The amounts in the budget are not reflective of the grant details narratives. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.	C
	9/30/2021 3:42:53 AM	Cynthia McQueen	Status changed to 'Chief Administrator Approved'.	S
	9/30/2021 3:42:47 AM	Cynthia McQueen	Status changed to 'Fiscal Representative Approved'.	S
	9/30/2021 3:42:41 AM	Cynthia McQueen	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	9/27/2021 12:40:53 AM	Cynthia McQueen	Please return (deny) budget in BAAS so it can be revised.	C
	5/26/2021 7:14:32 AM	Cynthia McQueen	Status changed to 'Draft Started'.	S
	5/18/2021 11:50:06 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Three Rivers Academy (08A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,263,856.00	\$1,263,856.00
Carryover	\$0.00	\$0.00
Total	\$1,263,856.00	\$1,263,856.00

Budget

Three Rivers Academy (08A) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
08A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$1,263,856.00	\$1,263,856.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$1,263,856.00	\$1,263,856.00
Total Budgeted:		\$1,263,856.00
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 - Townsend, Dr. LaTricia
11/1/2021 9:28 PM	Approved (Pending)		Letchworth, Tina			
10/27/2021 9:03 AM	Received		Admin, NCCCIP			
10/6/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☒		3-8200-399- 000-000-00	0	Budget must be aligned to grant details in the application description and by chart of accounts codes.
10/5/2021 9:34 PM	Denied (Pending)		Eddy, Melissa			
10/5/2021 9:34 PM			Eddy, Melissa	3-8200-399- 000-000-00	0	Budget must be aligned to grant details in the application description and by chart of accounts codes.
6/29/2021 8:10 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Three Rivers Academy

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

							Amount	Amount	Amount	Justification	Comments
i	Other	3	5110	143	000	00	\$80,000.00	\$0.00	\$80,000.00		
i	Other	3	5110	211	000	00	\$12,240.00	\$0.00	\$12,240.00		
i	Other	3	5110	311	000	00	\$75,000.00	\$0.00	\$75,000.00		
i	Salary	3	5130	121	000	00	\$80,000.00	\$0.00	\$80,000.00		
i	Other	3	5130	211	000	00	\$12,240.00	\$0.00	\$12,240.00		
i	Other	3	5210	311	000	00	\$75,000.00	\$0.00	\$75,000.00		
i	Salary	3	5320	146	000	00	\$50,000.00	\$0.00	\$50,000.00		
i	Other	3	5320	211	000	00	\$3,825.00	\$0.00	\$3,825.00		
i	Other	3	5350	311	000	00	\$375,000.00	\$0.00	\$375,000.00		
i	Other	3	5840	319	000	00	\$50,551.00	\$0.00	\$50,551.00		
i	Other	3	5850	411	000	00	\$50,000.00	\$0.00	\$50,000.00		
i	Other	3	6200	311	000	00	\$100,000.00	\$0.00	\$100,000.00		
i	Other	3	6570	532	000	00	\$60,000.00	\$0.00	\$60,000.00		
i	Other	3	6580	311	000	00	\$40,000.00	\$0.00	\$40,000.00		
i	Other	3	6830	311	000	00	\$50,000.00	\$0.00	\$50,000.00		
i	Other	3	6940	311	000	00	\$150,000.00	\$0.00	\$150,000.00		

Total: \$1,263,856.00 \$0.00 \$1,263,856.00

Grant Details

Three Rivers Academy (08A) 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.

The past nearly two years has been devastating for many students and their families across the United States. The nation went into a shutdown due to the COVID-19 pandemic. In-person learning was suspended, and most schools were forced to transition by providing remote instruction. There was a time lag between the availability of emergency resources from the federal and state governments. There were logistical, training, and technology infrastructure challenges. Many students and their families experienced the social and emotional stress of the limitations imposed on physical contact with friends and family. Many lost jobs and incomes which had a ripple effect on households. There are over 690,000 reported COVID-19 related deaths in the United States alone. Hospital emergency rooms were overwhelmed. Many students lost family members and loved ones. Masking and social distancing further exacerbated students' distress, created emotional instability, and disrupted students' normal progress. Three Rivers Academy students, families, teachers, and staff were not exempt from the adverse impact of the COVID-19 pandemic. Students experienced learning loss, academic stagnation, and academic decline as a proximate consequence of the disrupting effects of the pandemic. Three Rivers Academy's student social and emotional well-being was adversely impacted by the COVID-19 pandemic. The availability of COVID-19 vaccination is not universally available to children under age 12

which is our primary student population. As the nation attempts to return to some normalcy there are many challenges ahead, including the threats from virus variants. Three Rivers Academy's board of directors and school leaders recognized the need to establish a plan to move in the direction of full reopening of school in an in-person learning environment. The school's executive manager established a stakeholder group to provide input into a transition plan to return to full in-person learning. This stakeholder team consisted of school administrators, teachers, instructional support staff, school support staff, external consultants, parents, students, and government professionals. Stakeholders were requested to provide their views and recommendations on how to effectively make the transition back to in-person learning. In addition to this direct input, the team leaders consulted government resources. For example, in April 2021 the U.S. Department of Education published ED COVID-19 HANDBOOK, Volumes 1 and 2. The team also consulted guidance provided by the North Carolina Department of Public Instruction, LIGHTING OUR WAY FORWARD: North Carolina's Guidance on Reopening K-12 Public Schools. In addition, we accessed information provided by the Center for Disease Control and the U.S. Department of Education. The first item on the team's agenda was to assess the actual extent of damages to our students resulting from the COVID-19 pandemic and develop a plan for the most effective use of Elementary and Secondary School Emergency Relief funding made available to the school to address the problems. The team collected and reviewed data inter alia related to student academics, student social and emotional needs, and student safety and security. The Stakeholder Team reviewed students' historical academic data created prior to the pandemic including past End-of-Grade (EOG) test scores, NC Check-in scores, Student Report Cards, and past internal assessment data. We also collected and examined data collected during the pandemic on student academic progress, including teacher observations, attendance and time on task data, and internal assessments. The school uses an "Exit Ticket" system to track student academic progress. This Exit Ticket system was used consistently prior to and during the pandemic and was particularly useful for examining the pace of student learning related to specific reading and math academic standards. The school will continue to collect and examine student academic data post pandemic. We are mindful of state and national norms in assessing student academic progress. Our ultimate goals include helping students catch up academically to where they would have been but for the pandemic and to excel beyond. We plan to use research-based best practices to accelerate student learning including tutoring, summer learning and enrichment, technology facilitated learning, improved access to digital learning resources, and increased student time on academic task. The Stakeholder Team examined the same data for special needs student subgroups including students with disabilities, English language learning, economic disadvantaged students, and other subgroups. The Stakeholder Team consulted teachers, parents, and students to examine the extent to which students are in need of social/emotional support in making the transition back to in-person learning and making the commitments necessary to engage in accelerated learning to "catch up." In this area most of our data is subjective observations of teachers, staff, parents, and students. The team also relied upon input from the professionals already working with our students. The team identified student development of improved "executive function" skills as vital to student academic progress and students' ability to maintain the emotional stability

needed to endure and transition to the new normal. We identified the need to provide mental health support and additional guidance to students. The Stakeholder Team examined the issue of student safety and security and how it impacts students' sense of well-being and ability to participate in accelerated learning in this transition to in-person learning in the post-emergency phase of the COVID-19 pandemic. The Team identified several facilities modifications needed to support student safety, including improved ventilation, and access to the outside air. Increase regular sanitation of the school facilities is needed to keep students safe.

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.

Unofficial data collected to assess student academic progress performance during the pandemic suggests the students experience a significant learning loss, academic decline, and academic stagnation as a result of disruption on their learning due to the pandemic. The data suggests that students will benefit from the school improving its standard assessments. The school plans to use NWEA/MAP Assessments because they are norm-referenced had predictability range comparable to the State EOG. Next, the data suggests students will benefit from implementing evidence-based reading, math, and science instruction on an accelerated basis that is data-driven. The evidence suggests the school should enhance its outreach to parents and increase parent involvement and parental support of student academic performance. Finally, the data suggest that pre-pandemic data is a useful baseline, but we must collect new data which has a viable comparison to the old data and begin improving the nexus between data collection, instruction, further assess in an ongoing cycle and keep raising the standard of academic progress until students perform at their very best. The team examined how our facility impacts the potential for virus transmission. We have a need be able to open window to get better ventilation. We need to install other safety features which enable us to improve the safety of the facility and minimize virus transmission. Examination of the research data suggests that improving air quality must be a top priority for our facilities. Therefore, improving ventilation filtering, gaining access to outside air, and engaging in deep cleaning on a consistent basis is vital to the safety of our students. The health and safety of our students may require the support of federal, state, and local officials. Many of our students social and emotion development has been adversely impacted by the pandemic. In addition, potential outbreaks of the COVID-19 virus or a variant my need to involve local health officials. Also, the school needs to maintain open access to the flow of current information from the Center of Disease Control and other agencies to determine best practices. The school needs to contract to facilitate coordination of preparedness and response to meet the needs of the school. Data suggests the school's Principal and Leaders need access to resources to meet the needs of the school. The school has a need to contract for support in helping the school develops and implement plans to address student mental health, remote instruction,

addressing the needs of special student populations, emergency response, and other areas of support for the principal and school Leaders. Data suggest that each subgroup of students has unique needs that must be addressed in response to learning loss, social/emotional development, and overall academic progress. These subgroups include students with disabilities, English language learners, economically disadvantaged students, homeless students, students in foster care, abused and neglected students, and other special needs subgroups. We need to assess the unique needs of each group and prepare a response. Data suggests the need to expand our planning efforts to build systems to respond to a potential crisis. For example, our staff must be prepared to immediately convert to remote instruction seamlessly if it becomes required in the future. We must the ability to ensure that all students will have Internet access and a learning device for remote instruction. Teachers must have the proper training to navigate the technology challenges of an emergency shutdown of face-to-face instruction. Our research and analysis suggest that staff, students, and parents need vital scientific-based information and training which helps them minimize virus transmission. The science of virus transmission including biology will be helpful in understanding how to avoid transmission by frequent handwashing, wearing a mask, not coughing openly, being conscious of surfaces, and understanding the known facts. Evidence suggests accurate information can save lives. Data and information collected suggest the need to purchase quality supplies and engage in a program of regular sanitation and cleaning to reduce the possibility of virus transmission. We must be prepared for potential long-term closures. Therefore, we must be prepared to provide remote instruction, including providing services to students with disabilities. We must also be prepared to provide students nutritious meals if needed and facilitate meeting the students' needs in a long-term closure situation. Summer learning, extended day learning, and other means to increase students' time on task are vital to student progress.

Part C: Address Learning Loss

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

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

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

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

instruction;

The first component of administering and using high-quality assessments that are valid and reliable required research and selection. The school conducted research on high-quality assessment systems. We concluded that the NWEA/MAP Assessment is nationally norm-referenced, it measures the dimensions of performance composite and academic growth. The product is aligned to the North Carolina Standard Course of Study. It has a predictability range of plus or minus 8% as compared to the North Carolina End-of-Grade tests results. The tool provides reliable measures of student academic progress in performance composite as well as academic growth. The school will administer MAP Assessments in reading, math, and science schoolwide during the first ten days of school, at the end of 10 weeks, at the end of the next 10 weeks, and at the end of the next ten weeks. Students is grade K-2 will take a final MAP assessment during the last 10 days of school. Students in grades 3-8 will take the State EOG during the last 10 days of school. Data collected from each test administration is immediately available to teachers and instructional leadership. The instructional leader will review schoolwide data and discuss the big picture with all teachers and instructional staff. The instructional leader will facilitate smaller groups of teachers' discussions of the data. Review and discussions will include the use of the data to meet the academic needs of students, including differentiation of instruction.

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

The school will implement evidence-based instructional strategies to meet the comprehensive needs of students, including addressing social/emotional learning and mastery of executive function skills training. The school will use components of the award-winning THINK Literacy reading strategies. THINK Literacy has been scaled in over 40 schools in New York with students scoring in the top 1.5 percentile of top readers on the New York State Assessment. We will use the THINK Literacy strategy and I-Ready as supplemental reading tool. I-Ready has an excellent assessment tool that will be supplemental to the use of MAP Assessments. In math, the school will use Imagine Math as its best-practice tool to support its math instruction. The school will use Khan Academy as a supplement math tool. Students will work individually in math or in small groups, including cooperative learning groups. The school will use NASA resources for science and other open-source tools. The school will use the Science standards from N.C. Standard Course of Study as the foundation of its science program. The school will use a Blended Learning (ala cart) method to address student instructional needs. The Blended Learning strategies will include technology-assisted instruction, direct instruction, small group instruction, cooperative learning groups, and individual tutoring as needed. The use of data will drive instruction.

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

The school will provide regular training to parents and volunteers to prepare them to support their student's academic success. Parents will also be encouraged to pursue life-long learning. Workshops provided to parents will include facilitation of students' participation in distance learn/remote instruction.

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

The school will monitor student attendance and make regular assessments of the level of student engagement in distance learning. The school will use this data to support and implement strategies to increase student attendance and improve student academic engagement.

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

The school will engage in a process of data review that compares current data to pre-pandemic data. The school will identify students that experience learning loss and target those students for supplemental academic 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	The school will install windows, additional filtering on the HVAC units, and make other upgrades to the school facility to minimize virus transmission.	7/1/2021 to 9/30/2024	Final inspection approval by the building inspector.	\$ 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	The school will engage in testing air quality and install air filtering equipment in the school facility to minimize virus transmission.	7/1/2021 to 9/30/2024	Final inspection approval by the building inspector.	\$ 30,000.00

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 school will contract to facilitate coordination of preparedness and response, including establishing contacts with federal, state, and local agencies and establish response protocols as a response to the COVID-19 pandemic.	7/1/2021 to 9/30/2024	Evaluation reports on the status of preparedness.	\$ 40,000.00
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		7/1/2021 to 9/30/2024	Student benchmark scores and State EOG scores.	\$ 202,169.60

		The school will contract for the coordination of programming to meet the needs of our special student populations to improve academics, address social/emotional issues, and improve contacts with parents as part of the school's COVID-19 response.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No	The school will contract to create a preparedness and response plan and implement the same to mitigate the impact of COVID-19.	7/1/2021 to 9/30/2024	Evaluation reports on the status of preparedness.	\$ 60,000.00

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	Provide ongoing professional development in in-person and online formats to prepare for the minimization of the spread of COVID-19 virus and its variants.	7/1/2021 to 9/30/2024	Reports on professional development hours, and survey data from staff.	\$ 40,000.00
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 supplies and contract for sanitation services to reduce the transmission of the COVID-19 virus and its variants.	7/1/2021 to 9/30/2024	Cleaning inspection reports and supply inventories.	\$ 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.	* ☒ Yes ☐ No	The school will contract for planning and coordination services to facilitate preparation for long-term closures which may arise from the spread of COVID-19 or its variants.	7/1/2021 to 9/30/2024	Evaluation reports and staff surveys.	\$ 50,000.00
	* ☒ Yes ☐ No		7/1/2021 to 9/30/2024	Evaluation reports.	\$ 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.		Purchase student learning devices and equipment to facilitate digital and remote instruction. Contract for services to support digital and remote instruction. This will prepare for mandatory remote instruction which could arise from the spread of COVID-19 and prepare for ireturn to in-person instruction.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	The school will contract for mental health services and supports to provide student guidance and address the social/emotional needs of students which arise from the COVID-19 pandemic.	7/1/2021 to 9/30/2024	Evaluation reports.	\$ 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	The school will operate an extended day and summer learning program to facilitate accelerated learning and to help students recover from academic loss. These programs will provide support to all student subgroups. This will facilitate academic progress that was adversely impacted by COVID-19.	7/1/2021 to 9/30/2024	Benchmark assessment scores and State EOG scores.	\$ 250,000.00
	* ☒ Yes ☐ No	The school will contract for other services under ESSA to improve the learning of students and mitigate the impact of COVID-19.	7/1/2021 to 9/30/2024	Benchmark assessment scores and State EOG scores.	\$ 38,915.20

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.

Total ESSER III Allotment \$ 1,011,084.80

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.

Contacts

Three Rivers Academy (08A) 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>Cynthia McQueen</u>

Substantially Approved Dates

Three Rivers Academy (08A) 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	Thursday, September 30, 2021

New Applicant Summary

Three Rivers Academy (08A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Three Rivers Academy (08A) 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.

GAN Organization Data

Three Rivers Academy (08A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

116856508

*** Address:**

118 County Farm Road Windsor, NC 27983

*** Superintendent:**

Dr. Cynthia McQueen

Key Personnel:

* Don McQueen

History Log

Paul R Brown Leadership Academy (09A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/1/2021 9:25:10 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	11/1/2021 9:24:45 PM	Tina Letchworth	Budget and application returned to allow for adjustment of final 1/3 amount. After revisions, please move back to Chief Administrator Approved.	C
	11/1/2021 6:11:40 PM	Theresa Lloyd	Status changed to 'Chief Administrator Approved'.	S
	11/1/2021 6:11:33 PM	Theresa Lloyd	Status changed to 'Fiscal Representative Approved'.	S
	11/1/2021 6:11:28 PM	Theresa Lloyd	Status changed to 'Draft Completed'.	S
	7/30/2021 10:27:18 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:48:05 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Paul R Brown Leadership Academy (09A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$185,873.00	\$185,873.00
Carryover	\$371,397.00	\$371,397.00
Total	\$557,270.00	\$557,270.00

Budget

Paul R Brown Leadership Academy (09A) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
09A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$185,873.00	\$0.00
Carryover Amount:	\$371,397.00	\$371,397.00
Allotment Plus Carryover:	\$557,270.00	\$371,397.00
Total Budgeted:		\$371,397.00
Total Remaining:	\$185,873.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	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	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		☒		3-5110-121-000-000-00	0	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
11/1/2021 9:23 PM	Denied (Pending)		Letchworth, Tina			
11/1/2021 9:23 PM			Letchworth, Tina	3-5110-121-000-000-00	0	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
7/30/2021 10:27 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Paul R. Brown Leadership Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$103,022.40	\$0.00	\$103,022.40		Budget returned to allow for adjustment to reflect final 1/3

										installment amount.	
	Salary	3	5110	131	000	00	\$37,156.80	\$0.00	\$37,156.80		
	Other	3	5110	192	000	00	\$46,447.20	\$0.00	\$46,447.20		
	Other	3	5110	211	000	00	\$14,276.80	\$0.00	\$14,276.80		
	Other	3	5110	411	000	00	\$60,493.80	\$0.00	\$60,493.80		
	Other	3	5110	413	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Equipment	3	5110	461	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Equipment	3	5110	462	000	00	\$40,000.00	\$0.00	\$40,000.00		

Total: \$371,397.00 \$0.00 \$371,397.00

Grant Details

Paul R Brown Leadership Academy (09A) 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.

The stakeholders at the Paul R. Brown Leadership determined that we need to provide summer learning programs for the summer and after school remediation for those cadets that choose not to participate in the summer session to help bridge some of the learning gaps that occurred during COVID-19. The Academy would like to purchase individual desks to replace tables in the classroom to reduce the spread of COVID-19. This will also allow for more room for social distance in the classrooms as well. The Academy would like to build an outdoor structure so classes may be housed outside when the weather allows so the teachers may have more flexibility. The Academy will use the NWEA Map testing at the beginning of the session and at the end of the session to assess the cadet progress. The Academy intends to address the unique needs of our special populations with ESSER III funding as well. The Academy would like to improve its preparedness and response to the COVID-19. The Academy wants to improve its technology and the mental health of our cadets. Lastly the Academy would like to minimize the virus transmission with education and workshops for our 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.

ESSER III funds will be used by the Academy to support summer learning activities over the course of the next two years. A portion will go to provide educational field trips at the end of the academic week to address social and emotional learning needs as a direct result of COVID-19. A portion will go toward improving our technology in the school building and allow the cadets access to the internet in the event that the Academy has to go virtual for an extended amount of time again. A portion will be used to have a part-time mental health professional in the building. A portion will also be used to make improvements to our facility. All funds will be used to reduce the spread and transmission of viruses in our building.

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.

\$ 111,454.00 * 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 Paul R. Brown Leadership Academy will have a Summer Learning Program this summer and for the next two summers to address the learning gaps from COVID-19. The Academy will also remediation sessions after school this upcoming school year for those cadets that were not able to attend the Summer Learning Program to work on closing learning gaps in core classes. The Academy will use the NWEA Map testing to accurately access the progress of cadets.

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

The Paul R. Brown Leadership Academy will work with our stakeholders to implement evidence-based activities to meet the comprehensive needs of our cadets. Once the learning gaps are determined for our cadets, teachers and staff will work in small group settings to close some of those gaps.

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

The Paul R. Brown Leadership Academy will provide information and assistance to parents and families on how they can effectively support cadets to include in a distance learning environment monthly, virtually or in-person. The Academy will begin sending out helpful tips on how parents will be able to support their cadets via social media outlets and traditional outlets such as handouts and mailing information to our parents.

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

The Paul R. Brown Leadership Academy will continue to track attendance and strive to improve cadet engagement now that we are in-person, back in the building. The Academy will continue to track trends with our cadets and adjust accordingly by requiring attendance to be taken in Powerschool and by hand.

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

The Paul R. Brown Leadership Academy will continue to use NC Check-Ins and NWEA Map testing data and EVASS data to evaluate cadet academic progress and compare pre-pandemic data to identify cadets that experienced learning loss. Once our EOC/EOG data is available, that will be compared to the pre-pandemic data as well and those cadets will be identified and a plan will be created to help bridge some of those learning gaps. Those plans will be discussed and created during our weekly data team meetings.

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 task would be complete by the end of first semester 2021.	The impact of this measure would be to allow for more spacing between cadets in the classroom which would help reduce the spread of COVID-19.	\$ 130,000.00

		The Academy would like to purchase more individual desks to remove some tables out of the classrooms to allow for more space to allow for social distancing. The Academy would like to build an outdoor structure so that teachers can have class outside when the weather permits. We would like to create a teaching outdoor space so that we may social distance and keep our staff and cadets safe in the response to COVID-19.			

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 Academy plans to place air purifiers in all the class rooms to improve the quality of air in the building and the air flow in response to COVID-19. This will cut down on the spread of COVID-19 as well.	By the end of the first semester 2021.	Air quality for the return of the cadets in the building.	\$ 36,112.30
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	The Academy will find training opportunities for our staff on sanitation and minimizing the spread of infectious diseases.	This task will be complete by the end of first semester 2021.	The impact will be that the Academy will be doing everything within its power to make sure the building is sanitized correctly and everyone in the building will stay healthy.	\$ 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				\$

**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	The Academy will purchase replacement computers and hardware/software as needed. The Academy plans to update and or replace computer hardware/software as needed each summer to prepare for the upcoming academic year. This will be done in response to the COVID-19 pandemic.	This task will be ongoing or as needed.	The impact of being able to replaced chromebooks will allow for the cadets to have continued connectivity in the event that we have another mandatory shut-down. This is in response to COVID-19.	\$ 50,000.00

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	The Academy would like to hire a part-time person to work with our cadets as they all come back into the building to focus on their social emotional needs. The Academy feels that our cadets will need additional support in response to COVID-19 when they come back into the building.	This task will be completed once the new Superintendent comes on board in January 2022.	The impact of having an additional person to work with the counselor would be huge for our cadets. It will give them a needed support person who will help them find coping strategies with family issues.	\$ 45,500.00
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		This program will be held in July for three weeks.	The impact will be to help those "At-Risk" cadets make some gains toward closing the learning gaps associated with COVID-19.	\$ 112,203.70

		The Academy will have a summer learning program for our cadets. The Academy has a specific amount set aside for the next three years to cover a summer learning session as well as to provide additional supports in the classroom such as tutoring and remediation during the upcoming academic years in case cadets opt out of the summer learning sessions. The Academy wants to have strategies in place to enhance the learning experience of our cadets. The Academy will focus on the whole cadet which will allow the cadets to focus on learning.			

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	The Academy would like to purchase two vans and a small school bus.	The Academy would like to purchase the vehicles by the end of the first semester.	The Academy feels that by purchasing these vehicles; we would be able to cut bus routes in half and cut down on the number of cadets on the vehicles which would prevent the spread of the COVID-19.	\$ 67,000.00
Total ESSER III Allotment					\$ 445,816.00

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)

Paul R Brown Leadership Academy (09A) 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.

Contacts

Paul R Brown Leadership Academy (09A) 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>Theresa Lloyd</u>

Substantially Approved Dates

Paul R Brown Leadership Academy (09A) 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	Monday, November 1, 2021

New Applicant Summary

Paul R Brown Leadership Academy (09A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

GAN Information

Paul R Brown Leadership Academy (09A) 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.

GAN Organization Data

Paul R Brown Leadership Academy (09A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78831480

*** Address:**

1360 Martin L King Jr Dr Elizabethtown, NC 28337

*** Superintendent:**

Mr. Carl Lloyd, Interim

Key Personnel:

* Theresa Lloyd

History Log

Emereau: Bladen (09B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:02:56 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Emereau: Bladen (09B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$702,467.00	\$702,467.00
Carryover	\$0.00	\$0.00
Total	\$702,467.00	\$702,467.00

Budget

Emereau: Bladen (09B) 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
09B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$702,467.00	\$699,608.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$702,467.00	\$699,608.00
Total Budgeted:		\$699,608.00
Total Remaining:	\$2,859.00	\$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 - Townsend, Dr. LaTricia
8/20/2021 4:47 PM	Approved (Pending)		Admin, NCCCIP			
8/17/2021 9:27 PM	Approved (Pending)		Letchworth, Tina			
6/16/2021 8:14 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Emereau: Bladen

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	131	000	00	\$135,999.98	\$0.00	\$135,999.98		
	Other	3	5110	411	000	00	\$163,200.00	\$0.00	\$163,200.00		
	Other	3	5110	418	000	00	\$80,502.00	\$0.00	\$80,502.00		
	Equipment	3	5110	541	000	00	\$265,000.00	\$0.00	\$265,000.00		
	Other	3	5400	411	000	00	\$9,906.00	\$0.00	\$9,906.00		
	Salary	3	6540	173	000	00	\$45,000.00	\$0.00	\$45,000.00		
	Other	3	8200	399	000	00	\$0.02	\$0.00	\$0.02		

Total: \$699,608.00 \$0.00 \$699,608.00

Grant Details

Emereau: Bladen (09B) 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.

Part A. We met several times as a large group and smaller subgroups with various stakeholders such as administrators, teachers, and parent input. We reviewed attendance and academic data to determine the effects of the COVID restrictions. Academic Data- Reading and Math Check-in data 2019-2020 (1. Reading Check-in 1, 2. Reading Check-ins 2, 3. Math Check-in 1, 4. Math Check in 2) School % Correct 1. 2. 3. 4. 3rd N/A N/A 44.3 59.6 4th 60.3 58.6 47.9 5th 67.4 69.4 54.1 57.2 6th 66.2 73.5 37.6 47 7th 64 68.1 36.1 34 8th 63.7 56.3 37.7 31.2 9th N/A N/A N/A N/A Reading and Math Check-in data 2020-2021 (1. Reading Check-in 1, 2. Reading Check-ins 2, 3. Math Check-in 1, 4. Math Check in 2) 1. 2. 3. 4. 3rd 64.7 52.3 33.8 43.7 4th 56 56.3 46.7 48.8 5th 59.9 68.7 42.7 44.8 6th 61.1 70.8 44.6 45.3 7th 59.9 69.5 29.3 34.3 8th 59.9 63.3 33.5 33.4 9th N/A N/A 21.4

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 academic data we reviewed showed some mixed results in terms of learning loss. When tracking the cohorts from 2019-20 to 2020-21 (e.g., 3rd graders to 4th graders) we observed that there was an overall increase of 3.5% in reading performance in 2020-21 comparing Check-in 2 compared to 2019-20 Check-in 2. Scores in Math, however, showed a decrease in overall by 8% with the largest losses in the current 7th and 8th grades in both Reading and Math. We will focus our attention on those grades while addressing the learning loss in all of our students through the interventions mentioned in Part C.

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.

\$ 253,608.00 * 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;

Assessments to determine learning loss such as iReady and Rtl-stored! will measure growth, determine the need for differentiation, and provide resources for teachers aligned to the individual needs of students. We will fund these with ESSER III funds.

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

We will provide resources for teachers to assist with differentiating and individualizing instruction to address the needs of the students that remained remote the entire school year 2020-2021. We will work with intervention groups to reduce "whole-class" size, providing assistance with targeted standards where students are not performing at grade level. In addition, a variety of curriculum material and Instructional software to include Reading Horizons, IXL, Brain Pop, Math, and Science manipulative objects/ equipment, and Reading a to z will be utilized. We will invest specifically in Math Curriculum and Instructional Resources. All of these curricula, instructional materials, and web-based education programs use research-based and supported approaches such as: Intensive tutoring and teacher-directed instruction. There is ample research that teacher-directed, systematic, and targeted instruction works well for all

learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low-income families, and other populations who are behind in learning (Prater, 2018). Differentiated Instruction- The instruction will be differentiated to meet students' current levels and to increase their achievement in a proscribed and systematic fashion. Individual, small group, and large group instruction will be used to "...support students who learn in different ways and at different rates and who bring to school different talents and interests. (Tomlinson and Mc Tighe, 2006, p.13). There is ample research that teacher-directed, systematic, and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low-income families, and other populations who are behind in learning (Prater, 2018).

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

. We will continue to use a combination of text messages, email communication, letters, phone calls, the website, and meetings if needed. We will use virtual means when necessary. We will continue to support students who now or in the future need to learn in a virtual, distance education environment with live chats between parent(s), teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards.

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

We will use attendance software to track student attendance in both in-person and virtual environments as need. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of answer that is correct). The teachers are responsive and immediate when it comes to student performance and parent questions., thus reducing the psychological gap that often comes from distance learning.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. the i-Ready and benchmark data will be monitored at least weekly and interventions will occur as necessary.

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		2021-22 school year	nurse health records monitored by an administrator iReady and other academic results report card grades teacher reports on student attention and behavior	\$ 235,000.00

		We use funds for two outdoor learning areas and updated playground equipment. Research supports the practice of outdoor activities for learning and exercise. Outdoor activities increase focus in out-door or in-door activities thus increasing learning and contributing to the mitigation of learning loss. Also, increased outdoor activity facilitates social distancing and promotes mental and physical wellness, which reduces the spread of the virus and other illnesses.			

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		2021-2023	Attendance and discipline records Counselor logs on student progress monitored by an administrator.	\$ 136,000.00

		We have an increase in the number of students experiencing mental health issues such as stress and depression. We also have many students, again due to the COVID restrictions, need social skills and relationship training because of the isolation caused by the restrictions. Parents and the community must also be provided with information about how to effectively support students. For all of these functions we need an additional counselor.			

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		2021-22	nurse health records monitored by an administrator attendance records	\$ 75,000.00

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.

We will need new furniture in some classrooms that currently only have tables for student seating. Desks and chairs will improve social distancing. We will also need the services of a custodian. There is "heavier" cleaning required to reduce spread of the virus. Once students are back in the building we will need more assistance to complete frequent cleaning on a daily basis.

Total ESSER III Allotment \$ 446,000.00

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)

Emereau: Bladen (09B) 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

Emerreau: Bladen (09B) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

Emerreau: Bladen (09B) 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

Thursday, July 1, 2021

New Applicant Summary

Emereau: Bladen (09B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Emereau: Bladen (09B) 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

Emereau: Bladen (09B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

81309026

*** Address:**

995 Airport Rd Elizabethtown, NC 28337

*** Superintendent:**

Mrs. Elizabeth Cole

Key Personnel:

* Mrs. Elizabeth Cole

History Log

Evergreen Community Charter (11A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:03:13 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Evergreen Community Charter (11A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$70,628.00	\$70,628.00
Carryover	\$97,260.54	\$97,260.54
Total	\$167,888.54	\$167,888.54

Budget

Evergreen Community Charter (11A) 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
11A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$70,628.00	\$0.00
Carryover Amount:	\$97,260.54	\$97,260.54
Allotment Plus Carryover:	\$167,888.54	\$97,260.54
Total Budgeted:		\$97,260.54
Total Remaining:	\$70,628.00	\$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 6:31 PM	Approved (Pending)		Perrotta, Paul			
7/30/2021 8:36 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Evergreen Community Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	162	000	00	\$5,032.97	\$0.00	\$5,032.97		
	Salary	3	5210	141	000	00	\$27,617.18	\$0.00	\$27,617.18		
	Other	3	5210	211	000	00	\$2,112.71	\$0.00	\$2,112.71		
	Other	3	5210	221	000	00	\$6,263.58	\$0.00	\$6,263.58		
	Other	3	5210	231	000	00	\$6,400.00	\$0.00	\$6,400.00		
	Other	3	5210	233	000	00	\$16.57	\$0.00	\$16.57		
	Other	3	6400	418	000	00	\$910.00	\$0.00	\$910.00		
	Equipment	3	6400	462	000	00	\$7,288.09	\$0.00	\$7,288.09		
											

	Other	3	7110	178	000	00	\$29,830.00	\$0.00	\$29,830.00		
	Other	3	7110	221	000	00	\$6,765.44	\$0.00	\$6,765.44		
	Other	3	7110	231	000	00	\$5,024.00	\$0.00	\$5,024.00		

Total: \$97,260.54 \$0.00 \$97,260.54

Grant Details

Evergreen Community Charter (11A) 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.

Our Needs Assessment and Plan was created by several groups comprised of lead teachers, school administrators, special education teachers, Academic Support teachers, counselors, our Student Services and Data Manager, our Business Manager and/or our Facilities Committee. Educators and administrators created a plan for addressing student opportunity gaps for our most vulnerable students. The team created a tool for assessing highest-risk students, and consulted with classroom teachers. Data included percent of completed assignments while in remote learning, rates of participation in Zoom classes, and classification of EC, Tier II, or Tier III students. Assignment completion rates, attendance, and rates of participation in Zoom classes will measure how well learning gaps were addressed. A team comprised of our Executive Director, Associate Directors, EC/504 Program Coordinator, School Counselors, Student Services and Data Manager, and Business Manager analyzed our current capacity for meeting the physical and mental health needs of our students during the pandemic. We do not have a school nurse. A school nurse will help prevent the spread of COVID-19 and improve communication with the local health department. Counseling data shows increased mental health needs of students presenting with anxiety, depression, and other effects of prolonged isolation. Pre-pandemic, we employed 1.7 FTE school counselors. Counseling data (number of

contacts, reason for contact) and student surveys will measure how successful we are in meeting these increased needs. School administrators, including the EC and 504 Program Coordinator, assessed the needs of our students with disabilities. Extended remote instruction has increased many of our EC students' need for additional academic and behavioral support as they transition back in to in-person learning. Six to eleven students per year will qualify for ESY services. Progress toward academic and behavioral goals as well as the number of behavior referrals will measure the impact of interventions. Our Facilities Committee researched CDC guidelines for improving air quality and assessed our current HVAC systems. Our existing systems required upgrades to meet CDC guidelines. School administrators and our Business Manager (who is responsible for HR functions) analyzed the projected need for substitute teachers upon the return to in-person learning. The projected need for substitute teachers is an additional four days per teacher per year for the next two years. Teacher attendance and substitute employment data will be used to track this need. Our Network Administrator consulted with Associate Directors and analyzed our current inventory to assess our ability to provide our students with sufficient technology for our 1:1 initiative. With current inventory, we do not have enough devices for students to have on-demand access. Updated inventory data will track our progress toward closing this gap. Administrators assessed the need for providing afterschool programming for students. Between 20 and 25% of our students need afterschool childcare. Working parents are returning to the workforce as COVID restrictions are lifted and need an accessible, trusted program of care. Keeping students in a school-based afterschool program can reduce the spread of COVID-19 across organizations.

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 related to opportunity gaps for our most vulnerable students showed the need to ensure consistent access to online classes, including availability of devices, internet access, and the need for adult guidance and support in completing and submitting assignments. Without these, our vulnerable students (those with disabilities, those from low income homes, and those without consistent parental support) were not able to access the educational services provided during our long-term closure March 17, 2020 through March 5, 2021. Similarly, these students needed the support as we transitioned to Plan B and students attended school in-person for just two days per week. Based on the data collected, some of our most vulnerable students were invited to join the Remote On Campus (ROC) group. ROC tutors helped students with assignment completion and accessing Zoom classes. Other vulnerable students received 1:1 assistance from teacher assistants in our Remediation on Location (ROL) program. In ROL, students were given remedial and supplemental academic instruction by teacher assistants. ROL students attended in-person to work with the teacher assistants when the school was operating in Plan C, September 2022 - March 5, 2021. The data related to

the physical health needs of our students showed the need to implement procedures for preventing transmission and for responding to positive or presumed cases of COVID-19. Contracting with MAHEC for a school nurse will help prevent the spread of COVID-19 by ensuring that students follow the 3 Ws and will facilitate timely communication with the local health department. The new Health Room will need to be stocked with appropriate, needed supplies. The data related to the mental health needs of our students showed the need to provide additional mental health services. Increasing our counseling positions from 1.7 to 2 FTEs will help address these needs. Data on EC students shows the need for academic and behavioral support in addition to the general education and IDEA services they receive. An EC Associate Teacher can provide additional in-class support as they transition back to in-person instruction. Some EC students require Extended School Year Services to address the significant gaps in learning experienced due to extended remote learning. The need for ESY services is projected for the summers of 2021, 2022, and 2023. The data related to air quality showed the need to increase air circulation and purification in our HVAC systems. Based on research and industry standards, upgrades were made to our HVAC systems to improve the indoor air quality in our school. The projected need for substitute teachers is an additional four days per teacher per year for the next two years. An additional set of 26 Chromebooks will enable all students in grades k-8 to have access to devices needed for in-person and remote learning. Employment of an individual to facilitate our school-based afterschool program will enable the school to provide families affordable and safe care.

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.

\$ 42,410.04 * 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;

Educators and administrators created a plan for addressing student opportunity gaps for our most vulnerable students. The team created a tool for assessing highest-risk students, and consulted with classroom teachers. Data included percent of completed assignments while in remote learning, rates of participation in Zoom classes, and classification

of EC, Tier II, or Tier III students. Assignment completion rates and standards-based student progress reports will measure impact. Data from EC students' progress reports show the need for academic and behavioral support in addition to the general education and IDEA services they receive.

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

The data related to opportunity gaps for our most vulnerable students showed the need to ensure remedial and supplemental access to academic instruction. Vulnerable students received 1:1 assistance from teacher assistants in our Remediation on Location (ROL) program. In ROL, students were given remedial and supplemental academic instruction using evidence based reading and math curricula. Students received this instruction in addition to their remote lessons by coming to school at regularly scheduled times to work with the assistant teachers. An EC Associate Teacher can provide the necessary additional in-class support as EC students transition back to in-person instruction.

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

Parents and families were given information on how to be engaged in supporting students through weekly newsletters and individualized emails or phone calls. Recorded training videos on the use of Zoom and Google classroom were made available to parents and guardians. Academic and behavioral needs of EC students will also be discussed in IEP meetings.

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

Student attendance during remote instruction was tracked through PowerSchool. Students were counted present if they attended a Zoom class lesson and, on asynchronous days, were counted present if they completed their assignments. Students who were challenged to consistently engage in distance education were invited to join our Remote On Campus or our Remediation On Location programs.

* (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 evaluated and compared to pre-pandemic grades/progress through analysis of standards-based progress reports, mClass Reading assessments, and EL Education's Literacy Skills Block assessments. Progress of EC students is also monitored using IEPs.

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	Contract with MAHEC for a school nurse Hire substitute teachers for an additional four days per teacher per year for the next two years. Employ an individual to facilitate our school-based afterschool program	August 2022 - June 2024		\$ 46,652.41

				Minimization of COVID-19 school-related cases and improved communication with local health department Teacher attendance and substitute employment data Student attendance at afterschool program; minimization of COVID-19 transmission across organizations	
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	Purchase 26 Chromebooks and licenses	Summer 2021	Updated inventory showing that all students in grades k-8 to have access to devices needed for in-person and remote learning	\$ 8,198.09
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 \$ 54,850.50

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, <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)

Evergreen Community Charter (11A) 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

Evergreen Community Charter (11A) 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)]	<u>Susan Mertz</u> <u>Beth Rhatigan</u>

Substantially Approved Dates

Evergreen Community Charter (11A) 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	Friday, July 30, 2021

New Applicant Summary

Evergreen Community Charter (11A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Evergreen Community Charter (11A) 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

Evergreen Community Charter (11A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

14220268

*** Address:**

50 Bell Road Asheville, NC 28805

*** Superintendent:**

Dr. Susan Mertz

Key Personnel:

* Susan Mertz

History Log

ArtSpace Charter (11B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:03:16 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

ArtSpace Charter (11B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$276,556.00	\$276,556.00
Carryover	\$0.00	\$0.00
Total	\$276,556.00	\$276,556.00

Budget

ArtSpace Charter (11B) 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
11B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$276,556.00	\$274,004.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$276,556.00	\$274,004.00
Total Budgeted:		\$274,004.00
Total Remaining:	\$2,552.00	\$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			
7/13/2021 1:47 PM	Approved (Pending)		Perrotta, Paul			
7/12/2021 8:12 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - ArtSpace Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	312	000	00	\$8,600.00	\$0.00	\$8,600.00		
	Other	3	5110	414	000	00	\$5,000.00	\$0.00	\$5,000.00		
	Other	3	5270	311	000	00	\$8,000.00	\$0.00	\$8,000.00		
	Salary	3	5320	146	000	00	\$88,273.89	\$0.00	\$88,273.89		
	Other	3	5320	211	000	00	\$6,752.95	\$0.00	\$6,752.95		
	Other	3	5320	229	000	00	\$2,648.22	\$0.00	\$2,648.22		
	Other	3	5320	231	000	00	\$11,483.12	\$0.00	\$11,483.12		
	Salary	3	5330	121	000	00	\$65,537.17	\$0.00	\$65,537.17		

	Other	3	5330	211	000	00	\$5,013.59	\$0.00	\$5,013.59		
	Other	3	5330	229	000	00	\$1,966.12	\$0.00	\$1,966.12		
	Other	3	5330	231	000	00	\$11,483.12	\$0.00	\$11,483.12		
	Other	3	5330	311	000	00	\$31,200.00	\$0.00	\$31,200.00		
	Salary	3	5350	121	000	00	\$9,279.49	\$0.00	\$9,279.49		
	Salary	3	5350	141	000	00	\$5,618.67	\$0.00	\$5,618.67		
	Other	3	5350	192	000	00	\$6,522.42	\$0.00	\$6,522.42		
	Other	3	5350	211	000	00	\$1,635.18	\$0.00	\$1,635.18		
	Other	3	5350	229	000	00	\$641.24	\$0.00	\$641.24		
	Other	3	5350	231	000	00	\$2,348.82	\$0.00	\$2,348.82		
	Other	3	5350	411	000	00	\$2,000.00	\$0.00	\$2,000.00		

Total: \$274,004.00 \$0.00 \$274,004.00

Grant Details

ArtSpace Charter (11B) 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.

The educational needs in the shift to in-person instruction and the provision of remote learning are incredibly dynamic. The constant has been to thoughtfully invest resources into the classroom, with an emphasis on direct student impact, both for academic growth and physical safety. 1. In order to evaluate that need and align resources, the leadership team at ArtSpace met weekly to discuss strengths and needs. Between meetings, the instructional leaders met with grade level teams, discussing with teachers and support staff their thoughts and concerns. Executive leadership (Executive Director and Business Manager) met with the governing board, School Improvement Team, and stakeholders. The leadership team compiled feedback in a review of budgets, feedback, observations, and data. 2. ArtSpace will use a variety of sources to assess "learning gaps," first by acknowledging the social/emotional needs at the foundation of a child's well being. Our Student Support Team, composed of certified professionals in the field, will be instrumental in leading us first by helping students feel safe, connected, and regulated in their school community. Then, educators and instructional leaders will use diagnostic data from formative and summative assessments to evaluate longitudinal trends and cohort means. Both individual student needs and group trends will be identified through the data assessment. The strategies we develop to address those needs will depend on the results. However,

ArtSpace is evaluating supports at multiple levels: general classroom, classroom with additional instructional support, small group remediation/enrichment, after school program enhancements, and professional learning to target 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.

- For academic needs assessment, staff used diagnostic data from Mclass, Fountas & Pinnell Assessments, NWEA MAP, and formative classroom data. These assessments showed the strongest needs in math. The 2021 end of year (EOY) data for third grade places 33% of the students in the low/ low average category in math. 2021 EOY data for fourth grade places 50% of the students in the low/ low average category in math. - Social/emotional needs have been measured by attendance data, counseling load, referrals and requests for therapy, economically disadvantaged statistics, food assistance needs, and self-reported family needs. Clearly, the past year has been traumatic for many families. Student attendance in remote learning has steadily declined since March of 2020 and on campus attendance is 10-15% below pre-COVID averages. The percentage of economically disadvantaged families has increased, as have requests for food assistance, fee waivers, and other support. ArtSpace averages 41% economically disadvantaged and 16% students with special needs. - In recent years, we have made substantial investments in updating our school library, both in terms of diversity and age of the collection. However, a review shows that more than 75% of our collection is geared towards young readers. Currently, our 5th through 8th grade students do not have scheduled library time. During COVID, the library provided virtual check out with pickup/delivery options. Over 85% of the usage was from students in kindergarten through 4th grade. This low interest is predicated by below average availability. Additionally, due to borrowing and lost materials during remote learning, replacements are necessary. Investing in the collection will support literacy development for all levels of readers in grades 5-8.

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.

\$ 136,845.82 * 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;

ArtSpace will utilize existing assessment platforms, which are annually provided through our operational budget, to assess students' academic progress. These include NWEA MAP, mClass, Fountas & Pinnell, EOG, and SchoolNet, each in concert with ongoing formative assessments.

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

Student needs in learning recovery are dynamic, spanning academic and social/emotional needs. ArtSpace has reviewed data to determine needs and identify resources that can be leveraged to support across domains. Local data demonstrates a remarkable need for math interventions as a focus point for learning recovery. Other academic and social/emotional needs are addressed through other programming. Regarding math specifically, ArtSpace has designed a comprehensive intervention program that includes the following: (1) Professional Development - As a first step to interventions, ArtSpace will invest in high quality, evidence-based professional development for all math and exceptional children teachers in grades K-8. The chosen PD is aligned with the NCSCOS and our selected curriculum, delivered four times throughout the year. A schedule of observations, review, and vertical planning has been designed to ensure the learning transitions to practice in each classroom. This is budgeted at \$8,600. (2) Instructional Support- A 2020 study by Hanover Research focused on best practice strategies for learning loss recovery. Included in their key findings was support for school-wide "high-dosage" tutoring programs, which they found to be the most effective for students struggling in math. This was further supported by a 2016 Harvard study that documented the largest educational performance improvement in effect sizes when the tutoring was specialized and offered multiple times per week. This proposal includes funding for math personnel over 2 years. The first is a Math Instruction Specialist, a full time math interventionist to work across grades K-8 to identify and plan for systemic and individual math supports. Additionally, math tutor(s) will be hired, trained, and collaborate with the Specialist, conducting 1:1 and small group targeted tutoring. The total projected staff cost is \$115,200. (3) Infrastructure Adjustments- This is a no cost strategy to ensure the above investments are feasible and sustainable. The daily schedule for each grade level has been adjusted to allow for instructional support across the school day, both in core instruction, push-in, and pull-out. Further, the math support personnel will have adjusted schedules that extend into after-school hours. Integrating instruction from the regular school day into after school hours is another learning recovery strategy cited by Hanover (2020).

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

Family engagement, support, and communication will be a schoolwide focus, enhanced by the coordination of multiple grants and efforts. The social worker is a new position which will oversee related initiatives. This position is funded through ESSER II and proposed here for additional years at a cost of \$109,158.18. Further, the NC ACCESS program provides support for a Parent Advisory Council, which will focus on family and student support for educationally disenfranchised students during pandemic recovery. In addition, this ESSER III request includes funds for contract translation and interpreting services, ensuring that our EL families receive all school communication, including real-time translation for support programs, without language barriers. This is budgeted for \$8,000 to be used between 2021-2023 school years.

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

Not applicable

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

The tracking and evaluation of student data is embedded in existing systems; however, the pre-/post-pandemic evaluation requires more extensive review. For that reason, ArtSpace is proposing the allocation of funds for stipends for lead teachers, the School Improvement Team, and EC teachers to meet during the summer, prior to fall teacher workdays, for data analysis, need assessment, and comprehensive vertical planning. This data analysis also occurs during the school year as a part of traditional job responsibilities, but these stipends, budgeted at \$8,000, provide necessary time during the summer of 2021, 2022, and 2023.

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	In order to support the social/emotional needs of students and to connect resources to engage the whole family, ArtSpace will hire a full time school social worker. The school social worker will work as a part of the Student Support Team to provide direct and	School year 2022/23-2023/24	- Increased student attendance - Increased family engagement - Reduction in student time out of class for support needs - Reduction in alternative to suspension or out of school suspension	\$ 109,158.18

		Indirect services to promote maximum development of all students by prevention/ alleviation of problems that interfere with the tasks of learning through knowledge of human behavior, social systems and social work skills. The social worker also facilitates communication among school, home, and community providers and may supervise professionals, interns, or support staff.			

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	ArtSpace is planning and has committed to providing a robust summer learning program, projected as a 4 week program, offered full days, 5 days per week. The program would include core instruction and enrichment opportunities, in line with our mission statement. Programs will be offered to all students, with targeted recruitment for struggling students.	June 13- July 15, 2022	As a result of advanced planning and targeted recruitment, we are projecting record attendance at camp. Further, MAP data from Fall of 2022 will show increased academic gains when compared with students who did not attend camp.	\$ 23,000.00
	* ☒ Yes ☐ No		August 2021- January 2022		\$ 5,000.00

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.	Funds will be used to increase the library's collection for older readers, including fiction, nonfiction, and hi-lo readers. ArtSpace has invested in literacy supports by leveraging operational funds, Title I monies, and the ACCESS grant. This has primarily taken the form of personnel and leveled literacy libraries. However, the library collection does not support these increased efforts in light of skill gaps and learning loss.	As a result of this investment in the collection, borrowing in grades 5-8 will increase a projected 200%. Homeroom teachers will increase scheduled whole class library time to a minimum of once per month. Teachers will anecdotally report an increase in students' independent reading time.	
Total ESSER III Allotment			\$ 137,158.18

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)

ArtSpace Charter (11B) 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

ArtSpace Charter (11B) 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)]	<u>Sarena Fuller</u>

Substantially Approved Dates

ArtSpace Charter (11B) 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

Monday, July 12, 2021

New Applicant Summary

ArtSpace Charter (11B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

ArtSpace Charter (11B) 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

ArtSpace Charter (11B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

5864181

*** Address:**

2030 US Hwy 70 Swannanoa, NC 28778

*** Superintendent:**

Dr. Sarena Fuller

Key Personnel:

* Esteve Coll-Larrosa

* Candace Reilly

* Sarena Fuller

History Log

Invest Collegiate - Imagine (11C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/29/2021 10:48:56 AM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	10/28/2021 10:48:16 AM	Paul Perrotta	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/28/2021 10:47:51 AM	Paul Perrotta	The amended budget that has been submitted within BAAS and the FY 2022 - CRRSA-ESSER III Continuation Application (PRC181) 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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/22/2021 9:25:12 AM	Ellen Girardi	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 9:25:12 AM	Ellen Girardi	Status changed to 'Chief Administrator Approved'.	S
☐	10/22/2021 9:22:59 AM	Avery Jones	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 9:22:59 AM	Avery Jones	Status changed to 'Fiscal Representative Approved'.	S
	10/22/2021 9:22:52 AM	Avery Jones	Status changed to 'Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/16/2021 8:22:13 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Invest Collegiate - Imagine (11C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$89,836.00	\$89,836.00
Carryover	\$177,040.00	\$177,040.00
Total	\$266,876.00	\$266,876.00

Budget

Invest Collegiate - Imagine (11C) 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
11C	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$89,836.00	\$89,836.00
Carryover Amount:	\$177,040.00	\$177,040.00
Allotment Plus Carryover:	\$266,876.00	\$266,876.00
Total Budgeted:		\$266,876.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	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	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Perrotta, Paul
10/28/2021 10:45 AM	Approved (Pending)		Perrotta, Paul			
10/16/2021 8:22 AM	Received		Admin, NCCCIP			
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			
8/16/2021 1:33 PM	Approved (Pending)		Perrotta, Paul			
7/23/2021 8:20 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - IC Imagine

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	\$49,233.63	\$49,233.63	Additional Support	
	Other	3	5110	211	000	00	\$0.00	\$3,766.37	\$3,766.37		
	Other	3	5110	411	000	00	\$60,000.00	\$0.00	\$60,000.00		

	Salary	3	5210	133	000	00	\$49,233.63	\$0.00	\$49,233.63		
	Other	3	5210	211	000	00	\$3,766.37	\$0.00	\$3,766.37		
	Salary	3	5320	131	000	00	\$0.00	\$16,429.17	\$16,429.17	Family Liason/Social Worker	
	Other	3	5320	211	000	00	\$0.00	\$1,256.83	\$1,256.83		
	Salary	3	5330	121	000	00	\$59,489.09	\$17,789.13	\$77,278.22	Additional Support	
	Other	3	5330	211	000	00	\$4,550.91	\$1,360.87	\$5,911.78		

Total: \$177,040.00 \$89,836.00 \$266,876.00

Grant Details

Invest Collegiate - Imagine (11C) 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.

Our MTSS leadership team (including school psychologist, principals, Head of School, EC Coordinator, MTSS Coordinator) spent time in February of 2021 looking at our data from the Middle of Year assessment results (K-8) and our semester 1 failures (grades 9-12). Based on what we found, we identified our at-risk students and potential instructional gaps. We have approximately 20-25% of our students at risk across the school. After we identified the at-risk students, we met with the school level and teacher teams (grade level and subject area) to discuss changes we could implement the remainder of the 20-21 school year. Additionally, our School Improvement Team spent February-May of 2021 updating the School Improvement Plan based on this data, the information from our data review, and the impacts of COVID-19. To address what we found as a result of the impacts of COVID-19 and the associated learning loss and school closures, IC Imagine has created a multi-phased plan. --School Re-entry 2021: As we reentered the school under Plans B and A, teacher teams (subject area and grade level) made plans to address the instructional needs of their students. This includes core subject areas and Social Emotional Learning. --End of school year 2021 planning: We have allocated 5 teacher in-service days at the end of the school year to prepare for the 21-22 school year. This professional development time will be focused on vertical alignment, curriculum implementation, and how

each grade level can support the students coming to them by reteaching the standards that need to be retaught and creating plans to meet the needs of all students. This includes core subject areas and Social Emotional Learning. -- Summer School: We will identify the at-risk students at each grade level K-12 and invite them to participate in a summer school program. For the rising students in grades K-8, Summer School will focus on giving students the support they need in core subject areas and helping them to be prepared for the next school year. In grades 9-12, we will focus on credit recovery. --21-22 school year: We will focus on implementing curriculum resources to support all learners (AVID in grades 6-12, iReady diagnostic and individualized instruction in grades K-8, and a new math curriculum in grades K-8). We will also focus on implementing the plans teacher teams made in June of 2021 to support all students. This includes core subject areas and Social Emotional Learning. Additionally, we will have the adequate support staff to help us to ensure we are meeting the needs of all students. These positions will include: additional MTSS leadership, an additional school psychologist, and three interventionists (one focused on math in lower school, one focused on reading in lower school, and one focused on math and reading in middle/high school). -- Winter School (offered over our 6 week winter break): We will identify the at-risk students at each grade level K-12 and invite them to participate in a winter school program. For the students in grades K-8, Winter School will focus on giving students the support they need in core subject areas and helping them continue to receive the academic support they need. In grades 9-12, we will focus on credit recovery. For ESSER III, our funds will be used to focus on supporting our multi-phased plan in the following ways: - Purchase curriculum and instructional materials to support K-8 reading and math interventions and credit recovery in grades 9-12. These materials will include supplies that support the implementation of Tier 2 and 3 reading and math interventions. The evidence-based intervention programs that are in place at IC Imagine include: Foundations, Wilson, Language!, SPIRE, Numberworlds, VMath, and Transmath. In grades 9-12 we will also utilize programs that assist students with credit recovery - Partial Salary for 3 interventionists (K-5 Math, K-5 Reading, 6-8 Reading and Math) used to ensure that all students that need additional support are receiving the support they need and are making gains to catch up from any learning loss they experienced. - Salary for an additional MTSS personnel to ensure that our systems of support are functioning and supporting all students. This will help us to be sure that all students are receiving the supports they need and that we are monitoring the effectiveness of those interventions. - Partial salary for Family Liaison. IC Imagine will hire a Family Liaison that is focused on supporting students and families. The Family Liaison will play a critical role in supporting families should another long term closure occur. The Family Liaison will also focus on supporting students and families by connecting them with community based supports from which they would benefit.

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.

We reviewed our data from the Middle of Year assessment results (K-8) and our semester 1 failures (grades 9-12). Based on what we found, we identified our at-risk students and potential instructional gaps. We have approximately 20-25% of our students at risk across the school. In order to support these students, we have made a multi-phased plan. For ESSER III, our funds will be used to focus on supporting our multi-phased plan in the following ways: - Purchase curriculum and instructional materials to support K-8 reading and math interventions and credit recovery in grades 9-12. These materials will include supplies that support the implementation of Tier 2 and 3 reading and math interventions. The evidence-based intervention programs that are in place at IC Imagine include: Foundations, Wilson, Language!, SPIRE, Numberworlds, VMath, and Transmath. In grades 9-12 we will also utilize programs that assist students with credit recovery - Partial Salary for 3 interventionists (K-5 Math, K-5 Reading, 6-8 Reading and Math) used to ensure that all students that need additional support are receiving the support they need and are making gains to catch up from any learning loss they experienced. - Salary for an additional MTSS personnel to ensure that our systems of support are functioning and supporting all students. This will help us to be sure that all students are receiving the supports they need and that we are monitoring the effectiveness of those interventions. - Partial salary for Family Liaison. IC Imagine will hire a Family Liaison that is focused on supporting students and families. The Family Liaison will play a critical role in supporting families should another long term closure occur. The Family Liaison will also focus on supporting students and families by connecting them with community based supports they would benefit from.

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.

\$ 196,190.00 * 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 will screen all students EOY 2021 and BOY, MOY, and EOY of the school year 2021-22. The assessment tools we will utilize will vary by grade level and student academic need. The assessments utilized will be as follows: K-8: The

iReady Diagnostic will be used to identify whole grade level areas of need and place students on an individualized learning path K-8: AimswebPlus will be used to identify skill-based areas of need 9-12: We will look at student data (including: attendance, behavior, grade, and historical academic performance) to identify areas of need. K-12: All teachers will utilize standards based and curriculum based assessments to identify instructional gaps and needs on a student by student basis, as well as across the grade level and subject area. In grades 6-12 we will utilize a universal social emotional screener to identify students at-risk and in need of more social-emotional supports. We will also use this data to identify trends and support larger groups of students through universal instruction and interventions as the data indicates is needed. By implementing a robust assessment system, IC Imagine will be able to identify students in need of interventions in a timely manner. We will utilize this assessment system throughout the school year, including our summer and winter school activities.

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

As a school, we will be spending professional development time in June and August to create grade level plans to ensure we are meeting the needs of all students. We will monitor student data: Universal Screeners (iReady, aimswebPlus, grades, attendance data), Support group attendance, Numbers of students receiving support from interventionists, and Progress monitoring data. Teachers, interventionists, and student support specialists will monitor student progress and respond appropriately to student learning needs as they arise. Our MTSS coordinators will be focused on monitoring school-wide intervention efforts, student responsiveness to said intervention efforts, and monitoring school-wide data to ensure that instructional gaps are closing, not widening, across the school. As students demonstrate the need for more intensive interventions, school staff will identify the specific skill-level support the student needs. Based on student needs, teachers and intervention specialists will identify the evidence-based intervention programs that best fit the need. The research based interventions at IC Imagine include: Foundations, Wilson, Language!, SPIRE, Numberworlds, VMath, and Transmath.

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

As a school, we have established a system of supports for students and families. In March of 2020, we updated that system of supports to include times when we are in distance learning environments. In order to support all families, our family liaison and administrative team will frequently check in with our counselors and MTSS staff to ensure we are supporting all students and families. Additionally, we have added information to our school website about supporting children in the distance learning environment. As students are identified as needing additional support, we reach out to their families and set up meetings to discuss students' individualized support plans. As a part of each student's support plan, we discuss how we will be supporting the student at school and how the family can support the student at home. We strive to communicate with families in a way that is clear and on an ongoing basis.

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

As a school, in March of 2020, we created a system for attendance tracking that allows us to monitor student attendance and provide student and family focused supports and interventions as needed. MTSS staff, School Leadership, student support staff, and school counselors collaborated to create a system that would allow us to identify attendance and student engagement issues that occurred during distance education. Once the issue was identified, School Leadership and counselors at each school level made a plan to support the students/families involved. Depending on the need, this can include everything from frequent check-ins with a member of our mental health team, to connecting the family with community resources, to setting the family up with a school-owned hotspot.

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

As a school, our MTSS coordinators will be focused on monitoring school-wide intervention efforts, student responsiveness to said intervention efforts, and monitoring school-wide data to ensure that instructional gaps are closing, not widening, across the school. The MTSS team will compare student data and progress to our pre-pandemic data on an on-going basis to ensure that all of our efforts to address learning loss are having the desired effect and helping students to achieve in line with their individualized learning goals. As students demonstrate the need for more intensive interventions, school staff will identify the specific skill-level support the student needs. Based on student needs, teachers and intervention specialists will identify the evidence-based intervention programs that best fit the need. The research based interventions at IC Imagine include: Foundations, Wilson, Language!, SPIRE, Numberworlds, VMath, and Transmath.

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		August 2021-June 2022	Number of families served, climate survey	\$ 17,686.00

		Hiring a Family Liaison to ensure that all families are supported during a school closure. This person would ensure all families are connected to all resources at our school including but not limited to: access to food support and meals, technology, interpreters, etc. This position would be responsible for building relationships with our most At-risk students and their families to ensure they are accessing all resources during a school closure and throughout the school year.			

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	Hiring Additional School Psychologists to support students' social and emotional learning.	August 2021 - June 2022	SEL Universal Screener, Use of Time Logs, Evaluation, Number of students supported	\$ 53,000.00

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				\$

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 \$ 70,686.00

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.

Contacts

Invest Collegiate - Imagine (11C) 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)]	<u>Avery Jones</u>

Substantially Approved Dates

Invest Collegiate - Imagine (11C) 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

Friday, October 22, 2021

New Applicant Summary

Invest Collegiate - Imagine (11C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Invest Collegiate - Imagine (11C) 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

Invest Collegiate - Imagine (11C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

33233077

*** Address:**

110 Champion Way Asheville, NC 28806

*** Superintendent:**

Ms. Laura J. Townley

Key Personnel:

* Avery Jones

* Ellen Girardi

* Adam Kissel

History Log

The Franklin School of Innovation (11D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

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

Allotments

The Franklin School of Innovation (11D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$97,305.00	\$97,305.00
Carryover	\$184,338.76	\$184,338.76
Total	\$281,643.76	\$281,643.76

Budget

The Franklin School of Innovation (11D) 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
11D	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$97,305.00	\$0.00
Carryover Amount:	\$184,338.76	\$184,338.76
Allotment Plus Carryover:	\$281,643.76	\$184,338.76
Total Budgeted:		\$184,338.76
Total Remaining:	\$97,305.00	\$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 12:59 PM	Approved (Pending)		Perrotta, Paul			
7/26/2021 8:27 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

3 - Other

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5330	143	000	00	\$21,000.00	\$0.00	\$21,000.00		
	Other	3	5330	211	000	00	\$3,000.00	\$0.00	\$3,000.00		
	Salary	3	5350	121	000	00	\$33,123.79	\$0.00	\$33,123.79		
	Other	3	5350	211	000	00	\$2,533.97	\$0.00	\$2,533.97		
	Other	3	5350	459	000	00	\$681.00	\$0.00	\$681.00		
	Salary	3	5840	148	000	00	\$43,000.00	\$0.00	\$43,000.00		
	Other	3	5840	211	000	00	\$3,213.00	\$0.00	\$3,213.00		
	Other	3	5840	231	000	00	\$2,787.00	\$0.00	\$2,787.00		
	Equipment	3	5860	462	000	00	\$75,000.00	\$0.00	\$75,000.00		

Total: \$184,338.76

\$0.00 \$184,338.76

Grant Details

The Franklin School of Innovation (11D) 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.

The Franklin School of Innovation conducted a Mid-Year Review in January and February, 2021. This annual process involves school leaders classroom educators, the School Improvement Team and parent attendees to a special Title I/Stakeholder meeting in January 2021, and student survey data. Stakeholders reviewed attendance data, grades, NWEA MAP scores, and student Crew (school climate) survey results. Student survey data related to performance during remote learning was also assessed. The Title I/Stakeholder Meeting asked parents to picture the ideal school for their student, and then to work in small groups to identify key next steps for The Franklin School of Innovation. Input from this collaborative meeting was evaluated as part of the Mid-Year Review. Finally, in the April 2021 School Improvement Team meeting, school leaders, educators, and parent representatives reviewed Mid-Year Review data to identify overall needs, as well as needs directly related to the disruption in educational services. NWEA MAP Data Mean & Median RIT Scores Fall 2019 Fall 2020 N Mean RIT % at or above nat'l norm N Mean RIT % at or above nat'l norm 5th grade reading 59 213.1 69% 70 216.4 83% 6th grade reading 85 218.5 76% 75 219.8 84% 7th grade reading 65 221.5 78% 94 223.1 79% 8th grade reading 78 229.0 87% 64 229.3 77% 9th grade reading 78 228.6 74% 90 231.5 82% 5th grade math 59 210.8 47% 72 215.8 69% 6th grade math 85 219.2 66% 73 216.5 64% 7th grade

math 66 223.9 62% 98 223.0 63% 8th grade math 79 235.0 72% 66 233.2 76% 9th grade math 52* 226.8 46% 91 238.7 79% * In 2019 9th grade students in Math 2 were not tested; data cannot be compared to other grades or 2020 data NWEA MAP Growth: Fall 2019 to Fall 2020 Reading Observed Growth Projected Growth % Met Growth School Conditional Growth Percentile 6th 6.0 5.6 53.0 61.0 7th 5.0 4.4 67.0 74.0 8th 6.0 3.6 69.0 93.0 9th 3.0 2.9 53.0 44.0 NWEA MAP Growth: Fall 2019 to Fall 2020 Math Observed Growth Projected Growth % Met Growth School Conditional Growth Percentile 6th 2.0 5.7 36.0 2.0 7th 6.0 7.8 42.0 13.0 8th 6.0 6.6 47.0 33.0 9th 6.0 4.7 51.0 67.0 Analysis of Grades: 2020 Semester 1: Percent of Students Failing 1 or More Classes Grade Level All Students White Students of Color Low Wealth 5th 9.5 6.5 30.0 19.2 6th 14.3 13.5 20.0 17.2 7th 18.4 18.8 11.1 39.4 8th 9.6 6.3 33.3 7.7 9th 26.6 24.1 45.5 31.3 10th 26.3 29.0 28.6 16.7 11th 14.1 15.7 7.7 22.2 12th 25.3 22.6 35.3 37.9 TOTAL 18.4 18.0 25.5 33.5 The school will continue to use NWEA MAP, along with teacher-developed formative assessments, to assess student learning gaps. NWEA MAP assessments will be conducted at the beginning and toward the end of each school year; mid-year assessments will be given in specific grades/subjects of concern and for students who are participating in specific educational interventions, such as math tutoring.

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.

Key takeaways from our comprehensive mid-year review and needs assessment include a clear need to accelerate student growth in math. NWEA MAP data shows that while students are at a relatively high level of proficiency in math, comparable to prior years, we did not meet our goals for growth in math from Fall 2019 to Fall 2020. In comparison, student growth in reading was relatively strong, and comparable to prior years. With this identified gap, the school has prioritized growth in math for the next several school years. While this is a school-wide effort with many elements, ESSER III funds will be used to fund one tutor/co-teacher to push into specific math classes to provide a small-group math instruction as well as 1:1 math tutoring. In addition to the math tutor/teacher, ESSER III funds will support parent/student math workshops. These bimonthly workshops will be led by math faculty members and will provide homework support and information for parents on how to support their students' growth in math. Funds will also support the 2021 Summer School program, providing extended learning with a focus on math, ELA, physical education, and social and emotional learning. Finally, funds will be used to purchase nutritional snacks for afterschool tutoring and parent/student workshops. ESSER III funds will be used to purchase Chromebooks for student use. By June of 2022, 450 of our school-owned Chromebooks will no longer be supported by Google for OS security and feature updates. These devices will be vulnerable to security threats and feature deprecations, in all functional areas including the capacity to print, connect to Wifi networks, utilization of built-in camera and microphones. In summary,

the non-supported Chromebooks will no longer be viable for remote learning use. Replacing these Chromebooks will provide access to remote instruction if schools are forced to return to remote instruction for short or extended periods of time. The additional Chromebooks will ensure that all students, regardless of family income or resources, will have access to a dedicated device to participate in instructional activities and to complete homework. It is difficult to assess data related to the need for a school nurse. However, experience from this past year strongly supports this as a high priority. The school never had a nurse on staff; emergency relief funds in the 2020-2021 school year were used to hire a part-time nurse. This individual was key to providing education to students, families, and staff related specifically to reducing risk of COVID-19, dispelling myths associated with COVID, and providing overall health education. Our nurse served as our point person to assess student symptoms, implement rapid mitigation efforts when necessary, and educate parents on the importance of keeping students home when they are symptomatic. To date, we have had 0 cases of school-related COVID infections. Reducing the risk of COVID or any infectious disease means that more students are able to attend school regularly, reducing absenteeism and disruption of instructional time. Our nurse also serves as the primary staff member to administer rapid antigen tests to students and staff, a key component of our mitigation efforts. On the days when our nurse was not present, other school administrators were pulled from key duties such as observing classes, providing feedback to teachers, interacting positively with students, and other critical school leader duties, in order to attend to students exhibiting symptoms and respond to questions related to COVID and other illnesses. The difference in school leader functions on days when the nurse was present, compared to days when she was not available, justify the need for a full-time school nurse for at least as long as our country is responding to the COVID 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.

\$ * 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;

Franklin's assessment program takes into consideration the three aspects of student achievement central to the EL Education model: mastery of knowledge and skills; character; and high quality work. Mastery of knowledge and skills is assessed through a variety of mechanisms: - Teacher-designed formative and summative assessments provide ongoing data and feedback on student knowledge and skills - NWEA MAP assessments in reading, writing, and math serve as baseline measures of student skills and knowledge, and track student growth over time - Participation in the NC accountability model, including End of Grade and End of Class assessments, PreACT, and ACT Our teachers emphasize use of student-engaged assessment. Teachers create quality learning targets and use daily checks for understanding to monitor student progress and adjust instruction. Student reflection, peer and teacher feedback, multiple drafts and revision and public presentations of learning are all common strategies to support student growth. Teachers use formative and summative data to make instructional choices to support all students work toward proficiency of learning targets. Interim assessments measure student progress on specific learning targets and identify trends in errors to inform instructional planning. Interim assessments help teachers identify patterns of strengths and weaknesses in learning for groups of student so that teachers can re-teach content and skills. MAP assessments are given twice a year (fall and spring) for all students grades 5 - 9, and three times a year for students receiving specific interventions (such as Title 1 tutoring, or exceptional children services). Teachers use MAP data to identify student strengths and areas for growth individually and across the grade/subject area, and to inform classroom strategies such as intentional grouping of students, pre-teaching concepts, and re-teaching or reviewing concepts. MAP data is also used along with grades and teacher observations to identify students who are below grade level for small group or 1:1 tutoring interventions.

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

The school has identified growth in math as a primary need for students; this need has intensified through the disruptions of the past year. We are implementing small group instruction for all students in selected grade levels as a key evidence-based activity to accelerate learning growth. Research supports small group instruction as an effective intervention for struggling students. In a practice guide developed by the Center on Instruction, the authors propose that "one of the most practical methods for intensifying intervention for highly at-risk students is providing small-group instruction" (Vaughn et al., 2007, p. 27). As the school looks to offset the disproportionate impact of this past year of remote learning on educationally disadvantaged students, we are adding math tutors to tutor and serve as co-teachers in selected math classes. Having two trained educators in the classroom will allow for greater differentiation and support for students during independent and group work time in the classroom. The additional math teachers will also provide 1:1 and small group tutoring during the school day and after school. One of the additional teachers is funded with ESSER funds. The school will also implement bi-monthly math workshops for parents and families. Led by members of our math faculty, the workshops will provide information to parents on what students are learning in math, how to develop and support a "mathematical mindset" in students, as well as offer guided homework assistance.

Some workshops will be held in person (when possible and safe) while others will be offered virtually, in order to increase access for all families. Nutritional snacks will be offered during the workshops as an incentive for parent/student involvement and to help students arrive physically ready to engage in learning. The school is also offering 4 weeks of summer school, open to any student in the school. The program includes instruction and extended learning in math, ELA, and physical education, as well as social and emotional learning.

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

The school will implement bi-monthly math workshops for parents and families. These workshops, modeled on the successful "homework diners" sponsored by the United Way, will be offered on bimonthly basis. Led by members of our math faculty, the workshops will provide information to parents on what students are learning in math, how to develop and support a "mathematical mindset" in students, as well as offer guided homework assistance. Some workshops will be held in person (when possible and safe) while others will be offered virtually, in order to increase access for all families. Should it become necessary to return to a distance learning environment, the school will rely on the experience gained over the past year in supporting students and parents. Information and assistance will be provided in a variety of formats. Guidance and tutorials are available on our school website. Virtual workshops will be hosted by various departments, including our school counseling department, middle and high school faculty, and our technology director. Workshops will address topics of value to parents, including how to navigate Canvas, helping students create effective learning environments at home, mental health support, and specific homework assistance.

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

Student attendance is tracked in PowerSchool. Our student services assistant tracks daily attendance and identifies students who have missed 3, 5, and 10 days of attendance. Notices are sent to parents/guardians; the student's Crew leader is notified as well to ensure that a trusted adult at school is reaching out quickly to reconnect students with school. The school takes the following steps when students have unexcused absences: -the student's Crew leader reaches out via email and/or phone to check in -Notices are sent to parents/guardians when a student has multiple unexcused absences -If the Crew leader cannot contact a parent/guardian, and the student does not return to school, a school counselor or administrator will attempt to schedule an attendance conference with parents/guardians and the student to identify barriers and create a plan for attendance -If counselor/school administrator is unable to make contact, or the attendance plan does not resolve the issue, home visits may be conducted. Home visits have been used successfully through the 2020-21 school year to re-engage students in distance and in-person education.

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

The school will continue to use NWEA MAP testing at least twice/year (fall and spring) for students in grades 5 - 9, and for students who are participating in credit recovery or remediation efforts in grades above 9. Results will be compared to the past 5 years to identify trends and to determine whether students are on track for strong growth. The school will also assess grade data at the end of the 1st semester and end of year to assess trends and to implement action steps if there is an unusually high percent of students who are not passing courses. Students identified as not making growth in NWEA MAP and/or at risk of failing will be monitored through the school MTSS process to identify and implement 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				\$

COORDINATION OF PREPAREDNESS AND RESPONSE:	* ☒ Yes ☐ No	The school will employ a full-time registered nurse to serve as the liaison and key point person for coordination of response to COVID with the state and local health departments.	August 2022 through June 2023	Improved coordination of COVID prevention and mitigation efforts with local and state health departments	\$ 49,000.00
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				\$
	* ☒ Yes ☐ No		July - September 2022		\$ 75,000.00

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.		Chromebooks will be purchased for student use. Chromebooks will be provided on a 1:1 basis to ensure that all students will have access to remote instruction should the school be forced to close to stop or mitigate the spread of COVID in the community.		-Continued ability to provide 1:1 dedicated device to all students, in preparation for short or long-term transition to remote learning due to COVID - Ensure equitable access to all students, including students in lower-wealth households, to online curriculum and instructional materials for homework and at-home study.	
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☐ Yes ☒ No				\$
	* ☒ Yes ☐ No	The school will offer 4 weeks of summer school. The program will be designed to offer math acceleration and	June and July 2021 and 2023		\$ 23,470.76

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.		credit recovery opportunities for students who did not make strong growth or meet requirements for promotion to the next grade level. The program will also incorporate Crew, our social emotional learning/ advisory program, and short Learning Expeditions, connecting students to engaging learning opportunities. Funds will partially cover teacher compensation for this additional summer duty. The school will supplement ESSER funds with other funding sources.		-Accelerate math learning for students who have not yet mastered grade-level content standards - Reduce the percent of students retained by at least 5% over 2020-2021 school year baseline measure	

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

\$

147,470.76

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.

Grant Award Notification (GAN)

The Franklin School of Innovation (11D) 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

The Franklin School of Innovation (11D) 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)]	<u>Michelle Vruwink</u>

Substantially Approved Dates

The Franklin School of Innovation (11D) 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

New Applicant Summary

The Franklin School of Innovation (11D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

The Franklin School of Innovation (11D) 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

The Franklin School of Innovation (11D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78861976

*** Address:**

21 Innovation Dr Asheville, NC 28806

*** Superintendent:**

Ms. Michelle Vruwink

Key Personnel:

* Michelle Vruwink

History Log

The New Dimensions School (12A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:03:26 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

The New Dimensions School (12A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$81,299.00	\$81,299.00
Carryover	\$159,764.00	\$159,764.00
Total	\$241,063.00	\$241,063.00

Budget

The New Dimensions School (12A) 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
12A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$81,299.00	\$0.00
Carryover Amount:	\$159,764.00	\$159,764.00
Allotment Plus Carryover:	\$241,063.00	\$159,764.00
Total Budgeted:		\$159,764.00
Total Remaining:	\$81,299.00	\$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			
8/19/2021 3:08 PM	Approved (Pending)		Mathis, Tammorah			
8/4/2021 8:55 AM	Received		Admin, NCCCIP			
7/26/2021 8:24 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - New Dimensions

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	131	000	00	\$32,293.44	\$0.00	\$32,293.44		
	Other	3	5110	211	000	00	\$2,470.45	\$0.00	\$2,470.45		
	Salary	3	5210	121	000	00	\$46,446.72	\$0.00	\$46,446.72		
	Salary	3	5210	142	000	00	\$23,223.36	\$0.00	\$23,223.36		
	Other	3	5210	211	000	00	\$5,329.76	\$0.00	\$5,329.76		
	Salary	3	5320	131	000	00	\$46,446.72	\$0.00	\$46,446.72		
											

	Other	3	5320	211	000	00	\$3,553.18	\$0.00	\$3,553.18		
	Other	3	8200	399	000	00	\$0.37	\$0.00	\$0.37		

Total: \$159,764.00 \$0.00 \$159,764.00

Grant Details

The New Dimensions School (12A) 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.

The needs of students will be determined by grade level professional learning communities where each individual student is discussed as well as data driven assessments using STAR 360 on a quarterly basis (at minimum). Teacher-made tests in all grade levels and End of Grade tests (for grades 3-8) will also be used. There will be continual follow-up discussions on each individual student in professional learning communities bi-monthly. Due to the social and emotional needs of students, New Dimensions has formed a student support team consisting of a school social worker, school resource officer, school nurse, EC teachers and assistants, and administration. The team meets weekly to discuss and address students' needs. A school mental health plan is being developed based on student data received from the Youth Risk Behavior Survey, the Annual School Health Services Report, the Healthy Active Children Report, data collected from the annual Title I survey, and data from the Say Anything Anonymous Tip App. The School Improvement Team will also be part of evaluating student needs to determine the most appropriate resources needed. This includes parents, classroom teachers, board members, administrators, instructional assistants. This group will also review test data to determine the effectiveness of the strategies we are using and will determine what resources will be used in the following years. Anonymous test data will be shared with all stakeholders during our monthly

"Apples with Admin" meeting and newsletters that are sent out to families and educational communities. Our instructional plan for subsequent years will be determined by the aforementioned groups and shared with stakeholders. New Dimensions School has had additional expenses due to our efforts to mitigate the spread of COVID19 due to the fact that our students have been in face-to-face instruction for the entire school year of 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.

As documented by our STAR 360 analysis, 15% of our k-1 students were below grade level for the STAR Early Literacy assessment. In STAR Reading 35% of our students k-8 are below grade level. According to our data 27% of our students k-8 are below grade level in STAR Math. The School Improvement Team noted that 37% of our students are below grade level in k-2, 26% are below grade level in 3-5, and 45% are below grade level in 6th to 8th grade. The School Improvement Team also found that according to our STAR Math data, 22% of students are below grade level in k-2, 18% are below grade level in 3-5, and 41% are below grade level in 6th to 8th grade. Since schools in North Carolina did not give EOG tests during the 2019-2020 school year, that data was unavailable to review. In subsequent years, EOG, STAR 360, and teacher data will be used to determine student progress and the effectiveness of the resources that have been put 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.

\$ 31,952.80 * 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;

Teachers at New Dimensions use high quality assessments from Renaissance Suite which includes STAR 360 and Freckle as well as classroom assessments, BOG and EOG data to identify learning loss among students. The student support team analyzes classroom data, attendance data, and discipline data to address the needs of students who have struggled during COVID. Our Title I and EC departments use running records from The Leveled Literacy Intervention System, Foundations assessments, and Letterland assessments to assist students who struggle academically and show great learning loss.

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

In implementing evidence based activities teachers will utilize small groups to target instruction. To provide additional support and resources for students who are struggling during small groups, Title I will use The Leveled Literacy Intervention program as well as Letterland to address student needs. The Exceptional Children's program utilizes a variety of materials including Foundations to provide additional support. Our schedule allows for intervention and enrichment daily. This is an opportunity for teachers to work within those small groups and to provide progress monitoring data to monitor students. Our class size ratio is 16 to 1 which also allows for small group instruction, individualized instruction, and the opportunity to provide a relationship with parents.

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

Communication between school and parents is vital. For any family in remote instruction, virtual parent meetings will be held on a periodic basis. A remote learning facilitator will be provided to serve as a conduit between the school and families. There are also several Title I events held throughout the year for parents for additional support including topics on reading comprehension, reading fluency, test preparation for EOG, and "Family Math Night" sponsored by Appalachian State University. Each grade level provides parents a "Week at a Glance" which includes activities and lessons that will be taught for the upcoming week. A monthly newsletter is published and emailed to parents which is available on the New Dimensions website.

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

If students are required to transition back to distance learning, the remote facilitator will be responsible for making daily contact with parents of any absent student. The remote facilitator will communicate the reason for the absence with classroom teachers. The remote facilitator will follow up with parents concerning any student engagement concerns or issues. Zoom conferences will be required when student attendance or engagement are unsatisfactory.

* (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 tracked using STAR assessments, Freckle assessments, classroom assessments, and EOG data. The student support team will analyze student data pre pandemic to current grades to identify specific learning loss. Progress monitoring will take place monthly by classroom teachers, EC teachers, and Title I teachers. The information will be used to pinpoint student strengths and weaknesses. This information will also be used by our student support team.

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	New Dimensions will employ a school social worker that will work with identified students and their families. This social worker will work with community partners to provide wraparound services for our families. In order to meet the needs of our growing student population	school social worker and EC teachers: 2021-2022 and 2022-2023 Instructional coach: 2021-2022		\$ 127,811.20

		with exceptional needs, we will use funds to employ an EC teacher and teacher assistant. They will provide additional support for students with IEPs. They will also work with the families of the students by providing detailed information that will assist families in meeting the needs of their children along with periodic follow-up meetings with families. With learning loss and the need for additional resources, we will use funds to employ an instructional facilitator/coach to work with both students and staff. They will work with small groups		The impact will be measured by our benchmark classroom assessments, BOG's, EOG's, data from STAR 360, and data received from the Youth Risk Behavior Survey, the Annual School Health Services Report, The Healthy Active Children Report, data collected from the annual Title I survey, and data from the Say Anything Anonymous Tip App. Surveys will be provided to our parents to the parent perception of our school social worker.	

		with small groups of students to provide individualized instruction in reading, provide support to teachers by demonstrating lessons, giving peer feedback and be a mentor for beginning teachers.			
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 \$ 127,811.20

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.

Grant Award Notification (GAN)

The New Dimensions School (12A) 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

The New Dimensions School (12A) 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)]	<u>David Burleson</u>

Substantially Approved Dates

The New Dimensions School (12A) 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	Friday, July 30, 2021

New Applicant Summary

The New Dimensions School (12A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

The New Dimensions School (12A) 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

The New Dimensions School (12A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

21692327

*** Address:**

550 Lenoir Road Morganton, NC 28655

*** Superintendent:**

Dr. David Burleson

Key Personnel:

* Teresa Higdon

History Log

Carolina International School (13A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:03:34 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Carolina International School (13A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$175,202.00	\$175,202.00
Carryover	\$349,802.00	\$349,802.00
Total	\$525,004.00	\$525,004.00

Budget

Carolina International School (13A) 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
13A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$175,202.00	\$0.00
Carryover Amount:	\$349,802.00	\$349,802.00
Allotment Plus Carryover:	\$525,004.00	\$349,802.00
Total Budgeted:		\$349,802.00
Total Remaining:	\$175,202.00	\$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			
9/30/2021 11:31 PM	Approved (Pending)		Perrotta, Paul			
9/25/2021 8:05 AM	Received		Admin, NCCCIP			
8/27/2021 4:46 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Perrotta, Paul
		☒		3-5350-121-000-000-00	0	Ensure the budget aligns with the funding amounts and description(s) within the grant details.
8/27/2021 12:49 PM	Denied (Pending)		Perrotta, Paul			
7/30/2021 10:27 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Carolina International School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$68,179.50	\$0.00	\$68,179.50		
	Salary	3	5110	141	000	00	\$21,763.12	\$0.00	\$21,763.12		
											

	Other	3	5110	211	000	00	\$6,880.61	\$0.00	\$6,880.61		
i	Other	3	5110	221	000	00	\$6,623.45	\$0.00	\$6,623.45		
i	Other	3	5110	231	000	00	\$1,043.32	\$0.00	\$1,043.32		
i	Other	3	5210	143	000	00	\$5,333.95	\$0.00	\$5,333.95		
i	Other	3	5210	211	000	00	\$408.05	\$0.00	\$408.05		
i	Salary	3	5350	121	000	00	\$69,510.00	\$0.00	\$69,510.00		
i	Other	3	5350	178	000	00	\$32,512.77	\$0.00	\$32,512.77		
i	Other	3	5350	211	000	00	\$7,804.75	\$0.00	\$7,804.75		
i	Other	3	5350	221	000	00	\$11,220.52	\$0.00	\$11,220.52		
i	Other	3	5350	231	000	00	\$521.96	\$0.00	\$521.96		
i	Other	3	6400	192	000	00	\$4,644.68	\$0.00	\$4,644.68		
i	Other	3	6400	211	000	00	\$355.32	\$0.00	\$355.32		
i	Equipment	3	6400	462	000	00	\$50,000.00	\$0.00	\$50,000.00		
i	Equipment	3	6510	462	000	00	\$3,000.00	\$0.00	\$3,000.00		
i	Other	3	6540	411	000	00	\$38,000.00	\$0.00	\$38,000.00		
i	Other	3	6550	311	000	00	\$12,000.00	\$0.00	\$12,000.00		
i	Equipment	3	6580	541	000	00	\$10,000.00	\$0.00	\$10,000.00		

Total: \$349,802.00 \$0.00 \$349,802.00

Grant Details

Carolina International School (13A) 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.

Our school began looking at our student needs in mid-September with reference to our interruption in our academics due to the COVID pandemic. We began to address these needs with all stakeholders of our school community. This included the SIT, or School Improvement Team, the Administration, and with our BOD, or Board of Directors. With each week the Counseling Team met with administration to discuss those students who were "missing," or absent due to a lack of communication, either in person or virtually. Our Special Needs team including EC (Exceptional Children), ESL (English as a Second Language), MTSS (Multi-Tiered System of Supports), and AIG (Academically & Intellectually Gifted), were also included in assessing our needs. Our Parent Community provided a large amount of information in the assessing of our school needs. A representative from each segment of our community was involved in the data collecting and the development of the Plan. As previously stated, we began looking at data and regression early in the academic year and as we collected the information concerning our student needs, we then specifically, utilized the information in the application of the ESSER II funding. This group has been included in the needs assessment of based upon survey results, failing grades, addressing our special needs populations, Re-Entry plan, technology, food resources, attendance, counseling and social emotional needs, professional development, PPE availability, building

cleaning and sanitization, nursing needs, and general quality of air ventilation. All of these factors relate to the support of our students during the COVID 19 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.

Along with the surveys, phone conversations, food distributions, laptop distributions, end of quarter grade reports, absences, hard copy of packets, social emotional concerns, PPE, cleaning, HVAC maintenance, nursing needs, and graduation rate, we have been able to assess the health of our school in terms of physical, emotional, and academic needs as it currently exists and to determine in most cases, the direct effect of the remote learning and the Covid pandemic. As students returned to on campus learning we began completing assessment measures using the NWEA MAP assessments. The assessments are 25% lower in grades K - 5 in Math and Reading as compared to January 2020, pre-Covid. We did not assess students through virtual learning. With a new academic year, we will continue to assess our students in grades K - 8 using the NWEA MAP assessments. Our MAP assessments will be conducted 3 times each year: fall, winter, and spring. These scores will be used to assess student weaknesses and provide data for PEP's, IEP's, 504 plans, and MTSS tier placements. We will continue to track our absences through the use of Power School. We will continue to assess our counseling needs through documentation of counseling records, DHHS contacts, and/ or court concerns. We will document through a medical log of our medicine distribution, glucose checks, epi pens use, inhaler use, minor injuries, and phone calls home due to illnesses while at school. Our Facilities Manager will continue to monitor and document our HVAC, ventilation and filter exchanges. Our PPE distribution and use will also be documented through purchase receipts and installation of new equipment and use of PPE materials. Our purchase of new devices, laptops and 360 cameras for simultaneously teaching both in class and virtual students, and repair of laptops, will be inventoried daily through purchase receipts, laptop assignments, 360 cameras, and chargers. Documentation areas to date: PHONE CALLS - 3000 documented phone calls were made over the Spring of 2020 and the academic year of 2020 to present. FOOD PANTRY -We continue to partner with Esther's Health and Bags of Hope and supply weekly groceries to 10 of our families (serving 25 of our students). (We do not participate in the National School Lunch program). Our students cannot receive the EBT funding for meals and groceries. SOCIAL EMOTIONAL - Dating and Teen Violence, Human Trafficking, nonprofit support, ADL training, counselor personal documentation TECHNOLOGY - We have distributed 600 laptops and repaired 250. We provided 5, Wi-Fi hubs for families and purchased over 250 new devices. Two new cameras for the classroom were purchased to enable the teacher to conduct both in in person and virtual teaching simultaneously. RESOURCES - 45 packets for 18 weeks (about 4 months) for remote students. MAP assessments - Grades K - 5, show a significant drop of 25% across grade levels from the Mid-year, MAP assessments 2020 (January before the pandemic closing NC schools in March of 2020) to the

current data of February and March of 2021 for grades K - 5. No virtual assessments were administered. PPE supplies and equipment were purchased for on campus learning. \$10,000 has been spent. Including electrostatic sprayers and using masks, signage, and hand sanitization devices. SUMMER LEARNING PROGRAM - A summer learning program has been developed to address the needs of our students and to close the gap in learning experienced from the COVID 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.

\$ 105,000.80 * 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;

MAP assessments - Grades K - 5, have shown a significant drop of 15% across grade levels from the Mid-year, MAP assessments 2020 (January before the pandemic closing NC schools in March of 2020) to the current data of February and March of 2021 for grades K - 5. No virtual assessments were administered. K-8 Pre-assessment: End of year Benchmark for NWEA (NC assessment of good cause exemption) Post assessment: End of Summer Benchmark assessment At the end of 2018-2019 our overall growth scores for student 3 - 8 EOG, HS EOC scores and ACT were reflected at 93%. We obtained SRC with "exceeded met goals". Each of our 56 seniors graduated in 2020. Our retention rate was less than 1% for grades K - 12. Measurements were unreliable for the 2019 - 2020 school year due to covid. Our drive through graduation celebrated all 58 of the 58 seniors. This year there are 15 -18% of our students in grades K - 12 whose grades have dropped from 2018 - 2019. This is reflected in failing 3 of the 4 core classes. This year 54 of our 61 seniors will graduate on June 4 which drops our traditionally 100% GR down to 88%. EOG scores are currently showing little growth with the exception of 8th grade Science. After assessing all EOG and EOC scores in late May we plan to offer a summer learning program and possible combination classes in grades K - 5, for those who have not shown growth, as well as, for those who have shown regression. The combination classes will serve as a way to lower potential and widespread retentions. High School SchoolNet/ teacher created assessment: End of the Credit Recovery Course. All to produce recovery from COVID 19 pandemic.

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

Evidence based strategies to be utilized during the Summer Learning Programs and with the after school programs. Solid and concise goal for lessons, scaffolding, cooperative learning, direct instruction, independent practice, repeated readings, guided lessons with in person teaching, pairing of audio and visual presentation, positive and constructive feedback, random sample questioning techniques for comprehension, reciprocal teaching, graphic organizers, and building meta cognition skills will be utilized for all students. In addition, the researched based curriculum of i-excel for EC, ESL, 504 and MTSS students will be utilized. An evidence based and NC good cause exemption assessment measure, NWEA - MAP will be used for bench marking, for all students will be utilized for assessing growth. (NWEA is an assessment tool purchased through our regular school budget as well as the i-excel program for special needs groups. The funding of these programs is not a part of the application for this grant). Teachers will be assessed through observations as to the use of the evidence strategies as described above. The administrators and program coordinators will also assess teachers in the Summer learning program and any after school programs of academic instruction and lack of growth due to the COVID pandemic

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

Weekly communication is provided to the entire school community as to the upcoming important events for grades K - 12 through the Comet Communicator from the Head of School and the K - 12 Principal. An additional weekly communication is sent to the faculty and staff outlining important events also from the HoS and Principal. These events and communications are then provided in the grade level weekly notes to parents. We also send surveys to the entire communication at least twice quarterly to gauge our communications and understanding. The HoS and the Principal also hold monthly virtual Parent and Community Cultural Forum to address parent and community concerns on an individual basis. Parents are provided with specific guidelines from each teacher as to assignments, either in the form of the weekly communication, Power school, google classroom, Teams or both. Parents are contacted via email, phone, or both if students are not completing assignments. Parent virtual meetings are conducted when needed. The counselors offered parents virtual visits through "Coffee with the Counselors" and weekly parent tips in the Counseling section of the Comet Communicator. We have also added an Instagram page to post school events and important dates. These forms of communication are always important, however with virtual messages and meetings, we have discovered over communication has become a necessity. Prior to COVID a weekly Comet Communicator to staff and parents would suffice for all. school communication. Parents need the communication to continue as it did prior to the COVID 19

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

Student attendance is tracked primarily through Power school and also through PiMyKid for on campus attendance. Teachers record into power school the on campus students, as parents use the PikMyKid application to alert the school when the student arrives on campus. Remote learning students are required to sign into each class for attendance purposes. When the attendance is taken our PS coordinator logs the attendance into PS. If a student does not log into a remote class, the teacher emails, texts, or calls as to the students lack of attendance. This is recorded and documented as offsite 1R. Through our calls, emails and surveys, we discovered students were often left with grandparents or other relatives for the virtual lessons, meaning the students often fell further behind. We also discovered parents of students were moving from one city or state to another. We had two families stranded in India until February, which led to a large learning gap with these students. Three children from one family moved to New York, and attended sporadically; these three will need to attend a Summer learning program and to repeat their current grade. We discovered parents were uprooting and moving to live with relatives when COVID effected or entered into their own homes. We continued to provide remote instruction maintaining emails, virtual conferences, and remote instruction as best possible. These circumstances greatly impacted learning loss and were not problems encountered pre-COVID.

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

Grades in Power school are entered weekly (as an administration requirement). Assignments for all students are assigned with the expectation of turning in the next day, but students are always provided with a 5 day (or 1 week) grace period. IEP, ESL, 504 plans with accommodations for extended time are always followed. Teachers also provide progress reports mid quarter in an email format to parents of all students with a grade lower than a C. At the end of each quarter, we reviewed and discussed the grades of each individual student K - 12, .to develop additional supports needed for those students who were deemed as under performing (based upon grades prior to COVID). At the end of second quarter, based upon the student grade reports, 13% of our students were not engaged and failing at least 3 classes. (This metric is based on students failing 3 out of 4 core subjects in grades K - 12). As compared to pre-covid, this failure rate would have been at 4%. Our seniors are graduating in a few weeks. Last year's graduation rate was at 100%. This year due to Covid, absences, and remote teaching our graduation rate will only rests at 88%. We continued to celebrate academic success through mid year virtual honor roll parties. These were in the form of dance parties for elementary, Kahoot games for middle school and funny stories about our first semester high school students. All efforts to improve loss during the pandemic and to cover are in place.

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	8 Mokecule hepta air purifiers purchased to improve ventilation and air quality throughout the building to minimize the transmission of the COVID 19 virus.	2021 - 2022	Greatly improve whole school air quality with two air purifiers located on each of the four hallways. This will be of benefit for staff, students, and anyone in the building. The health of the building and the safety improvement should improve following COVID 19	\$ 10,000.00
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				\$
		Continued instruction for low			\$ 52,271.60

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	income, students with disabilities, ELL, minorities, homeless, foster care, through on campus summer learning or after school programs will be provided. Teacher coordinator/tutor to address the needs of learning loss, in after school enrichment program to continue to close the gap with learning loss with students K - 12 and inclusive of EC, AIG, 504 during the COVID 19 pandemic. Without buses, transportation will be contracted to bring kids to and from school due to parent loss of employment and vehicles due to COVID 19 pandemic	2022-2023,2023-2024	Close learning gap of special populations. Provide coordination of the programs specifically for the special needs students all related to the time away due to the COVID 19 pandemic.Providing contracted transportation for students with no other method of coming to school or returning home due to the COVID pandemic.	

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No	Additional short wave radios are needed to provide and improve quick communication among staff members in moving/monitoring students and alerting staff to contaminated rooms or areas due to the COVID 19 virus. Additional tech support is needed to assist in the set up and maintenance of a greater number of technology devices needed for remote learning during COVID 19.	2021-2024 2021-2024	Additional short wave radios are needed to provide and improve quick communication among staff members in moving/monitoring students and alerting staff to contaminated rooms or areas due to the COVID 19 virus. Additional tech support is needed to assist in the set up and maintenance of a greater number of technology devices needed for remote learning during COVID 19.	\$ 8,000.00
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	Filters for purifiers, PPE and cleaning of school supplies and classroom cleaning supplies. Water filters for filling stations., these are all needed to lessen the threat of the covid virus.	2022, 2023, 2024	Assist with air purification, clean water, and a cleaner school and classrooms for all. This is to reduce the transmission of the covid 19.	\$ 38,000.00
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				\$
		With calls and surveys, we			\$ 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.	* ☒ Yes ☐ No	discovered students were lacking internet, laptops, or both.prior to COVID each child had the use of an on campus technology device. According to our technology inventory, to date, we have loaned 600 laptops to students in grades K - 12. We had 250 broken laptops returned for repair, and other working laptops having to be issued. The costs for repairs and loaned laptops is significant since our devices were well used (purchased 4 years prior) before Covid. Our reading and math curriculum is an online format; our enrichment and	2022, 2023, 2024	Purchase of new laptops to continue with the upcoming academic needs within technology and devices due to learning loss and the further prevention of related to virtual learning during the pandemic.	

		enrichment and remedial resources are also primarily online requiring the need for 1:1 technology devices. Additional digital curriculum is needed to improve our program for closing the achievement gaps due to the pandemic. We will need to purchase 125 laptops to continue our 1:1 laptop policy to support our students during the COVID pandemic.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☐ Yes ☒ No				\$
		Summer learning program learning as outlined in part D summers of	2022, 2023, 2024		\$ 121,570.00

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	2022, 2023, 2024. ESSER II 171 Carolina International School will operate a summer program for students to address gaps in learning that have emerged during the pandemic. Funding for the Summer Program will be supplied through ESSER II - PRC 171. Students will be referred by teachers and administration. Parents will also be provided the opportunity to enroll their child due to their own view of their child's learning loss. (A survey of parent interest for the program was sent to all grades on May 9, 2021). This is an	Close the learning gap due to pandemic and loss of learning caused by the COVID virus

		excellent academic remedial and enrichment opportunity for students to participate in a summer program to lessen the learning gaps experience during COVID. Attending summer learning is a plus for students. Our summer program is designed to give our students an opportunity to stay engaged in learning, review previously learned material, and pre- learn new content for the upcoming school year.needs are due to the covid pandemic			

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

\$

279,841.60

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.

Grant Award Notification (GAN)

Carolina International School (13A) 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

Carolina International School (13A) 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)]	<u>Phyllis Rahilly</u> .

Substantially Approved Dates

Carolina International School (13A) 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	Thursday, August 5, 2021

New Applicant Summary

Carolina International School (13A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Carolina International School (13A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

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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

Carolina International School (13A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

150721905

*** Address:**

9545 Poplar Tent Road Concord, NC 28027

*** Superintendent:**

Mr. Joseph Canty

Key Personnel:

* Mrs. Karen Young, Principal

* Mrs. Phyllis Rahilly, Finance

History Log

Cabarrus Charter Academy (13B) Charter 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 8:31:16 AM	Cindy Hogston	Please include carryover budget of \$198,678 to your budget and resubmit.	C
☐	10/21/2021 2:56:56 PM	Leonore Ballard	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
	10/21/2021 2:56:56 PM	Leonore Ballard	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/21/2021 2:56:48 PM	Leonore Ballard	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
	10/21/2021 2:56:48 PM	Leonore Ballard	Status changed to 'Fiscal Representative Approved'.	S
	10/21/2021 2:56:38 PM	Leonore Ballard	Status changed to 'Revision Completed'.	S
	10/20/2021 3:03:37 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Cabarrus Charter Academy (13B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> 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

Cabarrus Charter Academy (13B) 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
13B	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
Approved	10/04/2021 04:45 PM	Admin, NCCCIP



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/4/2021 4:45 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/4/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 6:24 PM	Approved (Pending)		Popp, James			
9/24/2021 11:03 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☒		3-5110-411-000-000-00	0	Budget is being returned for correction (over budgeted)
9/17/2021 2:34 PM	Denied (Pending)		Popp, James			
7/7/2021 8:15 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Cabarrus Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$135,173.01	\$0.00	\$135,173.01		
	Equipment	3	5110	462	000	00	\$66,666.67	\$0.00	\$66,666.67		

	Other	3	5210	411	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Salary	3	5360	126	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Salary	3	5360	142	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Other	3	5840	411	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Other	3	6570	532	000	00	\$62,138.00	\$0.00	\$62,138.00		
Total: \$397,311.00								\$0.00	\$397,311.00		

Grant Details

Cabarrus Charter Academy (13B) 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.

"Cabarrus Charter Academy is tuition free public charter school that opened its doors for school year 13/14; it is educating students in grades K-12 who reside in North Carolina and is serving the surrounding communities of the Concord vicinity with a high performing school choice model. Our mission is to build a rigorous and productive learning environment where students can reach their full academic potential and where teachers set clear educational goals. In accordance with State governance procedures, Cabarrus Charter Academy operates as a sole LEA. In the 2020-2021 school year, Cabarrus served 760 students in grades K-12 on two campuses, lower K-5, and upper 6-12. The school is projected to serve 917 students on one campus during the 2021-2022 school year. During the 2020-2021 school year, the school offered in-person, remote, and hybrid attendance models for daily instruction. Students were required to complete benchmark assessments in person no matter which attendance plan they selected. Student performance data show larger learning gaps in mathematics than reading, with these gaps attributable to the disruption of the daily, in-person learning routine during the COVID-19 pandemic. To address these student learning gaps, the K-12 Leadership Team is proposing in-person summer learning, additional learning supports during the instructional day the duration of the 2021-2022 school year, and access to technology devices for students in K-12. BOY MOY Goals ELA

(3-8) 60% 54% 58% Eng II (Cycle Tests) 40% 48% 47% Math (3-8) 41% 37% 51% Math I (Cycle Tests) 42% 60% 42% Math III (Cycle Tests) 75% 100% 45% Science 5, 8 47% 48% 55% Biology (Cycle Tests) n/a 64% 50% The K-12 Leadership Team includes building Principals, Assistant Principals, Dean of Students, Curriculum Resource Teachers, Testing Coordinator, ESOL Coordinator, SPED Lead Teacher, and the Registrar. This team examined several data points to determine the highest areas of need for the use of ESSER II funds. Cabarrus Charter Academy utilizes multiple a balanced assessment program to determine the learning needs and academic growth of our students, including formative assessments " common assessments created by a team of teachers, Benchmark assessments- NC Check-ins, and Interim Assessments, Northwest Evaluation Association's Measure of Academic Progress (MAP). "

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, a large number of our students are below grade level in math and reading. Our data notes that only on average about 58% are on pace to be proficient. Even after 8 months of instruction with intentional remediation and intervention we still have 42% that are predicted to be not proficient on this year's EOG/EOC. However, we have seen tremendous growth with our students individually. The issue is the starting line and instructional gaps that exist or have developed over the last 13 months. Our focus for the summer program will be to close those gaps specifically in math and English, with science reinforcing the learning and support standards-based instruction. In response to extant student performance data, Cabarrus Charter Academy proposes three academic remedies to address the learning gaps created during the COVID-19 pandemic. First, ESSER II will fund rigorous summer learning opportunities. Students enrolled at Cabarrus Charter Academy will be offered more than one hundred hours of instruction in reading, math, and science. Additionally, they will participate in enrichment activities in sports, music, and art. Breakfast and lunch will be served to program participants at no cost to them. Another proposed expenditure for ESSER II funds is a tutorial program offered before, during, and after the regular school day during the 2021-2022 school year. In addition to pay for tutors, the funds will be used to pay for evidence-based instructional software that will address individual student's learning gaps. Such software includes, but is not limited to, iReady, IXL, Flocabulary, Do the Math, and Reflex Math. One final academic remedy Cabarrus Charter Academy proposes to address learning gaps created during the COVID-19 pandemic is improved access to technology devices. ESSER II funds will allow for purchases to improve the ratio of students to number of devices at elementary and secondary levels. Finally, because survey and discipline tracking data indicate that students have experienced some

gaps in their social and emotional learning, Cabarrus Charter Academy proposes a purchase of an evidence-based curriculum, Attitude is Altitude, to address social and emotional learning 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.

\$ 202,782.00 * 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;

Cabarrus Charter Academy uses beginning-of-year, middle-of-year, and end-of-year assessment schedules to monitor all students' progress, including low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The assessments are reliable and proven measurements of student growth and mastery. They include, but are not limited to, iReady, NWEA, NC Check-ins, IXL, and building-level, standards-based assessments. Cabarrus Charter Academy will continue to assess students' academic progress with these measures. Utilizing this data allows Cabarrus Charter Academy to differentiate instruction for students' based on their academic needs.

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

Cabarrus Charter Academy uses student performance data from reliable and proven assessments to create personalized learning plans for every student. Students who do not show growth after receiving daily classroom instruction receive interventions as outlined in our Multi-tiered Systems of Support (MTSS) plan. The MTSS process formally addresses need in the areas of academics, attendance, and behavior. The MTSS team meets monthly to develop, implement, and monitor individual intervention plans that 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;

Cabarrus Charter Academy will continue to use an advanced mobile classroom model that provides the same learning experience for students in the distance learning environment as in-person students receive. Cabarrus Charter Academy will continue to offer in-person and distance tutoring options in addition to synchronous and asynchronous learning experiences. The summer and upcoming school year will continue to include the use of Schoology, a digital learning management system; OWL technology for access to the brick-and-mortar classroom; and access to the Microsoft Office Suite for every student and staff member. Two-way communication will continue to offer frequent and varied opportunities for families receive information about supporting students in person and in the distance learning environment. Families have multiple avenues to access school staff and leaders through SchoolMessenger, electronic transmissions, paper notifications, and an updated school website.

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

During summer learning opportunities, Cabarrus Charter Academy will use excel spreadsheets to track student attendance. During the new school year, Cabarrus Charter Academy will continue using PowerSchool to track student attendance. Incentives, awards and recognition, and wellness checks will continue to be a part of the plan to improve student engagement in the distance learning setting.

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

During summer learning opportunities Cabarrus Charter Academy will use student performance data to track and monitor students who have experienced learning loss. Those identified as having experienced a learning loss will receive additional instructional support through tutoring and intervention opportunities.

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	We will upgrade/update our HVAC and air filtration system in the school to improve air quality and ultimately produce cleaner air within out facility.	Summer 2021- June 2024	Reduce amount of virus transmission transmitted through the air.	\$ 93,207.00
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	We will address the unique needs of special populations through additional supplies and materials, online resources, curriculum, PD and contracted services.	Summer 2021 - June 30, 2024	decrease learning loss for special populations in above mentioned data analysis section by up to 5%.	\$ 50,000.00
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	We will provide additional sanitizing supplies and materials to our classroom teachers, nurse, front office workers, custodial staff, cafeteria staff and maintenance department.	Summer 2021 - June 30, 2024	reduce amount of virus and germ transmission throughout the school	\$ 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				\$

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 additional computer, software, computer supplies to support students and teachers during day-to-day instruction and to assist with learning loss due to COVID-19. This includes, but not limited to, replacing damage, lost or stolen devices and purchasing additional devices to support student/teacher population.	Summer 2021 - June 30, 2024	Increase student engagement by up to 20%	\$ 100,000.00
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	We will support learning loss through the implementation of a summer learning plan. Details of this plan will be as a result of FY 21/22	Summer 2022	Decrease learning loss in above mentioned data analysis section by up to 5%.	\$ 100,000.00
	* ☐ 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 \$ 393,207.00

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)

Cabarrus Charter Academy (13B) 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

Cabarrus Charter Academy (13B) 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)]	<u>Leonore Ballard</u>

Substantially Approved Dates

Cabarrus Charter Academy (13B) 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	Thursday, July 15, 2021

New Applicant Summary

Cabarrus Charter Academy (13B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Cabarrus Charter Academy (13B) 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

Cabarrus Charter Academy (13B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

47876363

*** Address:**

355 Poplar Crossing Dr NW Concord, NC 28027

*** Superintendent:**

Ms. Kim White/Mr. Kyle Pierce

Key Personnel:

* Leonore Ballard

History Log

A.C.E. Academy (13C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:03:39 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

A.C.E. Academy (13C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$154,928.00	\$154,928.00
Carryover	\$301,315.36	\$301,315.36
Total	\$456,243.36	\$456,243.36

Budget

A.C.E. Academy (13C) 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
13C	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$154,928.00	\$0.00
Carryover Amount:	\$301,315.36	\$301,315.36
Allotment Plus Carryover:	\$456,243.36	\$301,315.36
Total Budgeted:		\$301,315.36
Total Remaining:	\$154,928.00	\$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			
9/15/2021 9:35 PM	Approved (Pending)		Dryman, Timothy			
9/14/2021 8:32 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - A.C.E. Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$17,955.19	\$0.00	\$17,955.19		
	Salary	3	5110	148	000	00	\$15,050.00	\$0.00	\$15,050.00		
	Other	3	5110	162	000	00	\$25,000.20	\$0.00	\$25,000.20		
	Other	3	5110	197	000	00	\$60,000.00	\$0.00	\$60,000.00		
	Other	3	5110	211	000	00	\$10,280.00	\$0.00	\$10,280.00		
	Other	3	5110	411	000	00	\$35,000.99	\$0.00	\$35,000.99		
	Other	3	5350	311	000	00	\$5,000.00	\$0.00	\$5,000.00		
	Equipment	3	5810	462	000	00	\$43,763.37	\$0.00	\$43,763.37		
	Other	3	5840	411	000	00	\$5,581.00	\$0.00	\$5,581.00		

	Other	3	5870	312	000	00	\$2,500.00	\$0.00	\$2,500.00		
	Other	3	5880	311	000	00	\$1,383.20	\$0.00	\$1,383.20		
	Other	3	6950	313	000	00	\$5,666.82	\$0.00	\$5,666.82		
	Other	3	8200	399	000	00	\$74,134.59	\$0.00	\$74,134.59		
Total:							\$301,315.36	\$0.00	\$301,315.36		

Grant Details

A.C.E. Academy (13C) 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.

A.C.E. Academy school leadership team conducted several meetings to discuss the use of ESSER Funds and how to best use funds allocated for A.C.E. Academy. The leadership included Head of Schools, Principal, HR, Finance Director and Family and Parent Engagement Director. Having representation from various departments allowed input from members that support students, parents, teachers,, staff and including feedback from best practices related to polices and financial goals and resources to support program initiatives. Additionally, the board of directors have had the opportunity to review and provide feedback on ESSER Plans. The Covid 29 Pandemic has affected A.C.E. Academy in the following areas: students academically, social and emotional wellness of students, parents and staff, our school cultural which includes parent and family engagement, entrepreneurship and character educational programs. With the use of the funds we will be able to close those learning gaps, address student and staff needs, ensure we have ample equipment and continue to build our school cultural and follow our mission. To address the needs and areas of growth A.C.E. Academy has developed the following plan that will assist in closing student achievement gaps, engaging parents, supporting teachers and staff, procuring equipment and continuing to build on our school cultural and program initiates. 1. We plan to utilize the funds to help cover the cost of digital curriculum and

resources to assist teachers in facilitating instruction. 2. We plan to utilize funds to support our summer learning camp and assist in expensed including but not limited to bus drivers, meals, child nutrition staff, administrative staff, etc. 3. We plan to purchase additionally devices to maintain our one to one program. Many devices need to be replaced since students did not care for them properly. We will offer parents the opportunity to purchase used devices and pay for insurance to cover the cost of minor repairs. 4. We will purchase more PPE equipment and replace any air purifiers that may have malfunctioned. In addition we will upgrade one of are air systems to create a fresh air flow and minimize the spread of Covid in the air. 5. We plan to use the funds to hire substitutes to rotate when teachers are out due to Covid exposure, Covid infection or Covid related health issues. 6. We want to continue to build relationships with our parents and provide resources to our parents to encourage parents to send children back to school for in person instruction. We plan to conduct parent engagement activities that include educational resources, activities that they can patriciate in, community events, zoom meetings, raffle prizes and meals. We will conduct outdoor events 2 times a year that support this initiative. 7. To address academic learning loss we have several programs we will be developing. (A) Create a homework help hotline for students to use after school when they need additional assistance. Through the use of text, zoom, google meet and phone calls students can contact the tutor to walk students through steps to complete assignments and help teach students after school. The homework hotline will be available after school for all K-8th grade students. We will employee certified teachers to assist in operating the hotline. (B) Provide a remediation academic and enrichment program that is fun and engaging for students. The program would include fun activities like video games, STEM, sports activities, arts and crafts etc. The program would consist of 2-3 hours and the first part would include academies and the second half would include enrichment. Students would sign up on a first come first serve basis. (C) Hire a Liberian to organize and digitize all of our books, The Liberian would create a schedule for students to check out books and operate the library daily. Additionally, they would read to students and assist in literacy initiatives. (D) Hire 2 instructional support staff over the next 3 years that would provide support to students under the MTSS program. Instructional Support Staff would pull low performing students to provide assistance in mastering lessons, motivating students and providing assistance in learning strategies. (E) Hire an instructional Coach to coach and develop teachers. The instructional coach would co teach with teachers and provide direct feedback on teacher methods, utilizing data, creating engaging lessons, teaching to students learning styles and differentiating lessons for high and low learners. (F) Provide a stipend for teachers that participate in professional development training over the summer to prepare for students that have been remote all 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.

We have concluded the affects and learning loss from remote learning, inconsistent attendance, closures due to Covid outbreaks and anxiety due to the pandemic has had an immense impact on students academically, socially, emotionally and physically. To measure the program effectiveness and ensure the use of ESSER funds are effective A.C.E. Academy will implement the following: 1. A.C.E. Academy will utilize staff surveys to evaluate curriculum and resources purchased for instruction. Additionally, we will utilize data to determine student growth trends from curriculum implemented to facilitate instruction 2. A.C.E. Academy will provide a summer camp for two consecutive summers to help with learning loss. Students will participate in pre/post evaluations to measure growth and progress. 3. We measure how many students utilize school issues devices, and how many parents participate in the insurance program offered. 4. We will continue to utilize data from Covid cases and take inventory of PPE stock. We will upgrade one of are air systems to create a fresh air flow and minimize the spread of Covid in the air. 5. We will track attendance and tardies from teachers and staff to determine how often we utilize substitutes due to Covid. 6. Through number of parents that participate in engagement activities, surveys and feedback from families we can evaluate events. 7. We will be able to measure how many students enroll back in, in person instruction. 8. We will track student achievement data from MAP, Benchmark Data, Teacher Feedback and EOG data. (A) For the homework hotline we will collect the number, frequency and use of hotline by grade, subject and classes students are enrolled in. (B) To evaluate the use of instructional support staff we can measure data tracking under MTSS and evaluate how many students enter and exit the program. (C) To measure the effectiveness of the instructional coach we will utilize observation tracking, teacher feedback, student progress and student mastery. (D) To measure PD activities we will utilize teacher surveys.

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.

\$ 92,202.40 * 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;

We will track student achievement data from MAP, Benchmark Data, Teacher Feedback and EOG data. (A) For the homework hotline we will collect the number, frequency and use of hotline by grade, subject and classes students are enrolled in. (B) To evaluate the use of instructional support staff we can measure data tracking under MTSS and evaluate how many students enter and exit the program. (C) To measure the effectiveness of the instructional coach we will utilize observation tracking, teacher feedback, student progress and student mastery. (D) To measure PD activities we will utilize teacher surveys.

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

To measure the program effectiveness and ensure student needs are being met A.C.E. Academy will implement the following: 1. A.C.E. Academy will utilize staff surveys to evaluate feedback regarding the bonuses and retention of staff for the following school year. 2. A.C.E. Academy will utilize staff surveys to evaluate feedback regarding change in health insurance plan. 3. We measure how many students utilize school issues devices, and how many parents participate in the insurance program offered. 4. We will continue to utilize data from Covid cases and take inventory of PPE stock. We will upgrade one of our air systems to create a fresh air flow and minimize the spread of Covid in the air. 5. Through number of parents that participate in engagement activities, surveys and feedback from families we can evaluate events. 6. We will track student achievement data from MAP, Benchmark Data, Teacher Feedback and EOG data. (A) For the homework hotline we will collect the number, frequency and use of hotline by grade, subject and classes students are enrolled in. (B) To evaluate the use of instructional support staff we can measure data tracking under MTSS and evaluate how many students enter and exit the program. (C) To measure the effectiveness of the instructional coach we will utilize observation tracking, teacher feedback, student progress and student mastery. (D) To measure PD activities we will utilize teacher surveys.

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

Parents will receive information on individual student academic skill levels and areas to work on. Parents will also receive resources on how to support student and what areas to concentrate on. Parents will receive a parent contract on what is required in order for student to be a successful student for in person and remote instruction. Parents will receive policies and procedures on remote instruction. Parents will be informed on grading schedule, policy, testing and grade level standards for both in person and remote instruction.

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

Attendance is taken daily for both in person and remote students. Students are required to submit documentation for unexcused absences and A.C.E. Academy follows the NC Attendance Policy. Parents that sign their child(ren) up for remote learning must agree to our remote learning policy plan which includes consistent attendance and engagement.

We will conduct outreach for students with inconsistent attendance and provide assistance with transportation or other barriers affecting student participation.

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

We will track student achievement data from MAP, Benchmark Data, Teacher Feedback and EOG data. We can correlate data from MAP testing and measure current student data against previous student data to conclude which students have the largest gaps and which students do not.

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	We will purchase more PPE equipment and replace any air purifiers that may have malfunctioned. We will upgrade one of are air systems to create a fresh air flow and minimize the spread of Covid in the air.	2021-2022	Inventory of PPE Equipment and Covid Tracking data in the school.	\$ 79,715.59

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	We plan to purchase additionally devices to maintain our one to one program. Many devices need to be replaced since students did not care for them properly. We will offer parents the opportunity to purchase used devices and pay for insurance to cover the cost of minor repairs.	2021-2022	Number of student devices in use, inventory and insurance plan participation.	\$ 43,763.37
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		2021-2024		\$ 85,634.00

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. Purchase Curriculum 2. Expenses for Summer Camp 3. Parent Engagement 4. Substitutes 5. Advertisement, Civic Engagements and Community Partnerships 6. Academic Learning Loss Initiatives Instructional Support Staff, Coaches, Homework Hotline, Remediation / Enrichment) and PD		Surveys from Teachers and Instructional Staff Surveys from Parents and Students regarding summer camp Covid Data and Track Teacher Attendance Student achievement data from MAP, Benchmark Data, Teacher Feedback and EOG data.	
Total ESSER III Allotment					\$ 209,112.96

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)

A.C.E. Academy (13C) 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

A.C.E. Academy (13C) 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)]	<u>Laila Minott</u>

Substantially Approved Dates

A.C.E. Academy (13C) 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, September 15, 2021

New Applicant Summary

A.C.E. Academy (13C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

A.C.E. Academy (13C) 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

A.C.E. Academy (13C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78873546

*** Address:**

7807 Caldwell Road Harrisburg, NC 28075

*** Superintendent:**

Ms. Laila Minott

Key Personnel:

* Laila Minott

* Shannon Martin

History Log

Concord Lake STEAM Academy (13D) Charter 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 8:28:26 AM	Cindy Hogston	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	11/8/2021 8:24:47 AM	Cindy Hogston	Please include \$194,410 in the budget and resubmit.	C
☐	10/21/2021 3:00:40 PM	Leonore Ballard	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
	10/21/2021 3:00:40 PM	Leonore Ballard	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/21/2021 3:00:32 PM	Leonore Ballard	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
	10/21/2021 3:00:32 PM	Leonore Ballard	Status changed to 'Fiscal Representative Approved'.	S
	10/21/2021 3:00:25 PM	Leonore Ballard	Status changed to 'Revision Completed'.	S
	10/20/2021 3:03:41 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Concord Lake STEAM Academy (13D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$194,410.00	\$194,410.00
Carryover	\$388,673.00	\$388,673.00
Total	\$583,083.00	\$583,083.00

Budget

Concord Lake STEAM Academy (13D) 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
13D	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$194,410.00	\$0.00
Carryover Amount:	\$388,673.00	\$388,673.00
Allotment Plus Carryover:	\$583,083.00	\$388,673.00
Total Budgeted:		\$388,673.00
Total Remaining:	\$194,410.00	\$0.00

Current Budget Status

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



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/4/2021 4:45 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/4/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 6:39 PM	Approved (Pending)		Popp, James			
9/24/2021 11:03 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☒		3-5110-411-000-000-00	0	Budget is being returned for correction (over budgeted)
9/17/2021 2:24 PM	Denied (Pending)		Popp, James			
7/7/2021 8:15 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Concord Lake STEAM Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$101,799.68	\$0.00	\$101,799.68		
	Equipment	3	5110	462	000	00	\$30,000.00	\$0.00	\$30,000.00		

	Other	3	5210	411	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Salary	3	5360	126	000	00	\$66,666.66	\$0.00	\$66,666.66		
	Other	3	5840	411	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Other	3	6570	532	000	00	\$123,540.00	\$0.00	\$123,540.00		
Total: \$388,673.00								\$0.00	\$388,673.00		

Grant Details

Concord Lake STEAM Academy (13D) 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.

At Concord Lake the leadership team, School Improvement team, Parent designee and teacher reps have determined based on NWEA Map and iReady that its most important educational needs as a result of the disruption in educational service are ELA, Math, STEAM, Science, Parental involvement, School-wide PD, sanitation and cleaning and school identity. CLSA will continue benchmark assessments and state NC Check-ins to assess and address student 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.

CLSA is expected to perform at School Grade D (54%) overall. In ELA we are expected to performing at 56% proficient. In Math we are expected to perform at a 48%. Science is expected to be a 48%. Our growth status is

expected to be not-met. We will support the educational needs for ELA, Math, STEAM, Science, Parental involvement, School-wide PD, sanitation and cleaning, and school identity.

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.

\$ 152,773.00 * 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;

CLSA is 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 using research based and high-quality and reliable assessments including iReady, NWEA-Map and the NC Check-in assessments to ensure we have initial, benchmark, & year end data for off our students. We use this data to identify teacher professional development, adjust instruction, pull small groups and drive instruction based on the academic needs of students.

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

CLSA is 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 by having our teachers attend on-going research and evidence based instructional strategy PD to ensure we meet the comprehensive needs of all students. Teachers attend professional development in the subjects of math, ELA, science and STEAM. In addition, we use the data derived from our on-going benchmarks to implement evidence-based activities to meet students' needs.

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

CLSA is 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 by hosting quarterly academic nights, monthly information sessions and targeted professional development sessions for parents to assist parents with how to best support the academic needs of each student, including in a distance learning environment.

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

CLSA is 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 by the utilization of PowerSchool and created a school-wise spreadsheet to track attendance. We contact families as needed and notify them of attendance concerns. We use this up-to-date information to ensure we are engaging our distance education student. Teachers are pulling small groups of students based on their individual needs and ensuring maximum engagement.

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

CLSA is 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 by having a school-wide data sheet that uses historical academic, behavioral, attendance and social-emotional data on all students to assess and compare each students' current needs comparing pre-pandemic grades and 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	We will upgrade/update our HVAC and air filtration system in the school to improve air quality and ultimately produce cleaner air within out facility.	Summer 2021- June 2024	Reduce amount of virus transmission transmitted through the air.	\$ 185,310.00
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	We will address the unique needs of special populations through additional supplies and materials, online resources, curriculum, PD and contracted services.	Summer 2021 - June 30, 2024	decrease learning loss for special populations in above mentioned data analysis section by up to 5%.	\$ 50,000.00
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	We will provide additional sanitizing supplies and materials to our classroom teachers, nurse, front office workers, custodial staff, cafeteria staff and maintenance department.	Summer 2021 - June 30, 2024	reduce amount of virus and germ transmission throughout the school	\$ 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				\$

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 additional computer, software, computer supplies to support students and teachers during day-to-day instruction and to assist with learning loss due to COVID-19. This includes, but not limited to, replacing damage, lost or stolen devices and purchasing additional devices to support student/teacher population.	Summer 2021 - June 30, 2024	Increase student engagement by up to 20%	\$ 45,000.00
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	We will support learning loss through the implementation of a summer learning plan. Details of this plan will be as a result of FY 21/22	Summer 2022	Decrease learning loss in above mentioned data analysis section by up to 5%.	\$ 100,000.00
	* ☐ 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 \$ 430,310.00

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)

Concord Lake STEAM Academy (13D) 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

Concord Lake STEAM Academy (13D) 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)]	<u>Leonore Ballard</u>

Substantially Approved Dates

Concord Lake STEAM Academy (13D) 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 7, 2021

New Applicant Summary

Concord Lake STEAM Academy (13D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Concord Lake STEAM Academy (13D) 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

Concord Lake STEAM Academy (13D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78485965

*** Address:**

1911 Concord Lake Road Kannapolis, NC 28083

*** Superintendent:**

Mrs. Kendra Woods

Key Personnel:

* Leonore Ballard

History Log

The Learning Center (20A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:04:06 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

The Learning Center (20A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$122,915.00	\$122,915.00
Carryover	\$243,986.00	\$243,986.00
Total	\$366,901.00	\$366,901.00

Budget

The Learning Center (20A) Charter 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
20A	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$122,915.00	\$122,915.00
Carryover Amount:	\$243,986.00	\$243,986.00
Allotment Plus Carryover:	\$366,901.00	\$366,901.00
Total Budgeted:		\$366,901.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/01/2021 08:36 AM	Admin, NCCCIP

 Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/1/2021 8:36 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			
8/26/2021 6:50 PM	Approved (Pending)		Perrotta, Paul			
8/7/2021 8:22 AM	Received		Admin, NCCCIP			
7/28/2021 9:28 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - The Learning Center

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$15,000.00	\$15,000.00	\$30,000.00	FY 21 CARRYOVER	
	Other	3	5110	143	000	00	\$0.00	\$37,500.00	\$37,500.00	FY 21 CARRYOVER	
	Other	3	5110	211	000	00	\$1,147.50	\$3,764.86	\$4,912.36		
	Other	3	5110	311	000	00	\$25,000.00	(\$25,000.00)	\$0.00	FY 21	

										CARRYOVER	
	Salary	3	5210	121	000	00	\$45,991.68	(\$32,991.72)	\$12,999.96	FY 21 CARRYOVER	
	Other	3	5210	211	000	00	\$0.00	\$994.50	\$994.50		
	Salary	3	5340	121	000	00	\$2,000.04	\$3,999.96	\$6,000.00	FY 21 CARRYOVER	
	Salary	3	5340	141	000	00	\$1,500.00	\$3,000.00	\$4,500.00	FY 21 CARRYOVER	
	Other	3	5340	211	000	00	\$267.71	\$1,540.79	\$1,808.50		
	Salary	3	5350	121	000	00	\$18,000.00	\$1,999.68	\$19,999.68	FY 21 CARRYOVER	
	Salary	3	5350	141	000	00	\$12,000.00	\$0.00	\$12,000.00		
	Other	3	5350	211	000	00	\$2,295.00	\$153.00	\$2,448.00		
	Other	3	5350	311	000	00	\$15,000.00	\$37,500.00	\$52,500.00	FY 21 CARRYOVER	
	Other	3	6580	422	000	00	\$52,892.00	\$37,727.00	\$90,619.00	FY 21 CARRYOVER	
	Equipment	3	6580	541	000	00	\$52,892.00	\$37,727.00	\$90,619.00	FY 21 CARRYOVER	
	Other	3	8200	399	000	00	\$0.07	(\$0.07)	\$0.00	Rounding Difference	

Total: \$243,986.00 \$122,915.00 \$366,901.00

Grant Details

The Learning Center (20A) 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.

Processes used to identify student needs: Parent feedback through surveys - All parents were provided an opportunity for feedback and the School Improvement Team analyzed the data Measures of Academic Progress (MAP) growth reports - Students ranked 0%-25% nationally, parents, teachers, school leaders and board members were involved in MAP growth analysis. Student attendance records - School leadership has analyzed attendance data Student Progress Report data - Classroom teachers and school leadership analyzed data to determine student progress Student EOG data will be used in the future to assess learning gaps - analyzed by teachers, school leadership, and the School Improvement Team Kindergarten teacher feedback on time lost teaching procedures to students Research into benefits from current AtmosAir filtration and enhanced sanitation systems with increased virus mitigation strategies Research from the Washington Post on increased social emotional abuse in remote students through the Covid-19 Pandemic 2) Assessing and addressing student learning gaps: To address student learning gaps resulting from the disruption in educational services, School administration, based on feedback from family, staff, and stakeholders, will be hosting an intensive Summer School program for students who are at risk of retention and are already facing limited educational opportunities and disengagement-including students from low-income families,

students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students- as a result of the Covid-19 pandemic. This summer school program will run for four weeks and consist of intensive reading and math instruction, coupled with daily tutoring sessions contracted through FEVTutor. This program will also include whole-group and individual counseling sessions to bolster Social Emotional Learning (SEL) in students. ESSER III funding will also provide necessary materials and resources to help best educate students during this program, and throughout the school year. In addition to a summer school option for returning students, the school has established a KinderCamp program which will train new Kindergarten students in procedures for maintaining health and sanitation throughout the year. Students will be taught Covid procedures, including cleaning their desks, maintaining social distancing, wearing masks appropriately, and keeping social distancing. ESSER III funding will help provide the salaries for these teachers as well as provide any necessary resources to help instruct children during these two weeks. This camp will help provide a smooth transition into the classroom for the 2021-22 school year, and will reduce the amount of classtime needed to teach these vital procedures to students, which will increase learning time in the classroom. Further learning gaps will be met by hiring additional MTSS staff to provide Tier 2 and 3 interventions to students who need additional support from learning loss. ESSER III funds will supplement the salary of 2 additional Multi-Tiered Systems of Support (MTSS) teacher for students shown to have learning gaps as identified in the bottom quartile through MAP scores. A part-time portion of their salary will be paid through ESSER III funds as it directly relates to the increased number of students needing Tiers 2 and 3 interventions from the past year of interrupted learning. In addition, we will be hiring an additional EC teacher to help provide service to students with disabilities, whose education have been largely interrupted during the 2020-2021 school year. Furthermore, the school has pursued Atmos Air Filtration systems, which will significantly decrease our viral transmission in high traffic areas suc as our Dining Commons facility. This system will help circulate fresh air and lower risk of exposure to Covid-19 and other viruses.

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.

Parent summer surveys were sent out asking parents to identify educational needs in their students as a result of Covid-19. Of surveys completed at the time of submission, 43% of families were concerned for their student to have gaps in reading and 29% of families were concerned about growth in mathematics. 14.7% of families indicated their students could use more Social Emotional Learning support. MAP growth reports confirm learning gaps in students from winter 2020 to winter 2021. The percentage of students who showed growth per grade and subject is as follows: MATH 2 - 25% 3 - 27% 4 - 50% 5 - 6% 6 - 20% 7 - 29% 8 - 10 Reading 2 - 56% 3 - 33% 4 - 50% 5 - 24% 6 - 70% 7 -

21% 8 - 42% As shown above, most students per grade did demonstrate adequate growth as a result of their time in remote learning due to Covid-19. An intensive summer camp would provide students the option to make up math and reading skills they are lacking and move forward into next year. Attendance records - Student attendance in remote learning suffered as well. 34% of students have been absent more than 10 days per year, indicating a high level of disengagement in students throughout remote learning. 18 students are considered at risk for retention - 10% of the student population. The school has offered opportunities for students to participate in the Wednesday LEAP childcare program as a good faith effort to catch up on their work and be promoted to the next grade. The intensive summer camp offering is one more opportunity for students to show their good faith efforts and be considered for promotion, while being able to catch up on work and gain much needed tutorial services. The Kindergarten teacher has indicated that much time was spent at the beginning of the school year to teach kindergarten student the proper health, sanitation, and safety measures to mitigate the spread of Covid and other viruses. earning Loss from teaching procedures equates to 48 hours from the school year lost. This Kindercamp will allow Kindergarten students a chance to learn these procedures prior to the start of school, which will help prevent learning loss during the school year by being able to start school right away with learning. According to <https://www.atmosair.com/case-study-education>, Atmos Air filtration systems reduce Total Volatile Organic Compounds in schools by 90 percent. Installing this system in high traffic areas will help reduce the transmission of Covid-19 and other viruses between students in high traffic areas such as the main office and Dining Commons. As stated in an article from the Washington Post, "The stress of unemployment and financial insecurity has strained relationships between children and those who care for them. The closures of schools and day cares have forced children closer to adults who may not be safe." According to this article, "hotline reports of abuse and neglect between mid-March and mid-April were 62 percent lower than in the same period last year, according to the D.C. Child and Family Services Agency. Reports to child protective services in Maryland have fallen just as far, and in Virginia, referrals from school staffers have dipped by 94 percent." As teachers are unable to monitor students daily, the potential for missing students in crisis goes down. Students have remained isolated for extended periods of time, and more may be in great need, or suffering from abuse or neglect at home. Increasing Social Emotional Learning supports and outreach efforts will help secure that all student needs are identified.

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.

\$ 77,202.00 * 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 Learning Center uses NWEA Measures of Academic Progress, an NCDPI approved testing resource, to adequately benchmark students three times per year in the areas of reading, mathematics, science, and language. Teachers use MAP data to assess individual student strengths and areas of growth. In addition, the school uses Star Math and Star Reading to assess student reading and math skills. The data from the Star programs populates into Freckle, which differentiates assigned work to all students. Based on information gained from NWEA MAP testing, The MTSS teachers, of which a portion of their salary is paid through ESSER III funds, will target intensive tier 2 and 3 interventions for students identified in the bottom quartile. This support for students will help close learning gaps in students and move all students forward.

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

Instructional Resources Instructional Resources for Math and Reading Freckle (Research-Based) - Freckle differentiates instruction across Math, ELA, Social Studies and Science. Lalilo (Research-Based) - Research-based phonics and comprehension program eSparks (Research Based) - With standards-based games, videos, and digital activities, students work independently to succeed at their own level and pace. FEV Tutoring (Research-Based) - Personalized 1:1 tutoring, connected to the classroom, designed to drive results. ELA Instructional Resources: High Noon Reading & Language Intervention (Research-Based) - Provides a means to expose and reinforce the most common words in English to at-risk, ELL, struggling readers, and special-ed populations, for the purpose of getting students reading on grade level. The Reading Intervention Program (Research-Based) - Designed for Tier 2 and Tier 3 intensive reading intervention K-12 Math Instructional Resources: Touch Math (Research Based) - TouchMath is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content. TouchMath is committed to maximizing student potential through its worldwide delivery of hands-on math programs, cultivating success with individuals of all abilities and learning styles. Khan Academy (Research-Based) - a nonprofit with the mission to provide a free, world-class education for anyone, anywhere. Math Intervention Solution (Research-Based) - Intensive intervention Progress monitoring system for standards ranging from Pre-K-2nd grade. ESSER III funding will go to paying part-time salaries to two additional MTSS teachers who have been hired to provide increased MTSS services due to learning loss. This portion of their salaries will be covered through ESSER III funds in response to additional need for intervention and academic support

for students through the methods listed above. TLC will also hire an additional EC teacher to provide intensive services to provide support for students with disabilities for the 2021-22 school year. These support services will be for students with disabilities, those of which were heavily impacted during the 2020-2021 school year, are also included above.

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

The Learning Center utilizes the following methods of communication to reach out to families: Google Classroom Classtag Facebook messages/videos In-person phone calls Teacher calls/texts BrightArrow phone tree messages During the summer of 2021-2024, through the use of ESSER Funding, the school will hold bi-weekly virtual JAM Sessions with DotCom Therapy to provide training and support for remote families to help with social and emotional wellness as well as ways to keep students connected to education. The Learning Center staff, in conjunction with the School Success Coordinator, also meets with all families, including fully remote families, after MAP testing at the beginning of the year to go over scores as well as offer strategies for parents to support their students at home throughout the school year. Surveys sent home as well as individual communication with families allow fully remote families to indicate their needs for supporting their students such as food supports, housing support, tutoring needs, or technological challenges.

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

The Data Manager at The Learning Center monitors attendance and reports excessive absences to the Head of School. Starting in the 2021, a Communications Team was formed to touch base with disengaged families, and keeps record of those attempts. In addition, The Learning Center partners with Mountain Mediation Services to hold truancy mediation sessions with families to problem solve ways to keep families more engaged. Starting in the 2021-22 school year, the school will have a Virtual Learning Coordinator position on staff, which will maintain daily communication with remote families and prioritize keeping engagement high.

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

The Learning Center has used data from the 2019-2020 winter MAP testing, as it was the last assessment given before shutdown due to Covid. Throughout the 2020-21 schoolyear, the school's administration, in conjunction with the School Success Coordinator, have monitored student scores to determine student learning loss. Students identified to have experienced learning loss, as well as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students will be given the opportunity to attend afterschool tutoring

starting in the 2021-22 school year, a service provided by the company FEV Tutor. In addition, additional MTSS staff hired and and paid part-time through ESSER finding will support these students and work to close 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	Upgrade the current HVAC system in the Dining Commons and Install a Tykeen-Vision Ductless, VRV HVAC system interfaced with Atmos Air Continuous and Clean Air and Disinfectant Technology to improve air quality of the high traffic office and cafeteria areas.	Summer 2021	Decreased germ/virus transmission Fewer students sent home as a result of less virus transmission through better air quality	\$ 105,784.00

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	Contract with DotCom Therapy to provide the following two programs during summer learning: 1. Individual counseling for students from low-income families, students of color, English learners, children with disabilities, students experiencing	Summer 2022, summer 2023	Fewer discipline referrals Fewer referrals to outside therapists	\$ 6,000.00

		homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students needing mental health support during the 4-week long summer school. 2. Hold 4 community-based virtual mental health JAM Sessions, conducted through Facebook Live for the benefit of our Community of Learners.			
	* ☒ Yes ☐ No	Provide a 4 week intensive summer school program for students at risk of retention and students from low-income families, students of color, English learners, children with disabilities,	Summer 2022, summer 2023		\$ 55,000.00

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.		students experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Contract with FEV Tutor to provide weekly tutoring opportunities for students participating in the summer program. Provide a 2 week long KinderCamp, training rising Kindergarteners in Covid-19 and other illnesses as well as health safety protocols and procedures		We will use Map assessments, STAR assessments, Freckle data and EOG scores to determine the impact and effectiveness of our partnership with FEV Tutor as well as the effectiveness of the summer school programs. Effective programs will result in fewer summer retentions and result in students starting out the following year with a stronger foundation of skills.	

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

\$

166,784.00

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)

The Learning Center (20A) 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

The Learning Center (20A) 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)]	<u>Ryan Bender</u>

Substantially Approved Dates

The Learning Center (20A) 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

Thursday, August 26, 2021

New Applicant Summary

The Learning Center (20A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

The Learning Center (20A) 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

The Learning Center (20A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

825792260

*** Address:**

945 Conaheeta Street Murphy, NC 28906

*** Superintendent:**

Ms. Denise Richards

Key Personnel:

* Mr. Ryan Bender

History Log

Pinnacle Classical Academy (23A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:04:17 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Pinnacle Classical Academy (23A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$238,161.00	\$238,161.00
Carryover	\$477,213.00	\$477,213.00
Total	\$715,374.00	\$715,374.00

Budget

Pinnacle Classical Academy (23A) 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
23A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$238,161.00	\$0.00
Carryover Amount:	\$477,213.00	\$477,213.00
Allotment Plus Carryover:	\$715,374.00	\$477,213.00
Total Budgeted:		\$477,213.00
Total Remaining:	\$238,161.00	\$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			
9/16/2021 4:43 PM	Approved (Pending)		Perrotta, Paul			
9/8/2021 12:29 PM	Received		Admin, NCCCIP			
8/26/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Perrotta, Paul
		☒		3-5210-418-000-000-00	0	PSU requested for the budget to be returned for revision-related purposes.
8/26/2021 12:25 PM	Denied (Pending)		Perrotta, Paul			
8/16/2021 9:37 AM	Approved (Pending)		Perrotta, Paul			
7/27/2021 1:22 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Pinnacle Classical Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5210	418	000	00	\$2,000.00	\$0.00	\$2,000.00		

	Other	3	5330	411	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	5330	418	000	00	\$78,000.00	\$0.00	\$78,000.00		
	Other	3	5400	192	000	00	\$1,333.34	\$0.00	\$1,333.34		
	Other	3	5400	197	000	00	\$666.67	\$0.00	\$666.67		
	Other	3	5400	211	000	00	\$153.00	\$0.00	\$153.00		
	Salary	3	5830	146	000	00	\$86,666.76	\$0.00	\$86,666.76		
	Other	3	5830	211	000	00	\$6,630.01	\$0.00	\$6,630.01		
	Other	3	5830	221	000	00	\$5,840.02	\$0.00	\$5,840.02		
	Other	3	5830	231	000	00	\$6,263.52	\$0.00	\$6,263.52		
	Other	3	5840	411	000	00	\$5,000.00	\$0.00	\$5,000.00		
	Equipment	3	5860	462	000	00	\$98,810.90	\$0.00	\$98,810.90		
	Other	3	5870	163	000	00	\$6,680.00	\$0.00	\$6,680.00		
	Other	3	5870	211	000	00	\$511.00	\$0.00	\$511.00		
	Other	3	5870	311	000	00	\$12,000.00	\$0.00	\$12,000.00		
	Salary	3	6540	173	000	00	\$16,666.80	\$0.00	\$16,666.80		
	Other	3	6540	211	000	00	\$1,275.01	\$0.00	\$1,275.01		
	Other	3	6540	221	000	00	\$3,650.03	\$0.00	\$3,650.03		
	Other	3	6540	231	000	00	\$6,263.52	\$0.00	\$6,263.52		
	Other	3	6580	411	000	00	\$5,675.00	\$0.00	\$5,675.00		
	Other	3	6580	422	000	00	\$83,127.42	\$0.00	\$83,127.42		

Total: \$477,213.00 \$0.00 \$477,213.00

Grant Details

Pinnacle Classical Academy (23A) 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) A variety of stakeholders were consulted to assess the needs of our student population and make plans to address these needs. These topics were discussed in our Administrative Team meetings which included the Dean of Elementary, Associate Dean of Elementary, Dean of Academics, Dean of Secondary, Student Support Coordinator, EC Coordinator, McKenny-Vento Coordinator, ESL Coordinator, Counselor, and Headmaster. A meeting was also held with our Board Chair and Co-Chair. Learning Loss analysis and discussions for needs were held with teachers during PLC meetings. We asked our Maintenance Director to provide us with an assessment and list of needs as it related to our HVAC and air quality. The information from each of these meetings was gathered and reviewed by the administrative team. Our Dean of Elementary, Associate Dean of Elementary, EC Coordinator, and Student Support Coordinator worked with K-3 teachers to devise a plan addressing the Learning Loss in the 2021-2022 school year, opportunities for Summer Learning for the Summer of 2021, and moving into 2021-2022 school year. The Headmaster, Board Chair, and Maintenance Director devised a plan to address the HVAC and air quality needs. The HVAC in the modular classroom gymnasium requires ongoing maintenance so that the system provides adequate air filtration. All of our students and classes use this gym on a daily basis. We have an assessment and quote from a local

company listing the needs to get ventilation and air filtration to an adequate supply. The Dean of Secondary, EC Coordinator, and Student Support Coordinator worked with 4th - 8th-grade teachers to devise a plan for Learning Loss for the remainder of the year as well as moving into 2021-2022. 2) Pinnacle Classical Academy administrators, support personnel, teachers, and parents will work together to address the student learning gaps resulting from the disruption in educational services. We will use multiple data points taken this year to analyze the gaps in learning. We are utilizing utilize iReady diagnostics and learning paths, NC Check-in results, Running Records, teacher formative data, LLI results, as well as EOG results. We will look at the data in a variety of ways from cohort data, grade-level data, classroom/teacher data, and individual student data. It is our goal to provide an individualized remediation approach to close the learning gaps that resulted from the disrupted educational 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.

We will use multiple data points taken this year to analyze the gaps in learning. We are utilizing utilize iReady diagnostics and learning paths, NC Check-in results, Running Records, teacher formative data, LLI results, as well as EOG results. ** Unable to paste data charts in this box. Will upload them to the Related Documents area. ** Our data this year show that we have the following: Reading as assessed by iReady Diagnostic at the mid-year point: 1st Grade: 58 yellow first graders / 1 red according to i-Ready 2nd Grade: 29 yellow second graders / 3 red according to i-Ready 3rd Graders: 20 yellow third-graders / 7 red according to i-Ready 4th Graders: 21 yellow / 0 Red 5th Graders 13 yellow 6th Graders: 15 yellow Math as assessed by iReady diagnostic at the mid-year point: 1st Grade: 74 yellow first graders / 3 red according to iReady 2nd Grade: 50 yellow second graders, 8 red according to i-ready 3rd Grade: 43 yellow third-graders, 6 red according to i-ready 4th Graders: 20 students 5th Graders: 20 students 6th Graders: 11 students Our NC Check-in Results show that we have huge learning gaps in math. This will be a focus in the upcoming years as we try to close the learning gaps. NC Check-in Results are as follows: Reading as of 3rd NC Check-in 3rd Grade: 74% 4th Grade: 68% 5th Grade: 77% 6th Grade: 75% 7th Grade: 85% 8th Grade: 43% Math as of 3rd NC Check-in 3rd Grade: 19% 4th Grade: 47% 5th Grade: 20% 6th Grade: 37% 7th Grade: 28% Clearly, we have a dire need for extra focus in math. We plan to address this in Summer Learning as well as building in multiple opportunities for remediation / skill building in the next (2021-2022) school year. We have created Summer Learning Plans as well as Plans to Address Learning Gaps that will be linked in the Related Documents Area

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.

\$ 156,344.00 * 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 will purchase and utilize the state-approved online diagnostic assessment, iReady to administer and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs. We will be differentiating instruction through small - group instruction, individualized learning pathways. A diagnostic will be given at the beginning, middle, and end of the school year with growth monitoring conducted monthly. We will also use NC Check-ins to compare growth and learning loss as well as EOG scores. Data will be reviewed in weekly PLC meetings to adjust instruction and small flex groups. We will use Reflex Math for grades 2 - 5 to help students with addition and multiplication fluency.

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

We will utilize Ready Math to meet the needs and close the gaps in our math instructional program. To address gaps and learning loss, we will purchase Reading A-Z and Razz Kids to use with students. This will allow for individualized instruction at the student's learning level with will be differentiated for each student based on individual need. We will use these funds to purchase the student books as well as implement the following plan. For our new teachers, we will provide Ready Math and iReady professional development throughout the year. We will provide a stipend for additional responsibilities to staff and well as a stipend for providing the Guided Reading professional development. Hire 2 for K-3: 1 tutor for K-1 & 1 tutor for 2nd and 3rd grades Tutors are covering standards that were not mastered in the previous grade level and/or current standards i-Ready and classroom data will help determine gaps 2 for 4th and 5th- Hawkins and Houser 6th-8th- offer stipend to 6th math, 7th math, 8th math teacher to stay 2 days a week after school to tutor. Tuesday/Thursday Bubble Kids Math materials- Building conceptual understanding and fluency through games/NC Tools for Teachers It needs to support NC Ready Math Curriculum Richardson/McGinnis will make binders for the tutors with the following information Building conceptual understanding and fluency through games/NC Tools for Teachers Will tutors be given laptops Richardson/McGinnis will bookmark important sites

Richardson/McGinnis will review most recent diagnostic data with tutors so they understand the use of the material and why students were pulled

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

This year, all of our students are attending school full time other than the need for quarantine. We will continue to provide support to our families through the utilization of our counselors. In response to Covid and the impact on students and their mental health, we will employ a full-time counselor at the K-3 Campus. This counselor will conduct small groups as well as individual meetings with students as needed. We will also employ an additional part-time counselor at the 4-12 campus. This counselor will conduct small group and individual sessions and work mainly with our 9-12 students

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

Our Data Manager closely tracks student attendance. Teachers, administration, the school nurse and our data manager work closely with parents and students to track attendance and engagement in classroom sessions.

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

We will purchase and utilize the state-approved online diagnostic assessment, iReady to administer and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs. We will be differentiating instruction through small - group instruction, individualized learning pathways. A diagnostic will be given at the beginning, middle, and end of the school year with growth monitoring conducted monthly. We will also use NC Check-ins and EOG results to compare growth and learning loss. Data will be reviewed in weekly PLC meetings to adjust instruction and small flex groups. Teachers Create Pacing Guides Summer Planning - Data alignment with Pacing Guides: Teachers Will receive a stipend - \$150 per day Week, lesson number, standards covered (testing grades align with check-ins) Tuesday, June 29th- K-5 Math, 8:00-3:30 Wednesday, June 30th- K-5 Reading, 8:00-3:30 K- Pearson and King 1- McNeilly and Taylor 2- Roberts and Jackson 3- Hastings and Anderson 4- Gambrell and Byars 5- Price and Alewine

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		August 2021 - August 2024		\$ 16,461.00

		In response to Covid, we will be installing water bottle refill stations on all of our water fountains. This will help reduce the spread of Covid. In response to Covid, we will need to convert a space into a health room for the nurse and for sick students to be assessed. We will need to convert space into an office for the counselor to see individual students and small groups. ESSER II & III funds will be used to complete this project.		Students will have access to water refill stations to refill water bottles. This will help to reduce the spread of Covid. A private and isolated area to assess students for health concerns will reduce the spread of COVID as measured by higher attendance rates and lower number of Covid cases. Counselor's office will be used to meet with students individually and in small groups in response to Covid and the toll on the mental health of student	

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 Covid, the need to improve air quality we will purchase filters for air conditioning returns in each classroom. Updates to HVAC and windows in mobile units The HVAC in the modular classroom requires ongoing maintenance so that the system provides adequate air filtration. We have an assessment and quote from a local company listing the needs to get ventilation and air filtration to an adequate supply.	monthly - 2021-September 2024	With the new and improved filters and HVAC unit, improved airflow and ventilation will decrease the spread of the virus.	\$ 72,343.00

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 and the impact on student and teacher health, we will order Covid testing kits for our staff. Our school nurse will conduct tests in cases of staff showing 2 or more symptoms.	2021-2024	Staff will have access to rapid tests in cases of staff members showing 2 or more symptoms. Our nurse will test.	\$ 5,000.00
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	In response to Covid and the impact on keeping buildings, restrooms, classrooms and office areas clean and sanitized, we will employ an additional full-time custodian at the K-3 Campus. We will also use these funds to support any items that come up in the years prior to Sept 2024. A grant amendment will be submitted for any changes or additions.	2023-24 School Year	More frequent cleaning and sanitizing of restrooms, classrooms and office areas will reduce the spread of Covid as measured by higher attendance rates and lower numbers of students and staff affected.	\$ 22,855.00
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	In response to Covid and the additional classroom needs, we are outfitting class spaces that will now have students/classes in them. We will purchase SMART Boards, iPads/tablets and chromebooks. This will allow for virtual instruction, if needed	2021 - 2024	We will reduce the spread of Covid by outfitting and providing additional classroom spaces to allow for greater student distancing. These technology needs will also allow for all students to have access to distance learning if needed.	\$ 98,810.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		K-3 Counselor 2023-24 / 9-12 counselor Aug 2021-June 2024		\$ 105,400.00

		In response to Covid and the impact on students and their mental health, we will employ full-time counselor at the K-3 Campus This counselor will conduct small groups as well as individual meetings with students as needed. We will also employ an additional part-time counselor at the 4-12 campus. This counselor will conduct small group and individual sessions and work mainly with our 9-12 students		We will see an increase of offerings of individual and group counseling sessions. Our discipline referrals will decrease by 10% as measured by the evidence from the discipline log	

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 \$ 320,869.00

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)

Pinnacle Classical Academy (23A) 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

Pinnacle Classical Academy (23A) 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)]	<u>Shelly Bullard</u>

Substantially Approved Dates

Pinnacle Classical Academy (23A) 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, August 3, 2021

New Applicant Summary

Pinnacle Classical Academy (23A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Pinnacle Classical Academy (23A) 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

Pinnacle Classical Academy (23A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

57747083

*** Address:**

2401 Joes Lake Rd Shelby, NC 28152

*** Superintendent:**

Dr. Shelly Bullard

Key Personnel:

* Dr. Shelly Bullard

* Donna Mabry

History Log

Thomas Academy (24B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:04:24 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Thomas Academy (24B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$87,701.00	\$87,701.00
Carryover	\$172,722.00	\$172,722.00
Total	\$260,423.00	\$260,423.00

Budget

Thomas Academy (24B) 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
24B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$87,701.00	\$0.00
Carryover Amount:	\$172,722.00	\$172,722.00
Allotment Plus Carryover:	\$260,423.00	\$172,722.00
Total Budgeted:		\$172,722.00
Total Remaining:	\$87,701.00	\$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 8:51 PM	Approved (Pending)		Letchworth, Tina			
8/5/2021 8:11 AM	Received		Admin, NCCCIP			
7/30/2021 8:37 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Thomas Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	131	000	00	\$22,041.84	\$0.00	\$22,041.84		
	Other	3	5110	143	000	00	\$8,880.96	\$0.00	\$8,880.96		
	Other	3	5110	211	000	00	\$2,165.60	\$0.00	\$2,165.60		
	Other	3	5110	333	000	00	\$2,000.00	\$0.00	\$2,000.00		
	Other	3	5110	418	000	00	\$1,200.00	\$0.00	\$1,200.00		
	Salary	3	5210	133	000	00	\$22,000.08	\$0.00	\$22,000.08		
											

	Salary	3	5210	148	000	00	\$24,421.92	\$0.00	\$24,421.92		
	Other	3	5210	211	000	00	\$3,506.09	\$0.00	\$3,506.09		
	Salary	3	5330	132	000	00	\$24,753.24	\$0.00	\$24,753.24		
	Salary	3	5330	135	000	00	\$21,810.00	\$0.00	\$21,810.00		
	Salary	3	5330	146	000	00	\$21,050.88	\$0.00	\$21,050.88		
	Other	3	5330	211	000	00	\$5,149.43	\$0.00	\$5,149.43		
	Other	3	5350	451	000	00	\$3,500.00	\$0.00	\$3,500.00		
	Salary	3	6550	171	000	00	\$6,601.80	\$0.00	\$6,601.80		
	Other	3	6550	211	000	00	\$440.16	\$0.00	\$440.16		
	Other	3	6550	423	000	00	\$3,200.00	\$0.00	\$3,200.00		

Total: \$172,722.00 \$0.00 \$172,722.00

Grant Details

Thomas Academy (24B) 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.

Thomas Academy engaged in a thorough needs assessment involving many stakeholder groups. It was necessary to inform staff, parents, community members, and even students to identify practices that were going well and practices that the school needed to improve. We made conscientious efforts to collect data through several mediums to ensure we gave our stakeholders voices as we began this process. Thomas Academy has utilized several data points to assess and inform our instructional programming, including student achievement, attendance, discipline data, graduation rates, number of students enrolled in advanced courses, and students participating in career and technical education (CTE) courses. The data metrics were collected from questionnaires, surveys, and focus groups to create a resource mapping. The assessment tools and processes were psychometrically sound and culturally relevant determining (Tier 1) most pressing needs impacting most students, (Tier 2) some students, and (Tier 3) just a few students. For this report, we are focusing on Tier 1. Additionally, we utilized the resources offered by NCDPI Crisis Response, including but not limited to the needs assessment tool School Health and Performance Evaluation System and the CASEL needs assessment template. As our school began to review and process the data, it became clear that students' traumatic experiences and mental health needs beyond traditional school counseling were vital. These

traumatic experiences and mental health needs also impacted the school's teaching and learning and influenced academic outcomes. We also identified that our staff is not adequately trained in meeting the whole child's needs due to a lack of professional knowledge and embedded practices in the school. A need to improve the academic rigor and provide students with a common instructional framework that includes active, relevant learning with student support was also identified as a priority for Thomas Academy to improve and help more students meet their academic goals. Overall, six critical areas have surfaced through a needs assessment of our school to fulfill its mission and vision: A need for structure and support to address the social and emotional needs of students through a trauma-informed lens; Addition of a robust SEL program; Afterschool/Out of School Enrichment Programs; A need for additional highly qualified and licensed teaching staff especially for after school /out of school program; A creating a culture of learning to improve student academic outcomes; and A clearly articulated plan for sustaining school improvements. Our solution utilizes an evidence-based program we have designated as STARTWELL (Systematic Thomas Academy Recreational Therapeutic Wellness and Enrichment for Lifelong Learning) Sample diagnostic data sampling and predictive positive outcome: Our best models indicate that with the STARTWELL program implementation we project an evaluation of low self-esteem the Rosenberg Self-Esteem Assessment to improve from a raw scale of 0-30 with 14 or below as indicators of low self-esteem with a current raw median based on distribution is ≤ 10 or a majority indicating low self-esteem. Projections are new raw scale would be ± 25 and above. For a $\pm 200\%$ improvement, but more importantly with a raw score median of 15 at a 50% increase would bring most students to improved self-esteem and adjusted scale of 25% average based on current scores to 75% average. An increased average of 200% improvement on a 100% scale. We anticipate similar measured improvements in attendance, academics as well as standardized testing. This is an example of critical importance based on evidence-based research reflecting academic achievement and improvement correlated to self-esteem and social-emotional learning gains.

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.

Thomas Academy is an alternative charter school that serves a high population of students from low-income families and has experienced some form of trauma. The data bore out the need to create a program to improve the adverse impacts on students' academic performance from learning disruptions due to COVID-19. These students have had significant interruptions to their learning, and the academic progress has declined significantly during the 2020-2021 school year based on our data measures. Of the six major Tier one areas, our analysis bore out six main areas that are supported by five allowable uses of ESSER III (PRC 181) funds. A need for structure and support to address the social and emotional needs of students through a trauma-informed lens; Addition of a robust SEL program;

Afterschool/Out of School Enrichment Programs; A need for additional highly qualified and licensed teaching staff especially for after school /out of school program; A creating a culture of learning to improve student academic outcomes; and A clearly articulated plan for sustaining school improvements. Our Analysis bore out the following conclusions: The most significant conclusion the data reveals is the need for structure and support to address the needs of students through a trauma-informed lens. Because Thomas Academy (TA) is an alternate charter school located on the campus of the Boys and Girls Homes of North Carolina (B&GH) in a rural, underserved, lower economic portion of the Sandhills region we discovered via inventories, including the ACES (Adverse Childhood Experience Score) scores that almost every student has experienced a significant trauma impact related to Covid-19. Beyond learning loss, the loss deprivation factor has that a significant impact on the social, psychological, and emotional experiences of our students. This will be addressed through the allowable use of PRC 181 via the Addressing Unique Needs of Special Populations and Mental Health Services categories. Our data collected also revealed to us the critical need for a formal and comprehensive approach in place to address the SEL, (Social, and Emotional Learning) of our students. It was obvious we had no such systems in place. The lack of a developed SEL underpinning created a great social, emotional, and academic learning chasm for our students. To develop a robust and effective SEL program, we will access additional resources including therapists as well as specialists in the field of Social and Emotional Learning. This need will be addressed through the allowable use of PRC 181 Addressing Unique Needs of Special Populations and Mental Health Services categories. Our Afterschool/Out of School program was for all intended purposes had become non-existent. We uncovered the need to create a program that will provide targeted, individualized instruction in reading and math to better equip students for future success in school and to remain on track for graduation from high school. We also intend to support students in a strength-based approach that addresses students' unique learning styles, cultivates lifelong learning, and promotes character through quality enrichment opportunities. We see this as an opportunity to overcome learning loss by applying the opportunity, increasing quality, and supplanting the disparity of loss. This will be addressed via allowable use of PRC 181 Addressing Learning Loss, Addressing Unique Needs of Special Population, Education Technology, Mental Health Services, and Summer Learning categories. After the data made the first three critical components obvious, it was determined we would need additional highly qualified and licensed teaching staff, especially for after-school/out-of-school programs to fulfill and implement. This is the main focal point of our ESSER (PRC 181) funding distribution and meets all use categories. Data also revealed our need for creating a culture of learning to improve student academic outcomes. Of note, when examining our school report card from Thomas Academy lagged behind Columbus County Schools and the State of North Carolina in both student grade level proficiency and career and college readiness in Math, Reading, Science, Biology, English II, and Math 1 student performance. Our four-year cohort graduation rate of 50.7% also was well below Columbus County Schools (85.4%) and the State of North Carolina (86.5%). However, we believe this formal assessment data do not provide the most relevant information on the quality of teaching and learning at Thomas Academy or include pertinent information regarding the transient nature of our student population

or varied academic needs. This will be addressed via allowable use of PRC 181 Addressing Learning Loss, Addressing Unique Needs of Special Population, Education Technology, Mental Health Services, and Summer Learning. The data made it obvious to us that we need a clearly articulated plan for sustaining school improvements. Our student population experienced the negative impacts of COVID-19 from the beginning of the school year. There was a Chromebook shortage which prevented the staff from fully implementing our remote learning plan. Our staff had already seen the disruptions in learning during the school closure during the 2019-2020 school year, we understand that face-to-face instruction would be the ideal learning scenario. Using a hybrid learning model in which a subset of our population attended school in-person while others attended remotely. School staff saw a significant decline in school attendance and student participation compared to prior school years. This will be addressed via allowable use of PRC 181 via the Addressing Learning Loss, Addressing Unique Needs of Special Population, Education Technology, Mental Health Services, and Summer 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.

\$ 52,084.60 * 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;

After school, Out of school and summer program systematically addresses 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. It does this by improvement of academic achievement as well as mental health and social-emotional development via standard academic, attendance measurements as well as utilizing CASEL measurement. We will monitor student progress for our summer program. Students needing reading and math support will use a software program that creates a personalized action plan for each student. Students will take pre-and post-assessments to get information on progress achieved and to set learning targets.

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

The curriculum provides students with the opportunity to develop competence to implement the individualized treatment/program plan using appropriate evidence-based treatment interventions and programs to restore, remediate, or rehabilitate student functioning as well as to reduce or eliminate the limitations to participation in life activities resulting from medical, psychiatric or other disabling conditions. One basic problem-solving model that can be used is the DENT model by Peter D. Ommundsen (2001). improve "the predictability and causality of outcomes... [to increased assurance of quality transformation (Stumbo, 2003, p. 25). For evidence-based practice to be useful, it needs to assist us in creating measurable outcomes for our students. We need to not only evaluate the impact of our decision to use an evidence-based practice on how it impacts our individual students but also how it impacts our overall programming (MacDermid & Michlovitz, 2008). Our STARTWELL (Systematic Thomas Academy Recreational Therapeutic Wellness and Enrichment for Lifelong Learning) team utilizes the SEL (Social and Emotional Learning) framework. CASEL defines SEL as the following: as an evidence-based integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

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

We will monitor student progress for our ongoing classes and summer program. Students needing read and math support will use a software program that creates a personalized action plan for each student. Students will take pre- and post-assessments to get information on progress achieved and to set learning targets. Students and staff will be able to view progress towards mastery of learning targets in real-time. The software will also allow us to monitor readiness for EOG/EOC assessments with NC standards alignment. Students will have weekly "coaching" sessions with staff to review progress, set goals, and receive 1:1 instruction as necessary. Guardians will have access to the online monitoring provided by the software. We also are implementing SUCCESS coach which engages guardians and mentors in proactive practices that assist in keeping their students motivated and accountable for lessons and assignments.

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

RAND researchers discovered: "In online academic programs, high attenders consistently benefit from programming relative to control group students." (Devaney, et al, 2015). TA's online programs and virtual learning will continue to track and engage the maximization of attendance of each individual student. Attendance is a natural logical consequence of commitment to participation. Students become their own advocates and guarantors of attendance as they grow in motivation and interest. We closely monitor though data collected via PowerSchool and other data

measures, attendance, academic improvement, remedial education, and tutoring efficacy, aligned with The NC Standard Course of Study. We will be particularly interested in the comparative data pre and post-pandemic in English/Language Arts/Reading and Mathematics and well-rounded education activity, including such activities that enable students to be eligible for credit recovery or attainment. We have incorporated best practices for student engagement with online learning, by utilized Higher Education models. The data show 76 percent of 22,500 students surveyed indicated they lacked motivation for online learning. At the same time, two in three of those surveyed said that a lack of interaction with other students was a major obstacle to learning. We realized challenges of creating a remote space where students feel both comfortable enough to learn and invigorated enough to collaborate is something most teachers have had little experience doing. The pandemic introduced the necessity of investments in training and technology. Our teachers discovered they need support to redesign courses so they can more easily move between online and in-person instruction. We discovered that a significant minority of our teachers were prepared for online teaching. Teachers with remote experience engagement understood that students feel a loss of control over their circumstances. Offering them flexibility, such as by giving them a mix of asynchronous and real-time learning opportunities, goes a long way toward keeping them trusting and engaged. To improve online engagement, we borrowed the following from the Advancement of Higher Education: 1) Be Specific - Very Specific When communicating online you can never be too clear. 2) Clarify Tone and Communication Styles Students tend to be more informal when communicating online, we set classroom communication guidelines from the start. 3) Continuously Encourage Engagement Keeping students actively engaged in an online setting is a constant challenge. Hiding behind screens or doing the bare minimum We keep the conversation going, requiring minimum response lengths for assignments and posing open-ended questions. 4) More Is Not Always Better When creating online courses, "more" can be distracting and overwhelming students. 5) Be Responsive-but Set Limits It is important to keep in mind that students are accustomed to instant feedback. We communicate with students when they can expect a reply. 6) Establish a Routine Teaching online comes with a level of uncertainty and stress. We created a basic class structure from week to week for consistency. 7) Create a Separate Space for Your Students Online classes mean students miss social interactions with peers. The conversations and discussions they would normally have before and after class are still important we created forums to socialize and bounce ideas around. 8) Value Group Assignments Group assignments provide additional peer interaction and engagement. To keep online group work manageable we broke up projects into multiple steps with smaller assignments. 9) Adding a Personal Touch When staring at a screen a student can feel as though a computer is teaching them rather than a person - and that impersonal feeling is not very conducive for learning. Teachers connected by injecting creative touches. 10) Practice Empathy and Compassion With online teaching, some things will inevitably go wrong. We assume the best of intentions and remember that we are all dealing with this new normal together. In short, we asked the question, "How can our teachers convert a technologized experience into an emotional connection?" We simplified these into five key points: - Lighten the Mood - Start Early - Emphasize Well-Being - Change Up Your Teaching - Limit Tech Tools - Don't Force It Samples of strategies specific to

TA: 1. Providing distance students with more opportunities to see and critique peer work through virtual gallery walks. Students can present shorter projects to demonstrate learning and provide feedback to at least two other classmates. 2. Provide more opportunities for distance students to engage in project-based learning activities so they will have more freedom and input in their assignments. 3. Teachers will provide more coaching and facilitated by working with students in smaller groups online. 4. Our teachers had dedicated time outside the "online classroom" to reach out to students and engage them with follow-up and humanizing contacts. 5. Foster engagement with in-class games and contests replacing stress with interactivity. We put students together in groups to answer poll questions, frequently challenging student groups against others in the class. We have them compete to see who can get the most correct answers. 6. Make something that visualized a concept they were learning. We also learned from a study done by Vadim Keyser "that engagement was NOT about exposure to information." Keyser demonstrates that "engagement is about teaching students how to navigate information." The key paradigmatic shift is that students work together to analyze scientific information and visually represent it in a way that demonstrated their understanding. These are proven applied strategies.

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

TA's data measurements indicate our students have had significant interruptions to their learning, and the academic progress has declined significantly during the 2020-2021 school year. Virtual learning and an inconsistent schooling experience over the past year have created academic gaps as evidenced by low EOC scores in Math 1, Math 3, and Biology. The pandemic has also caused a loss of learning to an already vulnerable student population, as evidenced by the high percentage of students repeating classes and a significant number of students experiencing the effects of isolation and depression. To repair the damage caused by prolonged absences and disconnect from the classroom, TA intends to offer current and incoming a "reimagined curriculum" that incorporates relevant, real-world, project-based learning opportunities as well as a chance to earn class credit. We also will use academic software to provide students with a personalized learning plan to address their academic deficiencies in math and reading while pinpointing students' grade level proficiency in fundamental math and reading strands. When we surveyed our students regarding how COVID-19 has affected various aspects of their lives, many responded by sharing the detrimental effects the pandemic has had on them in areas of employment, education, relationships with people close to them, mental health, access to basic needs, and more. They also shared what TA could do differently post-pandemic to holistically support them such as prioritize financial security; actively involve young people at, school, district, and community levels; offer accessible mental health resources; advance racial equity. We relied on McKinsey & Company studies encouraging us there is a path forward to curb learning losses. The "learning loss" can lean towards a deficit-based approach that solely focuses on where academic gains were not made, we have chosen to take a more holistic view of their role in a student's life and re-imagine the narrative and support that students to feel a

sense of belonging, to feel connected to teachers and peers at school, and to see opportunities that engage their interests and passions. TA intends to Re-imagine" the curriculum, teaching, and technology to support students will help support their skill development, social and emotional well-being, and mental health post-pandemic for years to come. At every level TA will work to capture more-nuanced data by tracking attendance at the student level, we have staff assigned to analyze real-time data reporting no-shows and on high and low attenders and enhancing data systems to follow youth longitudinally. TA has a built-in attendance alert component that initiates a response at any class time on any day for any student who may not be in class. We do not wait until the end of the day or the week or the session to address the student individually. This response system enables us to better examine participation and its benefits. Additionally, our programs encourage attendance by describing the associated benefits of attending at high rates, offering engaging programming, and working with students and parents to better understand how to increase daily participation. Attendance and participation become an incentive rather than an expectation. Daily attendance must be collected and measured for each class and activity. This daily input will be evaluated to see if there is an individualized trend for any student. Because attendance is a key component for the success of the student anyone who misses any class will have a consultation with a TA counselor who will discuss the underlying need of the student. From this data, we can verify effectiveness correlations between attendance and outcome. For measurements beyond attendance, we plan to utilize the matrix of best practice guidelines with input from The American Institute for Research. Students needing read and math support will use a software program that creates a personalized action plan for each student. Students will take pre-and post-assessments to get information on progress achieved and to set learning targets. Students and staff will be able to view progress towards mastery of learning targets in real-time. We will utilize a software program that in parallel with PowerSchool software will also allow us to monitor readiness for EOG/EOC assessments with NC standards alignment. Students will have weekly "coaching" sessions with staff to review progress, set goals, and receive 1:1 instruction, as necessary. Students completing a course or credit recovery will also receive weekly coaching sessions in goal setting. Student: staff ratios will be low enough to support all students daily. We will monitor and track student course completion and compare with peers who do not participate in the summer program. The TA team will collect and distribute data findings as required in the grant evaluation report on the impact of services provided to students. In addition to the academic and learning measurements, we will utilize social growth assessments as well as behavior psychometrics. These will be shared with guardians and students to understand areas of positive progress as well as areas for continued growth. Some of our pre-program assessments such as ACEs (Adverse Childhood Experience) score will help us assess formative data points. Another example would be the Rosenberg Self-Esteem Scale. For those taking a job skill track, we will employ the use of a guide such as Campbell's Interest and Skill Survey to indicate interest and ability. Ongoing data collection, comparison, and analysis will guide us in mitigating and creating a pathway of recovery from learning loss through an integrated approach to reach the whole child. This strategy will improve the adverse impacts on students' academic performance from learning disruptions 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
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				\$
		After our data showed three	School year		\$ 51,000.00

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	showed three main critical components of need for trauma-informed care, SEL, and an enrichment program obvious, it was determined we our students would need additional learning supports after school during the academic year. The funds will support extended day staff and transportation costs to ensure all students have the opportunity to participate. This is the main focal point of our ESSER III (PRC 181) funding distribution and meets all use categories. This will mitigate education loss for low-income, English learners,	Improvement of academic achievement as well as mental health and social-emotional development via standard academic, attendance measurements as well as utilizing CASEL measurement. We will monitor student progress for our summer program. Students needing read and math support will use a software program that creates a personalized action plan for each student. Students will take pre-and post-assessments to get information on progress achieved and to set learning targets.	

		ethnic minorities, children in foster care by allowing personnel whose expertise meets the need for assessment and implementation of assistance.			
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	The first three critical components of need for trauma-informed care, SEL and an	School year		\$ 38,943.00

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.			Improvement of academic achievement as well as mental health and social-emotional development via standard academic, attendance measurements as well as utilizing CASEL measurement. We will monitor student progress for our summer program. Students needing read and math support will use a software program that creates a personalized action plan for each student. Students will take pre-and post-assessments to get information on progress achieved and to set learning targets.	

		pace of technology change. These resources will mitigate education loss for low-income, English learners, ethnic minorities, and children in foster care by allowing personnel whose expertise meets the need for assessment and implementation of assistance. In addition, these resources will be able to help accommodate through enhanced after-school, out-of-school, and summer programs. Funds for software, computers and technology supplies.			
		After our data showed three main critical	School year		\$ 59,200.00

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	components of need for trauma-informed care, SEL, and an enrichment program obvious, it was determined we would need additional highly qualified and licensed teaching staff, especially for after-school/out-of-school programs to fulfill and implement. This is the main focal point of our ESSER III (PRC 181) funding distribution and meets all use categories. This will mitigate education loss for low-income, English learners, ethnic minorities, children in foster care by allowing personnel whose expertise meets the need for		Improvement of academic achievement as well as mental health and social-emotional development via standard academic, attendance measurements as well as utilizing CASEL measurement. We will monitor student progress for our summer program. Students needing read and math support will use a software program that creates a personalized action plan for each student. Students will take pre-and post-assessments to get information on progress achieved and to set learning targets.	

		assessment and implementation of assistance. In addition, this person will be able to help accommodate through enhanced after-school, out-of-school, and summer programs. Funds for Psychologist.			
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	After our data showed three main critical components of need for trauma-informed care, SEL, and an enrichment program obvious, it was determined we would need additional highly qualified and licensed teaching staff, especially for after-school/out-of-school programs to fulfill and implement. This is the main focal	Summer 2022		\$ 59,195.40

		point of our ESSER III (PRC 181) funding distribution and meets all use categories. This will mitigate education loss for low-income, English learners, ethnic minorities, children in foster care by allowing personnel whose expertise meets the need for assessment and implementation of assistance. In addition, this person will be able to help accommodate through enhanced after-school, out-of-school, and summer programs. Funds including summer and beyond Field Trips Gas/Diesel, Food, Salary: Instruct. Support I Reg, Part-time		Improvement of academic achievement as well as mental health and social-emotional development via standard academic, attendance measurements as well as utilizing CASEL measurement. We will monitor student progress for our summer program. Students needing read and math support will use a software program that creates a personalized action plan for each student. Students will take pre-and post-assessments to get information on progress achieved and to set learning targets.	

		Tutor, Non-Certified, Lead Teacher, Part-time Driver.			
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					\$ 208,338.40

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.

Grant Award Notification (GAN)

**Thomas Academy (24B) 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

Thomas Academy (24B) 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)]	<u>George Ward</u> <u>Joe Kennedy</u>

Substantially Approved Dates

Thomas Academy (24B) 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, September 28, 2021

New Applicant Summary

Thomas Academy (24B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Thomas Academy (24B) 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

Thomas Academy (24B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

55357578

*** Address:**

302 Rube MCCRAY Circle Lake Waccamaw, NC 28450

*** Superintendent:**

Mr. George Ward III

Key Personnel:

* Joe Kennedy

History Log

Classical Charter Schools of Whiteville (24N) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:04:28 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Classical Charter Schools of Whiteville (24N) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$923,230.00	\$923,230.00
Carryover	\$1,863,622.00	\$1,863,622.00
Total	\$2,786,852.00	\$2,786,852.00

Budget

Classical Charter Schools of Whiteville (24N) 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
24N	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$923,230.00	\$923,230.00
Carryover Amount:	\$1,863,622.00	\$1,863,622.00
Allotment Plus Carryover:	\$2,786,852.00	\$2,786,852.00
Total Budgeted:		\$2,786,852.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	10/26/2021 08:41 AM	Admin, NCCCIP



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/26/2021 8:41 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 10:25 PM	Approved (Pending)		Letchworth, Tina			
8/5/2021 10:19 AM	Received		Admin, NCCCIP			
7/23/2021 8:56 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Columbus Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	135	000	00	\$134,784.00	\$0.00	\$134,784.00		
	Other	3	5330	143	000	00	\$934,401.60	\$918,878.40	\$1,853,280.00	ADDING FULL ALLOTMENT AMOUNT	
	Other	3	5860	411	000	00	\$69,200.00	\$0.00	\$69,200.00		
	Other	3	6540	411	000	00	\$35,236.40	\$4,351.60	\$39,588.00	ADDING	

										FULL ALLOTMENT AMOUNT	
	Other	3	6580	422	000	00	\$690,000.00	\$0.00	\$690,000.00		

Total: \$1,863,622.00 \$923,230.00 \$2,786,852.00

Grant Details

Classical Charter Schools of Whiteville (24N) 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.

Description of the Process: The team of stakeholders met on March 12 , 2021, to discuss and plan the use of the funds as a result of the disruptions caused by the COVID pandemic. Participants included the administrative leadership team, coaches. lead teachers, the EC teacher, grade level teachers, parents maintenance and management staff, and other representatives from the School Improvement Team. The team reviewed the results the academic achievement results. Attendance and enrollment were also discussed as were needed improvements in campus and facilities needed to minimize virus transmission. The following data was reviewed and analyzed: 2019-2020

Percent Passing by Grade				Percent Passing by			
Grade(Math)	Percent Passing by Grade (Reading)	CCS	ELA	Math	Sci	CCS BOY	
MOY	CCS BOY	MOY 0	N/A	N/A	N/A	0	
59.00%	58.00% 1	17.65%	16.47%	N/A	1	66.00%	48.00%
57.00% 2	38.30%	34.04%	N/A	2	72.00%	66.00%	2
3	47.13%	56.32%	N/A	3	70.00%	42.00%	3
4	54.95%	44.14%	N/A	4	51.00%	42.00%	4
							78.00%
							81.00%
							71.00%
							65.00%
							71.00%
							43.00%

5	43.48%	51.09%	55.40%	5	49.00%	62.00%		5	21.00%	7.00%
6	71.62%	52.70%	N/A	6	88.00%	67.00%	7	60.92%	26.44%	N/A
8	66.07%	61.82%	55.40%	2020-2021						
Benchmarks			Acadience Math			Acadience Reading				
			Benchmark 1 (Dec 2020)				Math		Reading	
Percent Passing by Grade			Percent Passing by Grade			Percent Passing by Grade			CCS	
ELA	Math	Sci	CCS	BOY	MOY	CCS	BOY	MOY		
0	49.40%	54.22%	N/A	0	66.00%	40.00%		0	44.00%	24.00%
1	32.94%	68.24%	N/A	1	51.00%	46.00%		1	45.00%	57.00%
2	52.69%	43.82%	N/A	2	62.00%	47.00%		2	51.00%	41.00%
3	51.52%	53.47%	N/A	3	68.00%	47.00%		3	68.00%	54.00%
4	44.55%	36.27%	N/A	4	53.00%	40.00%				
5	55.36%	50.89%	54.55%	5	60.00%	56.00%				
6	52.78%	60.00%	N/A				7	63.75%	34.18%	N/A
8	60.00%	51.25%	64.56%	A. There are so many students below proficiency that we need more assistance to						

the general classroom teacher to deal with the learning loss caused by COVID- restrictions. B. Our computer devices such as Chromebooks need to b repaired and replace. More Chromebooks are needed to keep up with the students returning to school so that every student has a Chromebook. C. Our classrooms have an average of 27 students in them. It is hardly possible to accommodate for individual and small group instruction in the classrooms. More space to respond to the learning loss of our students due to the COVID restrictions are needed. D. We need more sanitization and cleaning supplies for the reduction, prevention and response 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.

After analyzing the data, it was apparent that the disruptions that came due the COVID pandemic played a negative effect overall in academic achievement. According to the Dec., 2020 benchmark data the overall pass rate in reading/ELA is 52% and in Math 50%. That means that 48% and 50% of our students are below proficiency in Reading and Math respectively. In addition, when comparing MOY tests in Reading and Math both in 2019-20 and 2020-21, the average passing rate dropped 19% in Reading and 11% in Math. The isolation from in person interactions with peers and teachers seem to be the major cause of the decline in academic performance. The students missed the relationships, collaboration, and personal responsiveness that comes from in person interactions

and learning. While virtual learning served a purpose for some students, about a third of our students did and learn perform well in that environment. Through addressing learning loss and the other allowable uses for ESSER II funds, we will see increased learning growth and recovery in time. The two major strategies we will use to respond to the learning loss caused by the COVID disruptions are: A. Interventionist and tutors- Interventionist will be certified teachers who will plan and deliver instruction to students with learning loss and train tutors to follow the plans and instruct in a focused intensive fashion. The interventionist and tutors will serve students below proficiency in their respective grade levels largely as a response to the learning loss caused by COVID restrictions. With classrooms averaging 28 students it is not possible for the general classroom teacher to address all of the needs of students with learning loss. The interventionist and tutors will deliver targeted, intensive small group or individualized instruction in reading or math, either in the classroom or in another setting. Intensive tutoring through direct teaching is one of the most effective interventions to learning loss. There is ample research that teacher directed, systematic, and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low income families, and other populations who are behind in learning (Prater, 2018). The sequence of instruction includes: A. Setting specific goals for the tutoring session B. Making sure student is paying attention during the presentation of the knowledge or skills required to meet the objectives C. Providing a review of the previous session D. Presenting main goal of the session to the student E. Instructing in a clear, concise, and sequential manner F. Modeling of the desired response G. Soliciting the response from the student H. Reinforce (i.e., specific feedback) for correct response and repeat instructional sequence for an incorrect response I. Providing guided and independent practice J. Summarizing session K. Keeping records to monitor progress B. Educational technology- The Chromebooks help deliver individualized instruction, especially to students suffering from a learning loss due to COVID. Also, every student will have a Chromebook in case virtual learning from home is reinstated due to a resurgence of COVID. C. Learning Loss classrooms and other building modifications will allow for learning loss responses to the COVID restrictions to allow space for small group and individualized instruction delivered by our interventionist and tutors. The units and extra space will also be needed if COVID-restrictions are put back into place such as social distancing. D. More cleaning and sanitation supplies are needed especially as we expand our learning spaces and have more students return to school as a way to prevent or respond to COVID effects.

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.

\$ 1,069,185.60 * 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;

Our school uses many assessment tools to verify student data. Throughout the year, we use Beginning of Third Grade Testing, Benchmarks X 3, Acadience Testing X 3, Weekly Checkouts, Stanford Achievement-10 Testing, and End of Grade Testing to analyze student data. All K-8 students are also grouped based on achievement levels to ensure instruction is differentiated.

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

Teachers and curriculum department meet twice a quarter to discuss all student data. The data analysis allows our school to appropriately verify and teach to each students' achievement level. This allows us to meet each student's comprehensive needs through the use of additional/alternate curriculum and supplemental support. Specifically, we will use a combination of tutoring and direct teaching on an individualize or small group basis (Prater, 2018) with differentiated instruction (Tomlinson and McTighe, 2006; Marzano, et al.,) in larger group settings. In terms of tutoring, an increasing amount of research is validating the practice of tutoring. Over the last ten years there have been a large numbers of studies demonstrating significant differences in students, ore-to post tutoring. Tutoring used to mitigate learning loss and underachievement have been effective in a variety of forms and by a teachers and paraprofessionals. "While overall effects for reading and math interventions are similar, reading tutoring tends to yield higher effect sizes in earlier grades, while math tutoring tends to yield higher effect sizes in later grades" (Nickow, Oreopoulos, & Quan, 2020, p. 1). After summarizing the research on tutoring (Barnum, 2020), states that: "The blueprint for a new national program calls for tutoring to be done across a whole school and in small groups, with no more than four students per tutor." (p.2). Tutoring is typically defined as one-on-one or small-group instructional programming and is one tool that provide schools, and of course students) with a cost-effective way to stem learning loss. While there are many approaches to tutoring, one of the most effective is small group instruction using direct teaching techniques (Hallahan, Kauffman, & Pullan, 2012; Desheler, 2014: Prater, 2018). There is ample research that teacher directed, systematic , and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low income families, and other populations who are behind in learning (Prater, 2018). The sequence of instruction includes: A. Setting specific goals for the tutoring session B. Making sure student is paying attention during the presentation of the

knowledge or skills required to meet the objectives C. Providing a review of the previous session D. Presenting main goal of the session to the student E. Instructing in a clear, concise, and sequential manner F. Modeling of the desired response G. Soliciting the response from the student H. Reinforce (i.e., specific feedback) for correct response and repeat instructional sequence for an incorrect response I. Providing guided and independent practice J. Summarizing session K. Keeping records to monitor progress Full citations available upon request.

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

Our school established an information website that allows parents access pertinent information regarding curriculum, daily schedules, community resources, technology assistance, and point of contacts for any school related questions. We will continue to upload important information to the website and provide parents with notification of this occurrence. We will also hold parent/teacher conferences to discuss student progress or concerns. Google Guardian, Dojo, and Bright Arrow are used to provide notifications of important information.

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

Student attendance is taken daily and recorded in PowerSchool. Online student attendance is also collected for individual students based on the number of minutes in attendance for classes.

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

All student data is tracked in a school data summary file. This data is looked at twice a quarter, and is compared to previous grade levels to ensure students are meeting adequate growth. Students that are identified with learning loss will receive supplemental support from interventionists, teachers, or teacher assistants.

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	We have had 26 students who tested positive for COVID as well as 49 staff that tested positive this year. An additional 192 students have been quarantined. With the aid of construction in the classrooms we will allow for small groups , which will reduce virus transmission. In order to allow for more social	2021-22-to 2023-24 school years 2022-23- modular unit 2023-24- modular unit and gym renovation	We will see a marked improvement in our efforts to reduce and respond to learning loss due to COVID effects. The Acadience and TE 21 Case data will show a 5% increase in students who are proficient in reading and math for their respective grade levels per year as compared to 2020-21 student performance..	\$ 690,000.00

		distancing and to spread our students out more we will: lease or pay for modular units or seperate learning loss buildings, replace or repair our playground equipment, and eventually build a larger gym that will allow for temporary classrooms if needed. The gym will allow students to separate more and practice sports and recreational activities is a more open, spacious indoor environ. Movable walls will be installed to allow for classroom space as needed. Combined with the modular units and the larger, safer playground			

		safer playground area our students will be safer with more room to move and learn.			
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	We need more supplies for our existing areas. As we expand with modular units, playground equipment and building expansions we will need more supplies.	2022-23 and 2023-24	Periodic cleaning checks Input from teachers and staff as to the cleanliness	\$ 35,236.40

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	- Chromebook devices will be purchased for all students. Laptops and classroom technology equipment will be purchased as well. We will use the technology to mitigate the learning loss described in Parts A and B.	2021-22		\$ 69,200.00

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.	Amongst the innovations and best practices in fostering student learning, especially those in a catch-up status, is the use of various forms of educational technology. The term includes the use of devices and the educational software associated with it (Prather, 2018). Zheng, et al. (2016) conducted a meta-analysis of 10 studies that focused on the effects the use of laptop programs on students' academic achievement in K-12 schools. Significantly positive average effect sizes were found in all the major content areas (i.e. Math		We will see a marked improvement in our efforts to reduce and respond to learning loss due to COVID effects. The Acadience and TE 21 Case data will show a 5% increase in students who are proficient in reading and math for their respective grade levels per year as compared to 2020-21 student performance..	

		areas (i.e., Math, Language Arts). The researchers also found significantly positive effects in the use of laptops and tablets in the standard classroom setting (Ross,2020). Full citations for the references are available by request.			
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 \$ 794,436.40

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.

Grant Award Notification (GAN)

**Classical Charter Schools of Whiteville (24N) 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

Classical Charter Schools of Whiteville (24N) 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)]	<u>Rebecca Arroyo</u>

Substantially Approved Dates

**Classical Charter Schools of Whiteville (24N) 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	Saturday, July 24, 2021

New Applicant Summary

Classical Charter Schools of Whiteville (24N) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Classical Charter Schools of Whiteville (24N) 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

**Classical Charter Schools of Whiteville (24N) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1
- Grant Award Notification (GAN)**

*** D.U.N.S. Number:**

626691658

*** Address:**

35 Bacon's Way Whiteville, NC 28472

*** Superintendent:**

Mr. Steve Smith

Key Personnel:

* Mr. Steve Smith

History Log

Alpha Academy (26B) Charter 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 8:15:09 PM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	11/1/2021 9:20:01 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/1/2021 9:19:52 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 1:01:58 PM	Eugene Slocum	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 1:01:58 PM	Eugene Slocum	Status changed to 'Chief Administrator Approved'.	S
☐	11/1/2021 1:01:52 PM	Eugene Slocum	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 1:01:52 PM	Eugene Slocum	Status changed to 'Fiscal Representative Approved'.	S
	11/1/2021 1:01:43 PM	Eugene Slocum	Status changed to 'Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:04:35 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Alpha Academy (26B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,944,709.00	\$1,944,709.00
Carryover	\$0.00	\$0.00
Total	\$1,944,709.00	\$1,944,709.00

Budget

Alpha Academy (26B) 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
26B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$1,944,709.00	\$1,940,953.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$1,944,709.00	\$1,940,953.00
Total Budgeted:		\$1,940,953.00
Total Remaining:	\$3,756.00	\$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			
10/2/2021 11:50 PM	Approved (Pending)		Letchworth, Tina			
7/30/2021 8:37 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Alpha Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5210	146	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	5210	211	000	00	\$4,000.00	\$0.00	\$4,000.00		
	Salary	3	5270	131	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	5270	211	000	00	\$4,000.00	\$0.00	\$4,000.00		
	Other	3	5840	319	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Other	3	5840	411	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Other	3	5880	311	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Other	3	6200	411	000	00	\$15,000.00	\$0.00	\$15,000.00		
	Other	3	6400	418	000	00	\$50,000.40	\$0.00	\$50,000.40		
	Equipment	3	6400	462	000	00	\$750,000.00	\$0.00	\$750,000.00		

	Other	3	6720	311	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Other	3	6720	411	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Other	3	6940	311	000	00	\$80,000.00	\$0.00	\$80,000.00		
	Other	3	8200	399	000	00	\$827,952.60	\$0.00	\$827,952.60		
Total: \$1,940,953.00								\$0.00	\$1,940,953.00		

Grant Details

Alpha Academy (26B) 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.

Alpha Academy is a data-driven K-12 public charter school located in Cumberland County. Cumberland County is a high poverty, Tier 1 County located in the Sandhills region of North Carolina. Alpha Academy's 2020-2021 student enrollment is 956 students. Approximately 72.78% of enrolled students live below the federal poverty threshold and are eligible for free or reduced-price lunch. Alpha Academy is a Title I school which conducts a "Schoolwide" Title I program. Of the students enrolled, about 18.6% are Hispanic, 59.9% are Black, 9.8% are White, 8.5% are Two or More races, and the remaining 3% are Indian, Asian, and Pacific Islanders. Alpha Academy serves a racially and ethnically diverse student population. Alpha Academy's student population enjoyed significant pre-pandemic academic success. The 2018-2019 academic school year was the last year official State End-of-Grade (EOG) testing was conducted. Alpha Academy's last official N.C. Public School Report Card included a letter grade of "B," 72% Performance Score, and 86.2% Growth score (Alpha Academy exceeded expected academic growth). In the three preceding years Alpha Academy consistently maintained a "C" report card grade and met or exceeded expected growth. From the 2018-2019 to the 2019-2020 academic school year, Alpha Academy experienced a 53.33% growth in its population of students with disabilities going from 45 students to 69 students. Alpha Academy's students with

disabilities population consists of over 30% students with Specific Learning Disability. Alpha Academy's students with disabilities population are in Targeted Support and Improvement-Consistently Underperforming (TSI-CU) status as of 2019-2020 school year. Alpha Academy. Alpha Academy was working diligently toward a successful 2019-2020 academic year when North Carolina public school ended face-to-face instruction due the COVID 19 pandemic on or about March 13, 2020. The State cancelled the State EOG testing. Therefore, there is no direct EOG data comparison between the 2019-2020 school year and the 2018-2019 school year. The Team Alpha Academy's CEO/Principal organized a stakeholder team to review data and create a comprehensive needs assessment for purposes of identifying the school's most important needs which resulted from the disruption in educational services and shift to remote learning due to the COVID 19 pandemic and subsequent return to in-person instruction. The stakeholder team included section Principals for elementary, middle school, and high school. The team included input from classroom teachers, students with disabilities director and staff, support staff, parents, students, and an external consultant. The external consultant engaged the data collection and facilitated discussion to determine the needs of the school. The external consultant used an "open systems" approach and collected data based upon areas of "Allowable Use" of ESSER II funds. Addressing Learning Loss To assess learning loss needs, the Team reviewed available comparison data collected for grades 3-8 from the Northwest Evaluation Association Measures of Academic Progress (MAP) assessment for the fall of 2019 and fall of 2020 for reading and math. In the fall of 2019 about 76.4% of students demonstrated adequate growth in math. In the fall of 2020, after experiencing school closure due to COVID 19 and the shift to remote instruction, about 59.8% of students demonstrated adequate growth in math on the MAP assessment. The school experienced a 16.6% loss of learning in math. In the fall of 2019, the Reading/English Language Arts average was 81.0%. In the fall of 2020, the average was 67.8%. The school experienced a 13.2 loss of learning in reading. Teachers and staff have observed what appears to be mental depression in students and lack of motivation associated with malaise in certain students after the pandemic. Alpha Academy used other data sources to investigate grades K-2 and grades 9-12 learning loss including I-Station, NC Check-in, and teacher observations. Improve Air Quality The Stakeholder Team identified the need to inspect, test, maintenance, and assure adequate indoor air quality. To achieve air quality goals the school will use special air filters in its HVAC system. Addressing Unique Needs of Special Populations The Stakeholder Team assessed the needs of each of the school's subgroups or special populations. The School will provide focused support for English learners, homeless students, student in foster care, and other educationally disadvantaged students. The school's student with disabilities population was TSI-CU prior to the pandemic. There is a need to target additional support for students with disabilities. Training to Minimize virus transmission The Stakeholder Team identified the need to provide all staff with 20 hours of professional developing/training to help them understand how the virus is transmitted and best practices to mitigate transmission. Supplies to sanitize The Stakeholder Team identified the need to purchase adequate sanitization supplies to assure the school facility is safe from virus transmission. Mental Health Services The Stakeholder Team has identified the need to support students who are suffering from learning loss with mental health services. Many students who are

experience learning loss are depressed and unmotivated to improve academically. Summer Learning The Stakeholder Team recognizes the need for more quality time-on-task for students suffering learning loss. Summer learning was identified as a viable method to increase quality time-on-task to engage 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.

In 2017-2018 Alpha Academy received a "C" North Carolina Public School Report Card Grade, 67% Performance Score, and 80.7 growth score. In the 2018-2019 school year Alpha Academy improved its performance by increase its North Carolina Public School Report Card Grade to "B," achieving a 72% Performance Score, and exceeding growth with a growth score of 86.2. Alpha Academy's last State End-of-Grade (EOG) test scores (2018-2019) indicate significant academic progress for all Alpha Academy subgroups excluding students with disabilities. The school was working on the improvement of the academic standing of students with disabilities subgroup and making significant progress at the time the COVID 19 pandemic caused the shift to remote instruction last March 2020. The 2018-2019 EOG data shows the reading letter grade for Alpha Academy is "C" with a performance composite of 68, and the math letter grade was "B" with a performance composite of 74. This data shows that on average about 7 out of 10 students at Alpha Academy were scoring at or above grade level. About 30% of the school's students were not performing at grade level. Since North Carolina public schools did not take a 2019-2020 State EOG due to the COVID 19 pandemic, Alpha Academy used comparative NWEA MAP assessment data for the fall of 2019 and the fall of 2020 to determine grade 3-8 students' academic progress and growth and the impact of the COVID 19 on student academic progress. Comparison of fall 2019 and fall 2020 data show that Alpha Academy students experienced a 16.6% learning loss in math and 13.2% learning loss in reading. Students with disabilities experienced the greatest learning loss and were overrepresented in the percentage of students not demonstrating grade level proficiency in reading and math. NWEA MAP assessment is a nationally norm reference assessment system with an established margin of error which makes the MAP assessment a high-quality research-based assessment tool. Based upon the data, Alpha Academy has determined that about 193 or 32.2% of grades 3-8 students are below grade level in reading. About 241 or 40.2% of grade 3-8 students are below grade level in math. We combine our grades 3-8 data analysis with data collected on reading, math, and science and determined that about 500 Alpha Academy students are in need of a recovery and enrichment program in the summer of 2021 to facilitate recovery from learning loss due to COVID 19 pandemic. About 72.78% of Alpha Academy students live below the federal poverty threshold. According to Payne (2005), poverty status has a major adverse impact on student learning and places students in poverty at-risk of academic failure. In this regard, Alpha Academy Stakeholder Team determined that over 70% of its students are at-risk of academic failure

due to poverty exacerbated by the disruptions due to COVID 19 pandemic. For example, face-to-face instruction was stopped on or about March 13, 2020 due to the pandemic by order of the North Carolina Governor. The immediately school moved to remote instruction, but students and teachers experienced a major adjustment in establishing quality remote instruction for all students since some students has Internet access problems which had to be resolved, device problems which has to be solved, and other technical issues associated with the conversion to remote instruction. The move to remote instruction also meant that students where at home and sometimes with limited qualified adult supervision to facilitate student engagement in remote instruction. Without the face-to-face contact, teachers experienced difficulty obtaining high-quality student engagement for all students which resulted in academic stagnation.

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.

\$ 391,947.00 * 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;

Alpha Academy instructional leadership and Stakeholder Team recognizes that high-quality assessments that are aligned to the State End-of-Grade (EOG) test is vital to predicting student success on the EOG. Such assessment must provide sufficient useful details regarding students' grade level status and growth status to be useful to classroom teachers in planning instruction. Alpha Academy Stakeholder Team has identified NWEA/MAP Assessment as meeting the characteristics of a high-quality assessment. Alpha Academy will use NWEA/MAP Assessment in grades K-12 as its primary assessment tool to assess reading, math, and science and determine student growth. Multiple studies validate the accuracy of MAP Assessment use in North Carolina. The most recent Linking Study Report: Predicting Performance on the North Carolina EOG Mathematics Assessment Growth Scores was published in December 2020. MAP Assessments in reading, math, and science provide instructional leaders and with a viable data collection tool which can be used by teachers to understand individual student needs to enable teachers to

differentiate instruction. Alpha Academy will administer MAP Assessment during the first ten days of school, at the end of the first grading period, end of the second grading period, end of the third grading period, and at the end of the fourth grading period. Teacher will be provided professional development on how to use and interpret data collected from MAP Assessments and how to use individual report data which identifies student progress on master of grade level standards.

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

Alpha Academy will provide staff development for its staff for implementation of Research-Based Strategies from the seminal work of Payne and Tucker (2019). Alpha Academy will continue to use an exit ticket system to track students' mastery of reading, math, and science standards. Teachers will use small group instructional strategies, cooperative learning structures, and active learning strategies to facilitate student engagement. Teachers will also use technology assisted instructional strategies to teach reading, math, and science. The School will use Response-to-Intervention (RTI), Multi-Tiered System of Support (MTSS) strategies identified in the seminal work of McCart and Miller (2020). Alpha Academy recognizes that culturally responsive teaching is a vital element of any instructional strategy used with a diverse student population. Alpha Academy recognizes that small group instruction, technology assisted instruction, cooperative learning techniques, use of personal education plan, tutoring support, and other individual focused techniques are demonstrated educational best-practices that have demonstrated success. The School uses these techniques and will continue to improve upon their use. References Lindsey, R., Nuri-Robins, K., Terrell, R., and Lindsey, D. (2019). Cultural Proficiency: A Manual for School Leaders, 4th Edition. Corwin Press, Thousand Oaks, California. McCart, A., and Miller, D. (2020). Leaning Equity-Based MTSS for All Students. Corwin Press, Thousand Oaks, California. Payne, R. and Tucker, B. (2019). Research-Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students. Aha! Process, Inc., Highlands, Texas.

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

Alpha Academy will conduct a parent and family education program which focuses on teaching parents and families on how they can effectively support their students, including in a distance learning environment. The program will target the parents of students who experienced learning loss due to the COVID 19 pandemic. The program will also target low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, children in foster care, and other educationally disadvantaged students. The School will conduct a monthly training event and invite all parents. The training will include topics such as "Establishing Home Study Environment for Support Student Academy Success," "Building Student Self-Esteem and Positive Motivation," "Helping Students with Homework and Study," "How to Interact with Your Child's School and Teachers," "Supporting Students in Distance Learning and Remote Instruction," "Developing a Vision for College Attendance," "Goal-Directed Thinking," "Managing Discussions About Career and the Future," and other topics.

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

Alpha Academy will assign office personnel the task of tracking student attendance, including when operating with remote instruction. If a student has three reported absences on the fourth absence the office staff will make telephone contact with the parents to determine why the student was absent and urge attendance and participation. The School's Power School operator will provide the Principal a monthly attendance report. If a student is absent more than three times, the Power School operator will report the fourth absence to the Principal after making telephone contact with the parents. Alpha Academy will enhance its distance learning/remote instruction capacity by assuring the school has one-to-one computers and can quickly convert to remote instruction without major disruption of the instructional process. In addition, to assuring hardware is available for quick conversion to remote instruction the School will provide teachers and instructional staff with training and professional develop to ensure that teachers and staff have the necessary knowledge and skill to effectively teach in a remote environment and retain student engagement. The School will focus on establish grade level Learning Management Systems (LMS), selecting software and online learning program, and ensuring that teachers and students have an abundance of digital learning resources available.

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

Alpha Academy compared pre-pandemic MAP Assessment scores in the fall of 2019 to scores in the fall of 2020 during the pandemic to identify students that experienced learning loss or academic stagnation. Once EOG testing resumes, the School will compare new EOG test data to 2018-2019 EOG test data to identify students that experienced learning loss. Alpha Academy continues to work to mitigate learning loss and stagnation by using available data. Alpha Academy is a data driven school that use reading, math, and science testing data to facilitate academic planning, set priorities, identify students that are not performing at grade level, focus the school's resources to assure that all students can be successful. Identifying learning loss is a complex task that requires consideration of multiple streams of data from attendance, benchmarks assessments, teacher observations, student surveys, parent surveys, and State testing data. Alpha Academy's CEO will engage the support of an outside contractor with expertise in data collection and analysis to help the school manage and interpret its data. Alpha Academy, in the past, used different assessment tools such as I-Ready, I-Station, School Net, NC Check in, MAP, and State EOG test. Grades 4-8 use MAP Assessment. The other grades levels have used other tools. Beginning in the 2021-2022 school year, the School will use Grade K-12 MAP Assessment for reading, math, and science to facilitate uniformity of data comparisons. This will improve our accuracy in identify learning loss and understanding current 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	- Conduct initial air quality test and train maintenance staff to periodically test air quality. - Use of special air filters to mitigate virus spread.	7/21/21 to 6/30/24	Air Quality Data	\$ 60,000.00
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	Purchase of supplies and any specialist expertise.	7/21/21 to 6/30/24	- EOG Data - Readiness Report	\$ 40,000.00

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	- Hire additional exceptional children's teacher - Hire tutors to support exceptional children, English Learners, and other educationally disadvantaged students	7/21/21 to 6/30/24	- MAP Assessments Scores - EOG Scores - EOC Scores	\$ 100,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No	- Develop policies and procedures, and coordinate systems to improve preparedness and response - Provide training and professional development to staff.	7/21/21 to 6/30/24	- Production of written policies and procedures - Documented training time with staff	\$ 40,000.00

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	- Provide annual training to all staff to facilitate understanding of virus transmission and mitigation strategies	7/21/21 to 6/30/24	- Training hours completed by staff	\$ 60,000.00
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 cleaning and sanitation supplies to ensure proper cleaning to mitigate spread of virus	7/21/21 to 6/30/24	Supply inventory	\$ 60,000.00
	* ☒ Yes ☐ No	Resources and capacity to develop long-term closure plan, provide staff training, and prepare the school for potential long-term closure	7/21/21 to 6/30/24	Written long-term closure plan	\$ 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.					

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 over 500 computers - Classroom Interactive White Boards - Classroom Digital Cameras - Math, Reading, and Science software learning tools - Purchase/License of Assessment System	7/21/21 to 6/30/24	Inventory	\$ 444,809.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	Contract for mental health services for students' needs	7/21/21 to 6/30/24	Service Records	\$ 60,000.00

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	Conduct Summer Enrichment Program	7/21/21 to 6/30/24	- Enrollment Records - Attendance Records - Assessment Scores	\$ 647,953.00
	* ☐ 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 \$ 1,552,762.00

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.

Contacts

Alpha Academy (26B) 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)]	<u>Eugene Slocum</u>

Substantially Approved Dates

Alpha Academy (26B) 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

Thursday, September 30, 2021

New Applicant Summary

Alpha Academy (26B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Alpha Academy (26B) 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

Alpha Academy (26B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

124346367

*** Address:**

8030 Raeford Road Fayetteville, NC 28304

*** Superintendent:**

Mr. Eugene Slocum

Key Personnel:

* Michelle Campbell

History Log

The Capitol Encore Academy (26C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/30/2021 10:32:44 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:49:32 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

The Capitol Encore Academy (26C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$245,630.00	\$245,630.00
Carryover	\$492,330.00	\$492,330.00
Total	\$737,960.00	\$737,960.00

Budget

The Capitol Encore Academy (26C) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
26C	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$245,630.00	\$0.00
Carryover Amount:	\$492,330.00	\$492,330.00
Allotment Plus Carryover:	\$737,960.00	\$492,330.00
Total Budgeted:		\$492,330.00
Total Remaining:	\$245,630.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	11/04/2021 04:46 PM	Admin, NCCCIP

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/4/2021 4:46 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		☒		3-5110-411- 000-000-00	0	Budget needs to reflect full PRC 181 amount and be re-submitted. Application within CCIP PRC 181 as well must be submitted to correspond with this budget. ESSER budgets and applications are continuations and will go through the period of availability of the funds (2024) or when funds are exhausted whichever comes first.
11/3/2021 10:25 PM	Denied (Pending)		Letchworth, Tina			
11/3/2021 10:25 PM			Letchworth, Tina	3-5110-411- 000-000-00	0	Budget needs to reflect full PRC 181 amount and be re-submitted. Application within CCIP PRC 181 as well must be submitted to correspond with this budget. ESSER budgets and applications are continuations and will go through the period of availability of the funds (2024) or when funds are exhausted whichever comes first.
7/30/2021 10:32 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - The Capitol Encore Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$108,163.68	\$0.00	\$108,163.68		Budget needs to reflect full PRC 181 amount and be re-submitted. Application within CCIP PRC 181 as well must be submitted to correspond with this budget. ESSER budgets and applications are continuations and will go through the period of availability of the funds (2024) or when funds are exhausted whichever comes first.
	Salary	3	5320	131	000	00	\$43,567.12	\$0.00	\$43,567.12		

	Other	3	5320	211	000	00	\$3,332.88	\$0.00	\$3,332.88		
	Salary	3	5330	121	000	00	\$77,411.36	\$0.00	\$77,411.36		
	Other	3	5330	211	000	00	\$5,921.98	\$0.00	\$5,921.98		
	Salary	3	5840	131	000	00	\$112,029.72	\$0.00	\$112,029.72		
	Other	3	5840	211	000	00	\$8,570.26	\$0.00	\$8,570.26		
	Other	3	6570	522	000	00	\$133,333.00	\$0.00	\$133,333.00		
Total: \$492,330.00								\$0.00	\$492,330.00		

Grant Details

The Capitol Encore Academy (26C) 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.

1) TCEA used multiple meetings held through our administrative team (weekly), SIT Team (bi-monthly), and grade level teams (monthly) to develop a plan for this funding. Administrators have collected feedback from staff and other stakeholders to help better mold the use of this funding. 2) TCEA will use different assessment methods to address student growth from these funds. The will include benchmark testing, BOGs/EOGs, and standards. There will also be weekly PLC meetings to confirm which students are still behind and where they need to grow. During PLCs, teachers meet with MTSS and EC staff as well as administrators to discuss the results of Tests and Post-tests and develop a course of action for students who are struggling or falling behind. Currently, we have 15.7% of students in MTSS and 12.9% of our students classified as EC. That brings the total population to 27.7% of students who are already behind. We are also a school-wide MTSS school, so additional students qualify for in class help during the school day. Currently we have 84.6% of our student population that has rented a school device to use at home. This has come with its own issues, including devices being broken.

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) Social, emotional, and health of students impacted by Covid was identified by the stakeholder group as a key focus area for the 2021-22 school year. 2) Math and ELA district level assessments indicate a significant slide in student achievement attributed to online learning during the Covid pandemic. Additional curriculum and staff support identified by stakeholder group as a priority. 3) Ability to safely operate while maintaining Covid protocols and face to face instruction was identified by stakeholder group as an area of concern. School nurses to oversee Covid plan implementation and coordination with local health department was identified as a concern by stakeholder group, along with classroom space needed to provide for social distancing protocols.

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.

\$ 287,960.00 * 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 through the summer, TCEA is partnering with IXL Learning for ELA/Math/Science for the summer. This program will allow TCEA to track the progress of students as well as develop and assist educators in creating lessons through differentiation. IXL has developed a program to meet each student where they are and assist them in growing

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

Funds allocated to purchase supplemental math and ELA curriculum to assist in closing achievement gaps related to Covid learning loss. Additional funds allocated to hiring three intervention team staff to work with students identified as at risk of falling behind in math and ELA. TCEA will use funds to hire 2 full time MTSS teachers to assist with students

who are identified as behind via i-ready in math and ELA. Teachers will pull small groups of students to work on specific math and ELA skills that have been identified as problematic due to Covid learning loss

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

TCEA is using multiple facets to communicate with parents how they can effectively support students. First, TCEA sends out weekly grade level emails with recaps on work, what's upcoming and support tips for families. Second, teachers communicate directly with students' families through email, Class Dojo, and their respective LMS software. This allows parents to reach teachers for guidance as well as get any question answered. Finally, TCEA hosts/will host parent nights with a focus on both in-person and distant learning in the 21st Century.

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

Currently, TCEA has a policy in place for distant learning students that requires them to login daily at 8:00am to fill out an attendance form. This allows for us to track attendance of students who are off-site. Secondly, the school counselor has Zoom times set up to help bring kids together and council students when necessary. TCEA has also utilized PBIS for virtual students, which allows them to receive and spend rewards, keeping them engaged.

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

Currently, teachers and support staff meet weekly under PLC times to discuss student growth and retention. It is during this time that focus is put on students who are behind and what strategies can be implemented to progress them.

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	Funds allocated to renovate existing space into additional classroom space providing more square footage to allow for social distancing. Currently, we are at a capacity per classroom that we feel comfortable with under current guidelines. With the additional students expected next year, we will not have space to	August 2021	Two additional classroom spaces open to provide more room for students to safely socially distance from their peers	\$ 200,000.00

		place them in our current classrooms and maintain proper social distance as well as feel safe inside of classrooms. The 2 additional classrooms will allow us to separate our 6th grade and Kindergarten to respectable distances and allow students to feel safe within their classrooms.			

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	Funds allocated for wages and benefits for 2 school nurses to coordinate preparedness plans with local health departments and oversee plan implementation at a school level. We are looking to hire 2 Full Time staff members who will be able to mitigate COVID	July 2021	Staff hired and Covid plan evaluated/improved	\$ 180,000.00

		COVID exposure and reevaluate our plans. These 2 positions will be school nurses and they will be tasked with the improvement of the current plan, keeping updated on changes to COVID measures and adjusting the plan when necessary, and tracking/updating all student medical information and records. They will also be involved in educating parents.			

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	Funds allocated for the cost of salary and benefits for one full time certified Social Worker to address emotional needs of students. TCEA plans to hire a full time licensed social worker to help with the mental health of its students. This	July 2021	Licensed social worker on staff and overseeing student population	\$ 70,000.00

		will be done by creating a comprehensive plan with administration to focus on the children who are struggling the hardest during this pandemic. This will allow the SW to meet with individual students as well as small groups to discuss the emotional needs of these 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				\$
	* ☐ 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 \$ 450,000.00

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)

The Capitol Encore Academy (26C) 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.

Contacts

The Capitol Encore Academy (26C) 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>Joe Salisbury</u> .

Substantially Approved Dates

The Capitol Encore Academy (26C) 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

New Applicant Summary

The Capitol Encore Academy (26C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

The Capitol Encore Academy (26C) 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.

GAN Organization Data

The Capitol Encore Academy (26C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78475135

*** Address:**

126 Hay Street Fayetteville, NC 28301

*** Superintendent:**

Mr.William Kneer

Key Personnel:

* Joe Salisbury

History Log

Maureen Joy Charter (32A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:05:04 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Maureen Joy Charter (32A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,767,246.00	\$1,767,246.00
Carryover	\$0.00	\$0.00
Total	\$1,767,246.00	\$1,767,246.00

Budget

Maureen Joy Charter (32A) 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
32A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$1,767,246.00	\$1,763,618.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$1,767,246.00	\$1,763,618.00
Total Budgeted:		\$1,763,618.00
Total Remaining:	\$3,628.00	\$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 2:34 PM	Approved (Pending)		Eddy, Melissa			
9/13/2021 10:15 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Maureen Joy Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$343,706.40	\$0.00	\$343,706.40		
	Salary	3	5110	131	000	00	\$105,898.56	\$0.00	\$105,898.56		
	Salary	3	5110	135	000	00	\$664,188.00	\$0.00	\$664,188.00		
	Salary	3	5110	142	000	00	\$63,167.52	\$0.00	\$63,167.52		
	Salary	3	5110	146	000	00	\$142,127.28	\$0.00	\$142,127.28		
	Other	3	5110	211	000	00	\$100,910.35	\$0.00	\$100,910.35		
	Other	3	5110	312	000	00	\$63,800.00	\$0.00	\$63,800.00		
	Other	3	5110	418	000	00	\$197,820.03	\$0.00	\$197,820.03		
	Salary	3	7200	174	000	00	\$76,172.64	\$0.00	\$76,172.64		

	Other	3	7200	211	000	00	\$5,827.22	\$0.00	\$5,827.22		
Total:							\$1,763,618.00	\$0.00	\$1,763,618.00		

Grant Details

Maureen Joy Charter (32A) 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. We met on April, 28, 2021 and May 5, 2021. Stakeholders included families, teachers, leaders, and Board of Directors. The stakeholders were provided with data from the 2020-2021 including, but not limited to: attendance, grades, reading levels, interim assessments, and end-of-grade assessments. The data analysis was followed by the creation of goals focused on reading performance, mathematics performance, and attendance. 2. We assessed the students using iReady benchmark data. The following areas below were identified as ways to address student learning gaps resulting from the COVID disruptions: Attendance Data: 2018-19 2019-20 2020-21 Average absences 6.3 5.0 13.6 # of students w 10+ absences. 146.0 96.0 378.0 iReady Reading Growth Benchmarks Percentage of grade level MOY Percentage of grade level EOY Percentage of grade level Actual % Proficient Goal % Proficient Actual Goal % Achieving Typical Growth Actual Goal % Proficient Actual Goal % Achieving Typical Growth Actual K 75% 75% 65% 61% 1 94% (53/69) 80% 53% 85% 41% 80% 61% 85% 45% 2 79% (73/79) 80% 35% 85% 16% 80% 43% 85% 21% 3 64% (69/73) 70% 56% 85% 41% 70% 65% 85% 40% 4 58% (60/71) 65% 41% 85% 13% 65% 44% 85% 18% Reading Benchmarks Math Benchmarks Passing Mastery Passing Mastery Fluency Passing Mastery Fluency Passing Mastery 5 Goal 70% 60% 80% 70% 80% 70% 60% 90% 75% 65% Actual 53% 18%. 63% 31% 80% 60% 31% 86%

53% 24% 6 Goal 70% 60% 80% 70% 80% 70% 60% 90% 75% 65% Actual 61% 29% 72% 36% 54% 51% 27% 58%
 51% 65% 7 Goal 70% 40% 74% 31% 80% 70% 60% 90% 75% 65% Actual 70% 22% 62% 15% 62% 60% 12% 62%
 56% 25% 8. Goal. 70% 60% 80% 70% 80%. 70%. 60% 90% 75% 65% Actual 62% 22% 62% 15% 62% 60% 12%
 62% 56% 25% Science Science Benchmarks 2020-21 Focus Skill: CER Responses aligned to GL content Percent
 Proficient First Benchmark Final Benchmark Grade Passing Mastery Passing Mastery 5 Actual 45% 9% 30% 3% 6.
 Actual 43% 5% 30% 11% 7. Actual 51% 20% 68% 17% 8. Actual 75% 32% 71% 22%

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. Learning Loss-While most of our students passed the iReady benchmarks, a small fraction reached mastery and were far away from the goals that were set for them. The only exception was the 6th grade benchmarks in math where the goal of 65% of the students mastered the content was achieved. In Science, only 12% of our students in grades 6-8 mastered the content. The consensus was that a great deal of learning loss occurred due to the COVID disruptions in in-person instruction. To address these needs we will employ interventionist, a curriculum coordinator at the Elementary level and a Science specialist for the Middle School. The STEP curriculum and Learning A to Z will also help facilitate learning gains through research based practices and content. B. Facilities and repair- A new water fountain is needed to reduce the risk of spreading COVID. C. Leadership resources- Coordinators and specialists are needed to monitor, coach, and lead the teachers to higher levels of capacity in meeting the needs of all students, especially those suffering from COVID related learning loss. D. Mental Health services are needed due to the higher rate of social-emotional regression due to COVID. E. Educational technology software is needed to help in the acceleration of learning on an individual basis. F. Educational technology coach at the Elementary level with a technology assistant is needed to support the teachers and expand their capacity to use the technology to the benefit of all students, especially those suffering from learning loss due to COVID related issues.

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.

\$ 1,048,800.00 * 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;

We will use i-Ready and benchmark data as high quality assessments to track our students' progress, individually and as a group. Students will have plans that will be reviewed at least weekly for those below the proficient level in reading and/or math. A variety of research-based practices, including differentiated instruction will be used to mitigate learning loss.

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

Below are brief explanations of the research based practices we will employ to address learning loss with our students. 1. Intensive tutoring and teacher -directed instruction. There is ample research that teacher directed, systematic , and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low income families, and other populations who are behind in learning (Prater, 2018). The sequence of instruction includes: A. Setting specific goals for the tutoring session B. Making sure student is paying attention during the presentation of the knowledge or skills required to meet the objectives C. Providing a review of the previous session D. Presenting main goal of the session to the student E. Instructing in a clear, concise, and sequential manner F. Modeling of the desired response G. Soliciting the response from the student H. Reinforce (i.e., specific feedback) for correct response and repeat instructional sequence for an incorrect response I. Providing guided and independent practice J. Summarizing session K. Keeping records to monitor progress 2. Differentiated Instruction- The instruction will be differentiated to meet students current levels and to increase their achievement in a proscribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who brings to school different talents and interests. (Tomlinson and Mc Tighe, 2006, p.13). Strategies for adapting instruction in a differentiated setting include: A. Guided notes with blanks for students to fill in missing information B. Graphic organizers that visually display information and link concepts C. Study guides with questions for students to answer D. Written outline of the lesson E. Use visual aids F. Check for understanding G. Use technology during instruction and for guided and independent practice H. Record every students progress on objectives for planning the next lesson or session (adapted from Prater, 2018) 4. Instructional Technology (See pages 149-151 in Prater, 2018) 1. Amongst the innovations and best practices in fostering student learning, especially those in a catch-up status, is the use of various forms of educational technology. The term includes the use of devices and the educational software associated with it (Prather, 2018). Zheng, et al. (2016) conducted a meta-analysis of 10 studies that focused on the

effects the use of laptop programs on students' academic achievement in K-12 schools. Significantly positive average effect sizes were found in all the major content areas (i.e., Math, Language Arts). The researchers also found significantly positive effects in the use of laptops in the standard classroom setting. How the laptops are used determines the effects, however. Ross (2020) after reviewing research over the last 30 years concerning educational technology, recommended these commonalities for use of technology for the increase in student academic as a tool not a different instructional system; communicate with stakeholders as to the intent and purposes of using laptops being realistic in the impact of technology, and evaluate the effectiveness on a continuous bases. such as thinking of educational tech: "(a) conceptualizing technology as an educational tool and delivery system, not as a "treatment" in itself; (b) defining and communicating to stakeholders what proximal and long-term outcomes the technology initiative is (and is not) expected to promote; (c) not over-promising impacts on student achievement on standardized assessments where technology applications are directed primary toward other educational goals; and (d) conducting ongoing evaluation studies to provide evidence of program implementation progress and effectiveness at different phases of the initiative." (p. 2015). In addition, we will employ a math specialist and a reading specialist to serve students in their respective disciplines as well as coach teachers into better addressing the students' leaning loss due to the COVID interruptions. Two COVID Learning Recovery Teachers will directly teach individual students and in small groups using the evidenced based technics stated above to reduce the effects of learning loss related to the COVID pandemic. Also. am educational technology coach and an assistant will work with teachers and students as to the best uses of the technology, especially with the large number of new software packages that are being licensed or purchased to respond to the student learning loss due to the COVID disruptions. In addition, the Middle School will add a curriculum Coordinator to monitor student progress and recommend curriculum and adaptations to mitigate against learning loss. A first grade assistant is also needed to assist beginning readers in mastering their skills using the STEP Curriculum as well as learning basic math concepts.

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

We will continue to use a combination of text messages, email communication, letters, phone calls, the website, and meetings if needed. We will use virtual means when necessary. We will continue to support students who now or in the future need to learn in a virtual, distance education environment with live chats between parent(s), teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards. In addition, the Bi-Lingual Attendance Interventionist and the Equity and Community facilitator will work closely with parents. They will serve as liaisons between the family, community, and the school.

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

We will use attendance software to track student attendance in both in-person and virtual environments as need. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of answer that is correct). The teachers are responsive and immediate when it comes to student performance and parent questions., thus reducing the psychological gap that often comes from distance learning. In particular, the Bi-Lingual Attendance Interventionist will work with ELL students and their families 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.

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. the i-Ready and benchmark data will be monitored at least weekly and interventions will occur as necessary.

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	We will employ a Bi-Lingual Attendance Interventionist to work with the families of ELLs. Speaking the same language will facilitate an understanding and cultural awareness families may be going through especially due to the COVID pandemic.	2021-2024	Attendance records of ELL and bi-lingual students Logs tracking student cases and the results of interventions	\$ 112,500.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No	2. Child Nutrition Assistant will monitor the amount of nutritious food that is being offered to the students during school hours. The assistant may also help prepare and serve the food.	2021-24	Health department checks on nutritional and cleanliness factors. Surveys with families and community agencies/organization to assess the services of the coordinator.	\$ 235,000.00

		3. An Equity and Community Facilitator is needed to communicate with the families of the students related to a variety of issues, assure equitable distribution of services and resources regardless of race or socio-economic background, and liaison with a variety of community agencies and organizations to supply the safest and most productive learning for our students during the COVID pandemic.			

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	The use of instructional software will support the teachers, coordinators, and interventionists in reducing the learning loss effects due to COVID. Software such as Grade Cam, Ellevation	2021-24	i-Ready and other assessments built into the software.	\$ 240,298.00

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.		Innovation, Ident-A-Kid, Goalbook, Talking Points, Brain Pop, Slack SWFIT K-12, Lever, Kickband, Moby Max, News ELA, and Scribes are content based, assessment driven, and designed to address the needs of individual students in creative ways. The licensing or purchase of this software will increase the learning achievement of our students.			
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		2021-24	Log of cases and the outcomes.	\$ 127,020.00

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.

School health coordinator to monitor student health needs, especially with the suspicion of COVID. The health coordinator will also communicate with parents and community health professionals in terms of reducing the chances of COVID or responding to an outbreak.

Total ESSER III Allotment \$ 714,818.00

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)

Maureen Joy Charter (32A) 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

Maureen Joy Charter (32A) 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)]	<u>Rebecca Arroyo</u>

Substantially Approved Dates

Maureen Joy Charter (32A) 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

Monday, September 13, 2021

New Applicant Summary

Maureen Joy Charter (32A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Maureen Joy Charter (32A) 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

Maureen Joy Charter (32A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

3789778

*** Address:**

107 South Driver Street Durham, NC 27703

*** Superintendent:**

Mr. Mark Bailey

Key Personnel:

* Mr. Mark Bailey

History Log

Healthy Start Academy (32B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:05:08 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Healthy Start Academy (32B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,689,807.00	\$1,689,807.00
Carryover	\$0.00	\$0.00
Total	\$1,689,807.00	\$1,689,807.00

Budget

Healthy Start Academy (32B) 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
32B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$1,689,807.00	\$1,686,235.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$1,689,807.00	\$1,686,235.00
Total Budgeted:		\$1,686,235.00
Total Remaining:	\$3,572.00	\$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 1:06 PM	Approved (Pending)		Eddy, Melissa			
9/7/2021 12:58 PM	Under Review		Eddy, Melissa			
9/3/2021 8:28 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Healthy Start Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	183	000	00	\$83,115.00	\$0.00	\$83,115.00		
	Other	3	5110	211	000	00	\$6,885.00	\$0.00	\$6,885.00		
	Salary	3	5330	121	000	00	\$508,900.32	\$0.00	\$508,900.32		
	Salary	3	5330	131	000	00	\$52,804.80	\$0.00	\$52,804.80		
	Salary	3	5330	146	000	00	\$166,230.00	\$0.00	\$166,230.00		
	Other	3	5330	211	000	00	\$60,299.83	\$0.00	\$60,299.83		
	Salary	3	5360	113	000	00	\$25,858.00	\$0.00	\$25,858.00		

	Salary	3	5360	131	000	00	\$369,400.00	\$0.00	\$369,400.00		
	Salary	3	5360	142	000	00	\$44,328.00	\$0.00	\$44,328.00		
	Salary	3	5360	149	000	00	\$11,082.00	\$0.00	\$11,082.00		
	Other	3	5360	211	000	00	\$37,332.00	\$0.00	\$37,332.00		
	Salary	3	5860	146	000	00	\$166,230.00	\$0.00	\$166,230.00		
	Other	3	5860	211	000	00	\$13,770.00	\$0.00	\$13,770.00		
	Other	3	6550	551	000	00	\$140,000.05	\$0.00	\$140,000.05		

Total: \$1,686,235.00 \$0.00 \$1,686,235.00

Grant Details

Healthy Start Academy (32B) 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.

We met on May 5th and May 24th with parents, staff, and other stakeholders to review the data and to determine the best use of ESSER funds. Those in attendance included administration, teachers, and other stakeholders. It was obvious from the data below that intensive intervention was need to reduce the learning loss caused by the COVID disruptions.

Reading Growth	Math Growth	2018-2019	88% of Goal	94% of Goal	2019-2020	102% of
Goal	100% of Goal		I-Ready Growth Data		2018-2019	88 94
2019-2020	102 100		I Ready Results 3-8			
2018-2019	2019-2020 (COVID-19)	Met Reading Growth	46%			
49.00%	Met Math Growth	48%	48%			
	I-Ready Results 3-8	2018-2019	2019-2020 (COVID-			
19)	Reading Predicted Prof	32.00%	28%	Math Predicted Prof	33.00%	
	44% EOC Proficient (percent) of students in Math	Year 18-19-	46.4	19-20-	55.0	20-21-
					31.6	

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.

The achievement data revealed that we were meeting or exceeding growth expectations until March, 2020, the beginning of the COVID restrictions. The proficiency rate in reading declined to 28% of our students after COVID restrictions were put into place. Also, proficiency in math went from 55% in 19-20 to 31.6% in 20-21. Clearly our student exhibited a high degree of learning loss due to the COVID restrictions. The group decided that six interventions (residents) would be needed so we employed them beginning in 2020-21. We will need their services from 2021-2024. We also decided to have summer learning loss programs for 2021, 2022, 2023, and 2024. We will also have extended day instruction during the regular school years, 2021-2024. Three positions are needed for instructional supervision: Director of Data, Interventions and Projects, Director of Instruction and technology, and an instructional coach. The staff in these positions will lead, coordinate and coach teachers in ways to reduce learning loss due to the COVID restrictions. It was also apparent that we needed two new buses to allow for more social distancing purposes to reduce the spread 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.

\$ 968,235.00 * 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 will use i-Ready and benchmark data as high quality assessments to track our students' progress, individually and as a group. Students will have plans that will be reviewed at least weekly for those below the proficient level in reading and/or math. A variety of research-based practices, including differentiated instruction will be used to mitigate learning loss.

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

Students will have a learning plans developed by the teachers and interventionists identifying specific needs. During the regular school year and the teachers will work from the plan to address those specific needs through direct teaching (Prater, 2018), tutoring (Nickow et al., 2020) and differentiated instruction (Tomlinson & Mc Tighe, 2011). We will employ

the following personnel to reduce learning loss over the next three years through ESSER III funds: 1. Six interventionists 2. Director of Instruction and Technology 3. Director of Data, Interventions and Projects 4. An Instructional coach.

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

We will continue to use a combination of text messages, email communication, letters, phone calls, the website, and meetings if needed. We will use virtual means when necessary. We will continue to support students who now or in the future need to learn in a virtual, distance education environment with live chats between parent(s), teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards.

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

We will use attendance software to track student attendance in both in-person and virtual environments as need. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of answer that is correct). The teachers are responsive and immediate when it comes to student performance and parent questions., thus reducing the psychological gap that often comes from distance learning.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. the i-Ready and benchmark data will be monitored at least weekly and interventions will occur as necessary.

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				\$
	* ☒ Yes ☐ No	We launched our summer learning loss program in 2021 and will continue it through summer 2024. Through the use of	2020,2021,2022,2023,2024	iReady scores Student, parent and teacher satisfaction with the learning results every summer	\$ 578,000.00

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.		use of twenty teachers, 4 four teaching assistants, a discipline coordinator and a program administrator per summer we will greatly reduce the learning loss experienced by COVID related factors. In addition, we will also operate extended day programs for learning loss reduction during the regular school years. Stipends will be paid current staff for the extended			

		day programs.			
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	Two new buses are required to allow for more social distancing between students. In this way we will reduce the risk of COVID.	2021-22	Reduced COVID cases reported by riding on school busses	\$ 140,000.00
Total ESSER III Allotment					\$ 718,000.00

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)

Healthy Start Academy (32B) 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

Healthy Start Academy (32B) 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)]	<u>Rebecca Arroyo</u>

Substantially Approved Dates

Healthy Start Academy (32B) 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	Friday, September 3, 2021

New Applicant Summary

Healthy Start Academy (32B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Healthy Start Academy (32B) 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

Healthy Start Academy (32B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

17628434

*** Address:**

807 West Chapel Hill Street Durham, NC 27701

*** Superintendent:**

Mr. Alex Quigley

Key Personnel:

* Mr. Alex Quigley

History Log

Kestrel Heights School (32D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/6/2021 3:45:21 PM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/6/2021 3:44:51 PM	Erin Lewis	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: ■ Please make sure your budget and grant details match for each allowable use: Salaries: Ensure that all salaries listed in the budget are also specifically listed in the grant details. Object code 121 outlines salaries for intervention services. The position(s) should also be listed in the grant details under Part C: Address learning loss. Instructional technology: The PSU has allotted \$30,000 in the grant details but only \$10,000 in the budget. Summer Learning Academy: The PSU has allotted \$30,000 in the grant details but summer learning is not included in the budget. ■ All planned activities and expenditures for the 20% minimum of PSU allocation should be clearly outlined in Part C: Address Learning Loss. Supplies and Materials: If the supplies and materials listed under “Other ESSA Eligible Activities” are for resources that will help	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
			address learning loss, you will want to move those purchases from part D to part C. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Erin Lewis <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	
	9/30/2021 4:45:26 PM	Tonya Jackson	Status changed to 'Chief Administrator Approved'.	S
	9/30/2021 4:45:21 PM	Tonya Jackson	Status changed to 'Fiscal Representative Approved'.	S
	9/30/2021 4:45:11 PM	Tonya Jackson	Status changed to 'Draft Completed'.	S
	8/2/2021 8:10:25 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:46:54 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Kestrel Heights School (32D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$227,490.00	\$227,490.00
Carryover	\$455,618.00	\$455,618.00
Total	\$683,108.00	\$683,108.00

Budget

Kestrel Heights School (32D) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
32D	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$227,490.00	\$0.00
Carryover Amount:	\$455,618.00	\$455,618.00
Allotment Plus Carryover:	\$683,108.00	\$455,618.00
Total Budgeted:		\$455,618.00
Total Remaining:	\$227,490.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	10/06/2021 04:45 PM	Admin, NCCCIP

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

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/6/2021 4:45 PM	Denied		Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
				3-5110-411- 000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: Please make sure your budget and grant details match for each allowable use: - Salaries: Ensure that all salaries listed in the budget are also specifically listed in the grant details. Object code 121 outlines salaries for intervention services. The position(s) should also be listed in the grant details under Part C: Address learning loss. - Instructional technology: The PSU has allotted \$30,000 in the grant details but only \$10,000 in the budget. - Summer Learning Academy: The PSU has allotted \$30,000 in the grant details but summer learning is not included in the budget. Check that the planned activities and expenditures for the 20% minimum of PSU allocation are clearly outlined in Part C: Address Learning Loss. - Supplies and Materials: If the supplies and materials listed under "Other ESSA Eligible Activities" are for resources that will help address learning loss, you will want to move those purchases from part D to part C. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/6/2021 3:45 PM			Lewis, Erin	3-5110-411-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: Please make sure your budget and grant details match for each allowable use: - Salaries: Ensure that all salaries listed in the budget are also specifically listed in the grant details. Object code 121 outlines salaries for intervention services. The position(s) should also be listed in the grant details under Part C: Address learning loss. - Instructional technology: The PSU has allotted \$30,000 in the grant details but only \$10,000 in the budget. - Summer Learning Academy: The PSU has allotted \$30,000 in the grant details but summer learning is not included in the budget. Check that the planned activities and expenditures for the 20% minimum of PSU allocation are clearly outlined in Part C: Address Learning Loss. - Supplies and Materials: If the supplies and materials listed under "Other ESSA Eligible Activities" are for resources that will help address learning loss, you will want to move those purchases from part D to part C. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
10/6/2021 3:41 PM	Denied (Pending)		Lewis, Erin			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/6/2021 3:41 PM			Lewis, Erin	3-5110-411-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 171) has been returned to the Charter as NOT APPROVED for the following reasons: Please make sure your budget and grant details match for each allowable use: - Salaries: Ensure that all salaries listed in the budget are also specifically listed in the grant details. Object code 121 outlines salaries for intervention services. The position(s) should also be listed in the grant details under Part C: Address learning loss. - Instructional technology: The PSU has allotted \$30,000 in the grant details but only \$10,000 in the budget. - Summer Learning Academy: The PSU has allotted \$30,000 in the grant details but summer learning is not included in the budget. Check that the planned activities and expenditures for the 20% minimum of PSU allocation are clearly outlined in Part C: Address Learning Loss. - Supplies and Materials: If the supplies and materials listed under "Other ESSA Eligible Activities" are for resources that will help address learning loss, you will want to move those purchases from part D to part C. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
8/2/2021 8:10 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Kestrel Heights School

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

	Other	3	5110	411	000	00	\$16,754.00	\$0.00	\$16,754.00	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: Please make sure your budget and grant details match for each allowable use: - Salaries: Ensure that all salaries listed in the budget are also specifically listed in the grant details. Object code 121 outlines salaries for intervention services. The position(s)

should also be listed in the grant details under Part C: Address learning loss.

-
Instructional technology: The PSU has allotted \$30,000 in the grant details but only \$10,000 in the budget. -
Summer Learning Academy: The PSU has allotted \$30,000 in the grant details but summer learning is not included in the budget. Check that the planned activities and expenditures for the 20% minimum of

											up to Chief Administrator Approved.
	Salary	3	5330	121	000	00	\$317,100.00	\$0.00	\$317,100.00		
	Other	3	5330	211	000	00	\$24,258.16	\$0.00	\$24,258.16		
	Other	3	5330	231	000	00	\$38,016.00	\$0.00	\$38,016.00		
	Salary	3	5400	151	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	5400	211	000	00	\$3,060.00	\$0.00	\$3,060.00		
	Other	3	5400	231	000	00	\$6,336.00	\$0.00	\$6,336.00		
	Equipment	3	5860	462	000	00	\$10,093.84	\$0.00	\$10,093.84		

Total: \$455,618.00 \$0.00 \$455,618.00

Grant Details

Kestrel Heights School (32D) 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.

School leaders have engaged in numerous strategies to gather information and input to identify our organizational needs. As an organization, we have engaged in the work of developing a strategic plan. We engaged the services of a contracted agency to convene focus groups and complete a SWOT analysis with each group. Through the process, all stakeholder groups had an opportunity to share their perception of our school and to help plan for our future. As a community, we have discussed Kestrel's strengths, weaknesses, opportunities, and threats. Other platforms for input have included meetings with school leadership, MTSS Leadership Team meetings, and school leadership facilitated breakout groups for staff to brainstorm our organizational needs during a KHS Planning session. As we analyze and work with our organizational data, we are committed to establishing a culture wherein we consistently put faces to the numbers and identify the needs of our students. This is essential in order for us to facilitate growth for all students in all subgroups. To this end, we have convened regular meetings (including the weekly Professional Learning Communities, quarterly Kid Talk, weekly staff meetings) during which we have discussed instruction, student performance data, student needs, and instructional needs. There is concern about the impact of Covid 19 on our students, their engagement with instruction, and the long-term educational impact. We have used all input to develop

the instructional program and to inform instructional practices put in place during virtual learning and during in-person learning. We are continually working to refine our Data Discussion Protocol to ensure that it includes relevant sources of data. Within the current protocol, data is compiled into a Data Wall that reflects the following data sources: ACADEMICS: Reading & Math data (i.e. quarterly report card grades, BOY/MOY/EOY iReady data), missing assignments resulting in low grades; ATTENDANCE: chronic absenteeism during the 2019-2020 academic year (categorized by 20 or more days missed), and absenteeism (10% BOY/MOY/EOY); RETENTION: whether a scholar was retained in a previous grade, and/or whether a scholar is currently at-risk for retention; DISCIPLINE data (2 or more disciplinary referrals); SOCIAL/EMOTIONAL documentation of scholars' concerns/needs (i.e. surveys, referrals to the School Counselor); and other data such as whether a scholar is experiencing homelessness, or is involved in the foster care 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.

Kestrel administers the iReady diagnostic at the beginning, middle, and end of the school year. The Reading iReady diagnostic assesses phonological awareness, phonics, high-frequency words, vocabulary, literature comprehension, and informational text comprehension. The Math iReady assesses the domains of number and operations, Algebra and Algebraic thinking, measurement and data, and Geometry. An analysis of scholars' overall placement in our Reading iReady data from the beginning of the year to the middle of the year for 2020-2021 indicates an increase in the number of scholars performing on grade level (from 202 to 229), a small decrease in the number of scholars performing one grade level below expectations (from 109 to 100), and a decrease in the number of scholars performing two or more grade levels below expectations (from 109 to 83). Overall, our Math iReady data indicates an increase in the number of scholars performing on grade level (from 130 to 169), a decrease in the number of scholars performing one grade level below expectations (from 168 to 140), and a decrease in the number of scholars performing two or more grade levels below expectations (from 122 to 103). Reading domain data shows Phonological Awareness (94%), High-Frequency Words (92%), and Phonics as areas of strength (78%). Vocabulary (57%), Comprehension of Literature (53%), and Comprehension of Informational Text (50%) are areas identified for improvement. While scholars' performance in each domain of the Math iReady has improved from the BOY to the MOY, overall mathematics is an area identified for improvement for all scholars K-8. Scholars' proficiency in the mathematics domains is as follows: number and operations (45%), Algebra and Algebraic Thinking (48%), Measurement and Data (41%), and Geometry (36%). During the 2020-2021 school year, scholars utilized iReady My Path, which provides individualized remediation based on their performance on the iReady diagnostic. Following

spring break 2021, the iReady Growth Monitoring assessment was administered to gauge scholars' growth. As defined by iReady, typical growth is the average growth of scholars at each placement level, and stretch growth is the growth of each scholar or how much we want each scholar to grow to place them on a path toward proficiency. Based on our data, 40% of our scholars in grades K-8 have met typical growth in Reading, and 21% have met stretch growth. The results of the iReady Growth Monitoring assessment for Math indicate that 27% of scholars have met typical growth, and 13% have met stretch growth. The iReady Reading and Math diagnostic data helps teachers develop small-group instruction and intervention groups. Teachers can also analyze the data to identify the foundational skills students need to work on to perform grade-level tasks. Kestrel returned to in person instruction on April 19, 2021. At the time, 69% of scholars remained fully virtual, and 31% of scholars returned to in-person instruction. Beginning May 2021, teachers administered the End of Year i-Ready Diagnostic in both Reading and Math to all K-8 scholars. Scholars took this assessment virtually (at home) or on-campus based on their April 2021 placement. While teachers worked to create standardized testing environments for both in-person and at-home learners, the reliability and validity of test scores may have been affected by the instability of the school year during the coronavirus pandemic. The May 2021 i-Ready Results indicated that overall, the school saw a decrease in overall placement compared to May 2020 scores. For example, the results of the May 2021 Math assessment were that 27% of scholars scored "mid-above grade level" (35% in 2020), 16% scored "early on grade level" (18% in 2020), 32% scored "one grade level below" (30% in 2020), 10% scored "two grade levels below" (7% in 2020), and 15% scored "three or more grade levels below" (11% in 2020). The results of the May 2021 Reading assessment were that 38% of scholars scored "mid-above grade level" (44% in 2020), 18% scored "early on grade level" (19% in 2020), 23% scored "one grade level below" (21% in 2020), 7% scored "two grade levels below" (6% in 2020), and 14% scored "three or more grade levels below" (11% in 2020). In September 2021, all K-8 scholars were administered the Beginning of Year Diagnostic on campus and in person. Kestrel has always seen a slight decrease in student's overall placement during the beginning of year assessments. However, a notable decrease in scholar's overall placement has been reported. For example, in Math, 4% of scholars scored "mid-above grade level," 10% scored "early on grade level," 45% scored "one grade level below," 15% scored "two grade levels below," and 25% scored "three or more grade levels below." In Reading, 14% of scholars scored "mid-above grade level," 16% scored "early on grade level," 45% scored "one grade level below," 16% scored "two grade levels below," and 19% scored "three or more grade levels 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.

\$ 225,356.00 * 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 master schedule at Kestrel includes an intervention block for each grade level. During this intervention time, school staff works with students in small groups to reteach and remediate to address areas of need identified by student data. We recognize the Multi-tiered System of Support (MTSS) as our instructional framework within which we endeavor to provide a strong differentiated core instruction for all scholars. We will continue to provide professional development regarding strategies to facilitate differentiated core instruction. Core I instruction will be strengthened through the implementation of guided instruction for reading and mathematics. In addition, we will add staff to support small group, supplemental, and intensive instruction for all scholars. A resource that we will continue to develop and implement is the standard response protocol (currently preliminary) that identifies areas of concern for reading and math and identifies ideas for interventions and progress monitoring. Utilizing available funding, Kestrel will implement an intervention team that serves each reading and math class on a schedule to support small group and individual instruction to support scholars' identified needs. The MTSS Committee will review data from multiple data sources and work with the intervention team to identify scholars and pinpoint needs. This will ensure that we are examining historical data and expanding the focus beyond the current concerns. Kestrel will administer the iReady Diagnostic Assessment three times during the academic year (beginning, middle, and end of the year). Scholars will also participate in the iReady Growth Monitoring assessment to gauge their academic growth given the various strategies and interventions implemented. School staff will analyze the most recent iReady performance data in relation to the last assessment and determine the areas of growth, the areas of need, and scholars' progress toward typical and stretch growth. As defined by iReady, typical growth is the average growth of scholars at each placement level; and stretch growth is the growth of each scholar or how much we want each scholar to grow to place them on a path toward proficiency.

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

Kestrel recognizes the importance of utilizing scholars' individual performance data to teach them in small groups. Utilizing this concept, our goal for the 2021-2022 school year is to add resources and staff to facilitate the continued implementation of the Multi-Tiered System of Support. The staff has completed its annual review of our Instructional Focus Calendar to ensure alignment and rigor. In addition, we have collaborated throughout the year to identify and

research resources to add to our library. While the virtual learning experience has had certain limitations, it does allow all scholars a direct point of entry for face to face instruction - as we are experiencing during our current implementation of the hybrid model. During the 2021-2022 school year, we will implement a Blended Learning Model, guided instruction for reading and mathematics, instructional stations, and small group instruction. Scholars will participate in guided reading utilizing text on their Lexile level and we will monitor their progress toward grade-level performance. Kestrel will implement strategies that decrease the adult-to-student ratio and increases the focus and intentionality of each instructional interaction. The implementation of these strategies requires planning and resources. We have organized our PLC calendar and staff meeting calendar to provide professional development on these topics and allow the staff the time to collaborate and develop their station materials.

* (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 a priority at Kestrel, as our families are partners in educating our scholars. A component of our Data Discussion Protocol is ongoing communication with families regarding their child's academic performance. During these sessions, classroom teachers also discuss strategies that parents can implement at home to support their child's academic progress. During virtual learning, our families were engaged and amenable to the suggested ideas and resources. Now that we have returned to in-person learning, families are attentive to student performance measures and are proactive in asking for resources to support the areas of need that are noted. During the previous school year (2020-2021), parents and families were highly engaged with the virtual meetings. The Leadership team facilitated regular parent meetings in English and in Spanish. As we have transitioned to in-person learning, we continue to facilitate virtual meetings because members of the school community identified this format as a preference due to the increased accessibility that virtual meetings allow. We will continue to facilitate Data Discussions with parents using this format as an option. Kestrel will also continue family programs including frequent parent community meetings presented in both English and Spanish, school board meetings, Parent University sessions, opportunities to volunteer and participate in decision-making through the PTA and school board, social family events, and regular conferences with teachers to build the capacity of parents and families to support the academic and social-emotional development of their scholars and encourage a strong sense of community among scholars and families. We also have plans to implement a Community Resource Center which will serve as a central hub where families can engage with the school community, and have access to resources such as uniforms, a library of resources, a food pantry, and parent education opportunities.

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

Attendance is taken daily in PowerSchool for on-site and remote instruction days for all scholars whether they are enrolled for in-person or virtual instruction. A scholar is considered present for the purpose of daily attendance if they complete their assignments for each remote instruction day, either online or offline; and/or, if a scholar has a daily

check-in, a two-way communication, with the appropriate teacher(s) [K-5 - homeroom teacher; all other grade levels - each course teacher as scheduled]. Throughout the implementation of virtual instruction, inconsistent scholar engagement and lack of on-camera presence have been ongoing concerns expressed across grade levels. In order to facilitate increased engagement, we secured a GoGuardian subscription for each of our scholars. GoGuardian allows school staff to assess scholars' progress toward task completion, monitor on-task behavior, and facilitate communication between teachers and scholars during instructional time.

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

As we analyze our organizational data, our commitment is to a concise review that allows us to put faces to the numbers. We have established and are continually working to refine our Data Discussion Protocol to ensure that it includes relevant data sources that will allow us to readily track scholars demonstrating performance at the expected level and identify scholars who are not making progress. Within the current protocol, data is compiled into a Data Wall that reflects the following data sources: ACADEMICS: Reading & Math data (i.e. quarterly report card grades, BOY/MOY/EOY iReady data), missing assignments resulting in low grades; ATTENDANCE: chronic absenteeism during the 2019-2020 academic year (categorized by 20 or more days missed), and absenteeism (10% BOY/MOY/EOY); RETENTION: whether a scholar was retained in a previous grade, and/or whether a scholar is currently at-risk for retention; DISCIPLINE data (2 or more disciplinary referrals); SOCIAL/EMOTIONAL documentation of scholars' concerns/needs (i.e. surveys, referrals to the School Counselor); and other data such as whether a scholar is experiencing homelessness, or is involved in the foster care system. Using our Data Discussion Protocol, we engage in ongoing conversations. Through these conversations, we are able to glean information about our scholars' skill acquisition, overall performance levels, and we are able to make generalizations about our instruction and instructional practices.

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	Instructional Technology - Computer Equipment Chromebooks, computers, ipads, assistive technology devices,	June 2021 - May 2022 June 2022 - May 2023 June 2023 - May 2024	All scholars will have access to Kestrel instructional technology. If something happens to their technology, Kestrel will have an inventory of resources from which to replace their device.	\$ 30,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☐ Yes ☒ No				\$
	* ☒ Yes ☐ No	Summer Learning Academy during which scholars will participate in academic activities to address areas identified through their data.	July 2023		\$ 30,000.00

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.			Academics: Reading and Math BOY, MOY, EOY iReady, grade monitoring (including a decrease in missing assignments resulting in low grades), Attendance (reduction in cases of chronic absenteeism), Retention, Discipline (2 or more disciplinary referrals), Social/Emotional documentation (referrals to the school counselor), data regarding support provided for scholars identified as experiencing homelessness or involvement with foster care.	

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	Salary and benefits for office support. Principals/Leaders Supplies and Materials	June 2021 - May 2022 June 2022 - May 2023 June 2023 - May 2024	Office Support Staff will collect, organize, and maintain the program data on a weekly, monthly, and quarterly basis. Coordinate parent meetings and communication, create postings and reminders, and support the implementation of the grant. Supplies and materials such as iReady Teacher Toolbox, iReady Workbooks, Organizational tools and resources for Guided Reading.	\$ 170,262.00
Total ESSER III Allotment					\$ 230,262.00

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)

Kestrel Heights School (32D) 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.

Contacts

Kestrel Heights School (32D) 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>Mark Tracy</u>
	<u>Tonya Jackson</u>

Substantially Approved Dates

Kestrel Heights School (32D) 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	Thursday, September 30, 2021

New Applicant Summary

Kestrel Heights School (32D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Kestrel Heights School (32D) 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.

GAN Organization Data

Kestrel Heights School (32D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

70332874

*** Address:**

4700 South Alston Ave. Durham, NC 27713

*** Superintendent:**

Dr. Mark S. Tracy

Key Personnel:

* Tonya P. Jackson

History Log

Research Triangle Charter (32H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:05:13 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Research Triangle Charter (32H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,234,857.00	\$1,234,857.00
Carryover	\$0.00	\$0.00
Total	\$1,234,857.00	\$1,234,857.00

Budget

Research Triangle Charter (32H) 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
32H	181	0	No	No	0.93 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$1,234,857.00	\$1,231,613.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$1,234,857.00	\$1,231,613.00
Total Budgeted:		\$1,231,613.00
Total Remaining:	\$3,244.00	\$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 9:33 PM	Approved (Pending)		Letchworth, Tina			
7/27/2021 1:45 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Research Triangle Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$583,838.80	\$0.00	\$583,838.80		
	Salary	3	5110	141	000	00	\$16,000.00	\$0.00	\$16,000.00		
	Salary	3	5110	148	000	00	\$2,880.00	\$0.00	\$2,880.00		
	Other	3	5110	211	000	00	\$46,974.07	\$0.00	\$46,974.07		
	Other	3	5110	221	000	00	\$19,028.47	\$0.00	\$19,028.47		
	Other	3	5110	231	000	00	\$97,900.00	\$0.00	\$97,900.00		
	Other	3	5110	232	000	00	\$3,053.61	\$0.00	\$3,053.61		
	Other	3	5110	233	000	00	\$4,503.57	\$0.00	\$4,503.57		
	Other	3	5110	234	000	00	\$7,300.00	\$0.00	\$7,300.00		

	Other	3	5110	235	000	00	\$4,092.03	\$0.00	\$4,092.03		
	Salary	3	5320	131	000	00	\$4,000.00	\$0.00	\$4,000.00		
	Other	3	5320	211	000	00	\$306.00	\$0.00	\$306.00		
	Other	3	5320	221	000	00	\$165.10	\$0.00	\$165.10		
	Other	3	5320	232	000	00	\$17.20	\$0.00	\$17.20		
	Other	3	5320	233	000	00	\$86.50	\$0.00	\$86.50		
	Other	3	5320	235	000	00	\$25.20	\$0.00	\$25.20		
	Other	3	5330	311	000	00	\$100,957.64	\$0.00	\$100,957.64		
	Other	3	5330	411	000	00	\$20,000.00	\$0.00	\$20,000.00		
	Other	3	5330	418	000	00	\$184,145.00	\$0.00	\$184,145.00		
	Salary	3	5810	131	000	00	\$58,500.00	\$0.00	\$58,500.00		
	Other	3	5810	211	000	00	\$4,475.25	\$0.00	\$4,475.25		
	Other	3	5810	221	000	00	\$1,755.00	\$0.00	\$1,755.00		
	Other	3	5810	231	000	00	\$11,013.75	\$0.00	\$11,013.75		
	Other	3	5810	232	000	00	\$251.55	\$0.00	\$251.55		
	Other	3	5810	233	000	00	\$64.88	\$0.00	\$64.88		
	Other	3	5810	234	000	00	\$821.25	\$0.00	\$821.25		
	Other	3	5810	235	000	00	\$368.55	\$0.00	\$368.55		
	Other	3	5880	418	000	00	\$31,688.00	\$0.00	\$31,688.00		
	Other	3	6540	311	000	00	\$10,460.76	\$0.00	\$10,460.76		
	Other	3	6540	411	000	00	\$6,619.00	\$0.00	\$6,619.00		
	Other	3	8100	392	000	00	\$10,321.82	\$0.00	\$10,321.82		
Total:							\$1,231,613.00	\$0.00	\$1,231,613.00		

Grant Details

Research Triangle Charter (32H) 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. Additionally, a need for clean uniforms was identified. - 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 learning. - Additional communication to parent and families, including an enhanced online platform, is needed to increase parent and family engagement. - 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. - There is a need for additional technology staff is needed to support the deployment and set up of the additional Chromebooks and hotspots and provide technology support during remote and in person 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.

\$ 315,677.04 * 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	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	\$ 6,619.00
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	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 project period.	Increased attendance	\$ 20,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No		Implementation timeline aligns with the grant project period.	Increased student achievement	\$ 705,123.90

		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. Additional technology staff is needed to support the deployment and set up of the additional Chromebooks and hotspots and provide technology support during remote and in person learning.			

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 Services are needed to meet sanitation requirements due to COVID-19, additional and more frequent cleaning of the building are needed.	Implementation timeline aligns with the grant project period.	Prevention of spreading COVID-19	\$ 10,460.76

**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	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 project period.	ncreased student achievement	\$ 173,732.30
	* ☐ 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 \$ 915,935.96

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)

Research Triangle Charter (32H) 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

Research Triangle Charter (32H) 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)]	<u>Jena Winters</u>

Substantially Approved Dates

Research Triangle Charter (32H) 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

New Applicant Summary

Research Triangle Charter (32H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Research Triangle Charter (32H) 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

Research Triangle Charter (32H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

65728755

*** Address:**

2418 Ellis Road Durham, NC 27703

*** Superintendent:**

Mr. Wayne Muhammad

Key Personnel:

* Ashley N. Benton - Grants Manager

History Log

Voyager Academy (32L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/22/2021 10:10:31 AM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	10/20/2021 11:06:34 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/20/2021 11:06:29 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
☐	10/20/2021 2:49:58 PM	Carly Morton	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 2:49:58 PM	Carly Morton	Status changed to 'Chief Administrator Approved'.	S
☐	10/20/2021 2:49:50 PM	Carly Morton	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 2:49:50 PM	Carly Morton	Status changed to 'Fiscal Representative Approved'.	S
	10/20/2021 2:49:41 PM	Carly Morton	Status changed to 'Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:05:16 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Voyager Academy (32L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$499,191.00	\$499,191.00
Carryover	\$0.00	\$0.00
Total	\$499,191.00	\$499,191.00

Budget

Voyager Academy (32L) 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
32L	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$499,191.00	\$496,479.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$499,191.00	\$496,479.00
Total Budgeted:		\$496,479.00
Total Remaining:	\$2,712.00	\$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 8:57 PM	Approved (Pending)		Letchworth, Tina			
9/20/2021 8:02 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Voyager Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	121	000	00	\$199,999.98	\$0.00	\$199,999.98		
	Salary	3	5840	146	000	00	\$150,000.00	\$0.00	\$150,000.00		
	Equipment	3	5860	462	000	00	\$146,479.00	\$0.00	\$146,479.00		
	Other	3	8200	399	000	00	\$0.02	\$0.00	\$0.02		

Total: \$496,479.00 \$0.00 \$496,479.00

Grant Details

Voyager Academy (32L) 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.

The team that developed our Needs Assessment consisted of the K-12 Curriculum Coordinator, Managing Director, K-12 Testing Coordinator, Building Principals and Grade Level Chair teachers. Each building principal shared their mid-year data for both reading and math. We talked through the needs of individual grade levels and principals on a three-year plan. I've shared the data below: Mid Year Benchmarks: 2020-2021 Reading % Below Grade Level Math % Below Grade Level K 60% 20% 1 st 46% 33% 2nd 28% 47% 3rd 46% 35% 4th 30% 45% 5th 32% 25% 6th 78% 42% 7th 60% 50% 8th 33% 30% Data from 20-21 EOGs and EOCs: %proficient Grade ELA Math Science 3 56% 40% 4 65% 45% 5 74% 60%. 84% 6 75% 69% 7 62% 54% 8 74% 33%(Math 8) 96% (Math I). Science 93% High School EOCs ENG II 85% Math I 55% BIO 56% Math III 70% Our high school has two ENG II students, two BIO students and five Math III students that need to complete the credit recovery course in APEX this summer. We have fifteen high school students that need to repeat the whole ENG I course due to failure and thirteen Math I students that have to repeat the course next year. Due to learning loss during Covid, many of our students will need remediation in both reading and math. Before Covid, we did not have a school nurse on campus. Using previous grant money, we have hired a part-time nurse for the remainder of the school year. We are in need of a nurse on campus for the 21-22 school

year to take care of Covid protocol, student health plans, medications, covid surveillance testing, Covid contact tracing, and coordination with the Health Dept. To address learning loss due to Covid, our plan is to offer a Summer Jumpstart Learning Camp beginning June 1. We want to hire a K-3 Literacy Interventionist in the elementary school, a 4-8 Middle School Interventionist for reading and math. We plan to enroll students in credit recovery in high school this summer. Virtual Learning impacted the technology equipment we had on hand at our school. We gave out every device (laptops and iPad) to students in need. These laptops did not return to school in good working condition and we are in need of replacing and ordering additional devices. Our school is back to in person learning for all grades K-12. We have seen a rise in our Covid cases among our students and staff. We need a full-time nurse on staff that can monitor students and staff and implement protocols for keeping our campus safe. The nurse would also be able to work with our families and provide resources.

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.

When analyzing our data from 20-21, we saw a significant amount of learning loss in ELA and Math. We have budgeted money for curriculum, interventionists and educational software to help remediate learning loss. We also saw that only 40% of students in our Summer Jumpstart program made growth in ELA, Math or both. Due to many of our computers not being returned or being damaged from remote learning, we are in need of updated chromebooks and software for our students. Our school is back to in person learning for all grades K-12. We have seen a rise in our Covid cases among our students and staff. We need a full-time nurse on staff that can monitor students and staff and implement protocols for keeping our campus safe. The nurse would also be able to work with our families and provide resources.

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.

\$ 200,000.00 * 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;

Assessments used for K-12 Grades K-3: mClass DIBELS 8th Edition for reading assessments, IXL math diagnostic Grades 4-8: IXL Reading and Math Diagnostics and NC Check-Ins Grades 9-12: NC Check-Ins for EOC courses

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

Students that are in Tier 2 have an active Student Success Plan with research based interventions along with progress monitoring. We purchased Core Knowledge Language Arts that is aligned with the Science of Reading research. We also purchased Bridges Math curriculum that is aligned with state standards. Both programs have interventions pieces built into the program for students in Tier 2. Our educational software, IXL has a diagnostic for both ELA and Math that gives a prescriptive program for students that remediates individual standards on all grade levels K-12. We have also implemented a program called THRIVE for our EC students. This is an after school tutoring session, two days a weeks for our EC students. This is taught by our certified EC staff and EC assistants. We are hiring Interventionists at both the elementary and middle school level to work with students that are below grade level due to learning loss during Covid.

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

Our school has learning platforms for our elementary, middle and high school buildings. We use Seesaw for K-2, Google Classroom for 3-8 and Canvas for 9-12. In the event that a student is absent or needs to be quarantined, teachers post lessons and activities on these platforms for students to have access. If needed, teachers will also provide printed copies of lessons or activities. Our EC teachers also post to these platforms for their students. Our Speech and OT services can also offer individual Zoom sessions and tele-health therapy. Our Social Worker has been working with families to make sure they have all the resources they need for success. For our low-income students, we provide food, instructional materials, hot spots, and Chromebooks. Families also have access to meals through DPS.

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

We have created a student tracking sheet within Google Sheets per grade level in case that grade level has to quarantine. This is a tracking sheet that lists all the students in a grade level and the columns are listed: on Zoom, Engaged, Turned in work. This sheet is shared with the principal, counselor and social worker. The tracking sheet is

checked daily in order to catch students that may be struggling during a remote period of time. The counselor, principal or social worker can make contact with family to see how the school can help.

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

We are tracking students in each grade level and comparing data from EOGs and assessments pre-pandemic. Those students that have experienced learning loss are put on Student Success Plans.

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	Voyager will hire a school nurse that will be on campus each day.	2021-2024	-Maintain a healthy and safe campus - coordinate response efforts of the school - provide resources for staff and families while dealing with Covid - correspond with local health agencies on behalf o the school	\$ 150,000.00
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

\$

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 Chromebooks - update Activboards in classrooms - purchase educational software	2021-2024	technology that is available for all students and increased student achievement	\$ 149,191.00
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				\$

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 \$ 299,191.00

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.

Contacts

Voyager Academy (32L) 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)]	<u>Carly Morton</u>

Substantially Approved Dates

Voyager Academy (32L) 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

Thursday, September 23, 2021

New Applicant Summary

Voyager Academy (32L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Voyager Academy (32L) 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

Voyager Academy (32L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

10394615

*** Address:**

101 Hock Parc Drive Durham, NC 27704

*** Superintendent:**

Mrs. Ellie Schollmeyer

Key Personnel:

* Carly Morton

History Log

Global Scholars Academy (32M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/18/2021 11:46:19 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Global Scholars Academy (32M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$271,240.00	\$271,240.00
Carryover	\$544,158.00	\$544,158.00
Total	\$815,398.00	\$815,398.00

Budget

Global Scholars Academy (32M) 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.

This Budget has not yet been received by CCIP.

Grant Details

Global Scholars Academy (32M) 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.

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.

Part C: Address Learning Loss

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

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

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

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

* (B) implementing evidence-based activities 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;

* (D) Tracking student attendance and improving student engagement 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.

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				\$

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 \$ 0.00

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)

Global Scholars Academy (32M) 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.

Contacts

Global Scholars Academy (32M) 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)]	

Substantially Approved Dates

Global Scholars Academy (32M) 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

New Applicant Summary

Global Scholars Academy (32M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Global Scholars Academy (32M) 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.

GAN Organization Data

Global Scholars Academy (32M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

70163478

*** Address:**

311 Dowd St Durham, NC 27701

*** Superintendent:**

Dr. Pamela Baldwin

Key Personnel:

*

History Log

The Institute for the Development of You (32P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/30/2021 10:33:43 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:49:46 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

The Institute for the Development of You (32P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$416,364.00	\$416,364.00
Carryover	\$837,852.00	\$837,852.00
Total	\$1,254,216.00	\$1,254,216.00

Budget

The Institute for the Development of You (32P) 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: Received ▼

Mark Plan As Required: ☒

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
32P	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$416,364.00	\$0.00
Carryover Amount:	\$837,852.00	\$837,852.00
Allotment Plus Carryover:	\$1,254,216.00	\$837,852.00
Total Budgeted:		\$837,852.00
Total Remaining:	\$416,364.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	07/30/2021	Admin,

10:33 AM

NCCCIP

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
7/30/2021 10:33 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - The Institute Development Young Leaders

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	312	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Other	3	5210	317	000	00	\$86,893.88	\$0.00	\$86,893.88		
	Salary	3	5330	121	000	00	\$80,000.00	\$0.00	\$80,000.00		
	Salary	3	5350	121	000	00	\$54,000.00	\$0.00	\$54,000.00		
	Other	3	5350	411	000	00	\$7,000.00	\$0.00	\$7,000.00		
	Other	3	5860	418	000	00	\$17,758.12	\$0.00	\$17,758.12		
	Equipment	3	5860	462	000	00	\$250,000.00	\$0.00	\$250,000.00		
	Salary	3	6110	131	000	00	\$70,000.00	\$0.00	\$70,000.00		
	Other	3	6540	311	000	00	\$25,000.00	\$0.00	\$25,000.00		
	Equipment	3	6550	461	000	00	\$50,000.00	\$0.00	\$50,000.00		

	Salary	3	7200	176	000	00	\$30,000.00	\$0.00	\$30,000.00	
	Other	3	7200	411	000	00	\$7,200.00	\$0.00	\$7,200.00	
	Equipment	3	7200	541	000	00	\$150,000.00	\$0.00	\$150,000.00	
Total: \$837,852.00								\$0.00	\$837,852.00	

Grant Details

The Institute for the Development of You (32P) 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.

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.

Part C: Address Learning Loss

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

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

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

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

* (B) implementing evidence-based activities 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;

* (D) Tracking student attendance and improving student engagement 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.

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				\$

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 \$ 0.00

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)

The Institute for the Development of You (32P) 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.

Contacts

The Institute for the Development of You (32P) 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)]	

Substantially Approved Dates

The Institute for the Development of You (32P) 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

New Applicant Summary

The Institute for the Development of You (32P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

The Institute for the Development of You (32P) 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.

GAN Organization Data

The Institute for the Development of You (32P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78869811

*** Address:**

4300 S. Miami Blvd. Durham, NC 27703

*** Superintendent:**

Mrs. Yvette Munroe

Key Personnel:

*

History Log

KIPP Durham College Preparatory (32S) Charter 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 4:46:21 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	11/3/2021 1:17:24 PM	Allie Evans	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/3/2021 1:17:07 PM	Allie Evans	The budget that has been submitted within BAAS and the FY 2022 - CRRSA-ESSER III Application (PRC 181) submitted within CCIP have been <i>approved</i>. 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. <i>Allie Evans ESSER Program Administrator NCDPI Federal Programs and Monitoring</i>	C
	10/29/2021 1:09:56 PM	Rebecca Arroyo	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/29/2021 1:08:34 PM	Rebecca Arroyo	Status changed to 'Fiscal Representative Approved'.	S
	10/29/2021 1:07:14 PM	Rebecca Arroyo	Status changed to 'Draft Completed'.	S
	10/22/2021 2:30:38 PM	Allie Evans	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	10/16/2021 5:49:39 AM	Pat Morgan	Status changed to 'Chief Administrator Approved'.	S
	10/16/2021 5:49:26 AM	Pat Morgan	Status changed to 'Fiscal Representative Approved'.	S
	10/16/2021 5:49:13 AM	Pat Morgan	Status changed to 'Draft Completed'.	S
	10/13/2021 12:00:26 PM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input data-bbox="157 219 189 243" type="checkbox"/>	10/13/2021 12:00:20 PM	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: ■ In the Grant Details section, include the teacher salaries that are listed in the budget and how those positions will address learning loss or assist with COVID response. ■ The North Carolina Debarment Certification must be for the current year, 2021-2022. Please do not use certifications and related documents from 2020-21 for FY 2021-22 applications. ■ In the Grant Details section, "Briefly describe how ESSER III Formula Funds will be used to support the Allowable Use area," - the "<i>Impact Measures</i>" must align with how the funds are described and intended for use with the allowable use section. For example, with the plan for Social Workers to address the socio-emotional needs of students and families and isolation resulting from a virtual learning environment, measures and outcomes connected to mental health services, family and student health/wellness, and such supports while linked to COVID would be acceptable (instead of duplicating the same outcome measure already used with 5% math/ELA proficiency increases). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Erin Lewis <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/20/2021 1:30:12 PM	Rebecca Arroyo	Status changed to 'Chief Administrator Approved'.	S
	9/20/2021 1:28:49 PM	Rebecca Arroyo	Status changed to 'Fiscal Representative Approved'.	S
	9/20/2021 1:27:25 PM	Rebecca Arroyo	Status changed to 'Draft Completed'.	S
	5/20/2021 10:30:46 AM	Julia Trimmer	Status changed to 'Draft Started'.	S
	5/18/2021 11:46:55 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

KIPP Durham College Preparatory (32S) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,270,304.00	\$1,270,304.00
Carryover	\$0.00	\$0.00
Total	\$1,270,304.00	\$1,270,304.00

Budget

KIPP Durham College Preparatory (32S) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
32S	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$1,270,304.00	\$1,270,304.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$1,270,304.00	\$1,270,304.00
Total Budgeted:		\$1,270,304.00
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
11/3/2021 1:08 PM	Approved (Pending)		Evans, Allie			
10/13/2021 11:58 AM	Received		Lewis, Erin			
10/13/2021 11:49 AM	Under Review		Lewis, Erin			
9/20/2021 9:04 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - KIPP Durham College Preparatory

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$365,114.00	\$0.00	\$365,114.00		
	Other	3	5110	211	000	00	\$25,757.20	\$0.00	\$25,757.20		
	Other	3	5110	229	000	00	\$10,953.44	\$0.00	\$10,953.44		
	Other	3	5110	231	000	00	\$43,613.52	\$0.00	\$43,613.52		
											

	Salary	3	5320	131	000	00	\$231,004.00	\$0.00	\$231,004.00		
	Other	3	5320	211	000	00	\$16,170.28	\$0.00	\$16,170.28		
	Other	3	5320	229	000	00	\$6,930.12	\$0.00	\$6,930.12		
	Other	3	5320	231	000	00	\$27,720.48	\$0.00	\$27,720.48		
	Salary	3	5330	121	000	00	\$100,000.00	\$0.00	\$100,000.00		
	Other	3	5330	211	000	00	\$7,000.00	\$0.00	\$7,000.00		
	Other	3	5330	229	000	00	\$3,000.00	\$0.00	\$3,000.00		
	Other	3	5330	231	000	00	\$12,000.00	\$0.00	\$12,000.00		
	Other	3	5350	311	000	00	\$136,164.00	\$0.00	\$136,164.00		
	Salary	3	5840	131	000	00	\$82,368.00	\$0.00	\$82,368.00		
	Other	3	5840	211	000	00	\$5,765.76	\$0.00	\$5,765.76		
	Other	3	5840	229	000	00	\$2,471.04	\$0.00	\$2,471.04		
	Other	3	5840	231	000	00	\$9,884.16	\$0.00	\$9,884.16		
	Other	3	6940	311	000	00	\$184,388.00	\$0.00	\$184,388.00		

Total: \$1,270,304.00 \$0.00 \$1,270,304.00

Grant Details

KIPP Durham College Preparatory (32S) 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.

(1) On May 18, 2021, a team of stakeholders consisting of KIPP Central Office staff, school leaders, classroom teachers, and other community partners with experience in closing unfinished learning gaps in students met to review data and discuss strategies for addressing the learning gaps as a result of the COVID-19 disruption. We brought all of our individual school goals and current student data to the table to review where additional positions and community partnerships would be useful to (a) address pre-pandemic and pandemic learning loss (especially in reading, humanities, and math, (b) attend to the socio-emotional needs of marginalized populations, and (c) offer differentiated instruction to students-especially those with the unfinished learning-in all grades. This resulted in us creating a unique staffing model and forging community partnerships for differentiated learning experiences. (2) We reviewed three years of pre-pandemic NC EOG Reading proficiency scores to support the recognition of our learning loss. Based on this review we are implementing the following for the 2021-2024 School Years: 1. Hire 2 Social Workers to help address the socio-emotional needs of each student (\$57,751.00 per person). Our students and our families need support as we transition back to the "in-person" world from the isolation of the virtual learning environment. 2. Hire 1 Reading Interventionist to work exclusively with students who need Tier 3 foundational skills help. We expect an increase in

the number of students qualifying for Tier 3 assistance due to the learning loss created by COVID-19. These students will require focused interventions and both students and families need to receive feedback weekly on progress. (\$50,000.00, full-time position) 3. Hire 1 School Nurse to help with addressing the physical needs of each student. We are hiring a school nurse to support our efforts to address any COVID issues as soon as possible. Hiring a nurse is both a preventive and reactive position. The nurse will work with families whose children have COVID as well as children who are suspected to have COVID. Healthier children mean higher achievement! (\$41,184.00, full-time position) 4. Hire 4 Humanities (Social Studies) Teachers to provide a well-rounded education for all students. Using the content of the Humanities (Social Studies) courses as well as having the regular classroom teacher collaborate with the humanities teacher, the students will strengthen their Reading/ELA skills by integrating these curriculums. During the COVID Pandemic, there were limited opportunities for students to attend humanities classes. By adding these positions we can accelerate our students learning and increase information for their global survival skills. (Full-time positions, #1 -\$56,732.00, #2- \$47,277.00, #3- \$38,625.00 and #4-\$39, 923.00 per year) All of the aforementioned positions include salary and benefits for at least two years, and possibly part of a third, depending on final allotment amount adjustments and revisions. 5. The following central office positions are being split among all 4 of KIPP's campuses: To address the system-wide learning loss caused by COVID each school has decided to help fund additional central office positions. School leadership teams, principals, teachers, and other specialists expressed a need for additional support from the system to provide instructional strategies and programs to help accelerate the learning loss created by the disruption in learning as a result of COVID. By sharing these positions we will be able to know what other schools are doing effectively and have additional personnel with expertise in their areas which will help us to develop personalized learning plans for every student in our charter. COVID - 19 affected our students in many ways. These positions are Head of School Primary(\$12,982.00 per year), Head of School Middle (\$14,021.00 per year), Director of Curriculum, Instruction, and Assessment (\$10,386.00 per year), Director of Support Services (\$8,932.00 per year), Director of Data (\$7,997.00 per year) and Director of Social Work (\$3,041.00 per year). All of the shared positions noted in section 5 are being paid by KIPP Durham at a rate of 10.39% of the total position's salary and benefits. This is based upon KIPP Durham's share of the total ADM from the combined ADM of the four KIPP schools in the KIPP NC network. (6) Contracted services through the Hill Center with their proven methodologies will also be used to address Learning Loss Recovery efforts. These contracted services will be funded at \$34,835 per year. (7) An unbudgeted reserve has been set aside-to address learning loss. Its specific use has yet to be determined.

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.

recognition of our learning loss. For Durham, those data points were: We reviewed three years of pre-pandemic NC EOG Reading proficiency scores to support the Reading Proficiency Scores 2016-2017 2017-2018 2018 - 2019 Durham Middle 25% 34% 32% 25% of Durham Middle was proficient in Reading 2017, 34% in 2018, and 32% in 2019. If reliable data were available for 2020, we suspect that the percent proficient would have been in the teens! After analyzing the data, it was apparent that the disruptions that came due the COVID pandemic played a negative effect overall in reading achievement. Based upon the reading scores and confirmed by the teachers as being reliable and valid the reading ability of 32% of students overall is an indication of their below proficiency level of achievement. We know that the students who are below average in reading need systematic and intensive reading instruction. Based on teacher observation, feedback from our community partners and student interactions with the counselor, it is evident that the isolation caused by COVID-19 did create a need to address social emotional areas with our students. The isolation from in person interactions with peers and teachers seem to be one of the major causes of the decline in academic performance. The students missed the relationships collaboration and personal responsiveness that comes from in person interactions and learning. While virtual learning served a purpose for some students, about 68% of our students did not score at the proficiency level in reading. Through addressing learning loss and the other allowable uses for ESSER III funds, we will see increased learning growth and recovery in time.

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.

\$ 956,250.00 * 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 are implementing a series of assessments to help address learning gaps: (a) DIBELS assessment of foundational skills in literacy for all K-8 graders at Durham Middle will allow us to assess where each middle school student is in the acquisition of foundational skills in literacy: will be administered 4-5 times throughout the year, starting with an early-September administration of the assessment); (b) Interim Assessments, in both Reading and Math for all 5-8 graders

at Durham (will allow us to assess how students are progressing against NC State Standards); (c) Curricula-based assessments (will allow us to assess how students are progressing against Common Core State Standards taught in Reading and Math curricula).

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

There will be an increase in the use of small group instruction to address intense learning loss and teacher-directed instruction. There is ample research that teacher directed, systematic, and targeted instruction works well for all learners in general and special populations in articulate such as students with disabilities, English Learners (EL), migrant students, students from low income families, and other populations who are behind in learning (Prater, 2018). The instruction will be differentiated to meet students current levels and to increase their achievement in a prescribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who brings to school different talents and interests (Tomlinson and MCTighe, 2006, p.13).

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

We will continue to use a combination of text messages, email communications, letters, phone calls the website and meetings if needed. We can use virtual means if necessary. We will continue to support students who now or in the future need to learn in a virtual, distance learning environment with live chats between parents, teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards. We also continue to host monthly family meetings for all families (remote and in-person ones), and three report card conference days each year. Those meetings are filled with content that helps families understand the content their students are receiving during the instructional day, and ways that they can continue the learning at home. Our strategic hires , through our contracted leadership services, will allow us to better support students and their families in the learning.

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

We will use attendance software (Power School) to track student attendance in both in-person and virtual environment as needed. We have weekly school-based meetings to look at any trends in the attendance data to determine if family conversations or interventions are needed. We have about 15-29% of our student population engaging in virtual instruction, and we are requiring daily meetings with teachers on camera. We are also requiring a family member be present in all K-2 homes of remote learners during the hours of daily instruction (8:00-4:00), and those family members have to check in with their teachers daily. We believe limiting participation in remote learning (families had to go through a series of gateways to enroll their student in virtual instruction, and we limited seats in the virtual academy) and requiring kids to be on camera for the entirety of the school day will create remote environment

engagement level far higher than what we did last year during the COVID pandemic. Student engagement for those in a distance learning environment will include interactive activities with teachers supervising small groups, group learning games, and group responses to a question (for example, students hold up white boards with their answers on them, select the correct answer by displaying the appropriate number of fingers). The teachers are responsive and immediately available when it comes to discussions concerning their students' performance and parent questions concerning those performances. This reduces the psychological gap that often comes from distance learning.

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

We are implementing a series of assessments to help address learning gaps: (a) DIBELS assessment of foundational skills in literacy for all K-8 graders at Durham Middle will allow us to assess where each middle school student is in the acquisition of foundational skills in literacy: will be administered 4-5 times throughout the year, starting with an early-September administration of the assessment); (a) DIBELS assessment of foundational skills illiteracy for all 5-8 graders at Durham Middle will allow us to assess where each middle school student is in the acquisition of foundational skills in literacy: will be administered 4-5 times throughout the year, starting with an early-September administration of the the assessment; (b) Interim Assessments, in both Reading and Math for all 5-8 graders at Durham (will allow us to assess how students are progressing against NC State Standards); (c) Curricula-based assessments (will allow us to assess how students are progressing against Common Core State Standards taught in Reading and Math curricula).

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		2021-2024		\$ 82,368.00

We are hiring a school nurse to support our efforts to address any COVID issues as soon as possible. Hiring a nurse is both a preventive and reactive position. The nurse will work with families who children have COVID as well as children who are suspected to have COVID. By having a nurse we feel we are better prepared to deal with all children's' health issues, as well as children with COVID. Healthier children means higher achievement!

Having a school nurse will address the still prevalent issues created by COVID. The nurse will also assist with any health issues that may arise with our students. We will see a 5% increase in our attendance rate. Increasing our attendance should positively affect our goal of a 5% increase in proficiency scores on the NC EOGs in both reading and math grades 3-8. The nurse will also connect our families to resources they need the community to address their losses due to COVID-19.

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	We will adding 2 Social Workers to address the socio-emotional needs of our students and families. Our students and our families need support as we transition back to the "in-person" world from the isolation of virtual learning environment.	2021-2024	Given support from a social worker, we will note a year-to-year decrease in escalating behaviors that result in the need for disciplinary action.	\$ 231,686.00

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				\$

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 \$ 314,054.00

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.

Contacts

KIPP Durham College Preparatory (32S) 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>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

KIPP Durham College Preparatory (32S) 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

Monday, September 20, 2021

New Applicant Summary

KIPP Durham College Preparatory (32S) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

KIPP Durham College Preparatory (32S) 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.

GAN Organization Data

KIPP Durham College Preparatory (32S) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

98406171

*** Address:**

1107 Holloway Street Durham, NC 27701

*** Superintendent:**

Mr. J. Sterrett

Key Personnel:

* Mr. J. Sterrett

Budget

Quality Education Academy (34B) 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
34B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$695,941.00	\$0.00
Carryover Amount:	\$1,403,645.00	\$1,403,645.00
Allotment Plus Carryover:	\$2,099,586.00	\$1,403,645.00
Total Budgeted:		\$1,403,645.00
Total Remaining:	\$695,941.00	\$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 9:30 AM	Approved (Pending)		Charles, Alex			
8/2/2021 9:24 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Quality Education Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	141	000	00	\$60,000.00	\$0.00	\$60,000.00		
	Other	3	5110	143	000	00	\$60,000.00	\$0.00	\$60,000.00		
	Other	3	5110	211	000	00	\$9,180.00	\$0.00	\$9,180.00		
	Other	3	5110	312	000	00	\$60,212.00	\$0.00	\$60,212.00		
	Other	3	5110	411	000	00	\$100,000.00	\$0.00	\$100,000.00		
	Salary	3	5210	141	000	00	\$60,000.00	\$0.00	\$60,000.00		
	Other	3	5210	143	000	00	\$60,000.00	\$0.00	\$60,000.00		
	Other	3	5210	211	000	00	\$9,180.00	\$0.00	\$9,180.00		
	Other	3	5210	411	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Salary	3	5350	121	000	00	\$180,000.00	\$0.00	\$180,000.00		

	Salary	3	5350	141	000	00	\$72,000.00	\$0.00	\$72,000.00		
	Salary	3	5350	151	000	00	\$28,800.00	\$0.00	\$28,800.00		
	Other	3	5350	211	000	00	\$21,481.20	\$0.00	\$21,481.20		
	Other	3	5350	411	000	00	\$35,000.00	\$0.00	\$35,000.00		
	Other	3	5350	418	000	00	\$15,000.00	\$0.00	\$15,000.00		
	Equipment	3	5860	462	000	00	\$350,496.80	\$0.00	\$350,496.80		
	Salary	3	6300	113	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Other	3	6300	211	000	00	\$2,295.00	\$0.00	\$2,295.00		
	Other	3	6540	411	000	00	\$200,000.00	\$0.00	\$200,000.00		

Total: \$1,403,645.00 \$0.00 \$1,403,645.00

Grant Details

Quality Education Academy (34B) 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.

K-12 Absentee rates: Average pre-pandemic: 4% Post-pandemic 2021: Oct. 5.9% Nov. 14.6% Jan. 8.8% Feb. 13.7% Mar. 7.8% Academic achievement: Pre-pandemic: End of Course: Biology: 60% Math 1: 24% Math 3: 10% Eng. II: 39.3% 8th Sci.: 82.4% 3rd Read to Achieve: 94.5% Post-pandemic: End of Course Biology: 23% MC Math 3: 22% MC Math 1: 12% Eng. II: 43% 8th Sci.: 41% 3rd Read to Achieve: (Istation Jan. benchmark): 68% Engagement: 6th-8th Math and ELA Benchmark completion rate: Pre-Pandemic: 98%< Post: 70%> School leaders, classroom educators, and parents provided feedback via multiple online surveys (Google forms and Survey Monkey), texts and text apps, Google Classroom messaging, and phone calls regarding the most urgent needs resulting from the disruption of services. 44.1% of parents opted to NOT return to in-person learning due to COVID-19 risk 86.1 preferred 100% virtual learning 10.4% of our families lacked broadband 20.25% had limited access to data for internet use 19% of families lacked an iPad, tablet, laptop, Chromebook, or other personal device to complete schoolwork 32% lacked enough devices to have a 1:2< ratio of devices to children 11% of parents and 6th-12th grade students reported a need to have mental health services/support Stakeholders' feedback of most important educational needs included: 1. Frequent and consistent communication with parents and students regarding school work 2. Educational support for

parents and students regarding assignment completion 3. Access to technological devices to complete school work, interact with teachers and peers at a 1:1 ratio 4. Online resources to assist with learning, testing, and monitoring progress 5. Social-emotional support providing interaction with teachers and peers 6. Extra-curricular offerings as a means of social-emotional support 7. Reduced ratio of student to teacher, to provide more small group and one-on-one academic support and tutoring 8. Increased hours of academic support (limited screen time parameters reduced time teachers/support staff could interact with students) 9. Access to internet at home 10. Staff training in distance learning resources and techniques 11. Staff training in behavior, culture, and academic rigor

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.

Lower academic achievement, higher absenteeism rates, lower engagement rates as measured by test completion, lack of small-group and one-on-one academic support, and lack of social-emotional support that fosters high academic achievement were the key needs expressed by survey respondents. The allowable uses of ESSER III funding that address these needs include: 1. Frequent and consistent communication with parents and students regarding school work (funding of increased access to devices and internet) 2. Educational support for parents and students regarding assignment completion (providing small group instruction, tutoring, online resources, devices and internet) 3. Access to technological devices to complete school work, interact with teachers and peers at a 1:1 ratio (funding of increased access to devices and internet) 4. Online resources to assist with learning, testing, and monitoring progress (providing online resources and online instructional support) 5. Social-emotional support providing interaction with teachers and peers (decreased teacher-student ratio in small group interaction, and extra-curricular/enrichment offerings before, during, and after school) 6. Extra-curricular offerings as a means of social-emotional support (increased enrichment, mentoring, and extra-curricular offerings before, during, and after school) 7. Reduced ratio of student to teacher, to provide more small group and one-on-one academic support and tutoring (decreased teacher-student ratio to offer more focused differentiated instruction mainly in small, flexible groupings) 8. Increased hours of academic support - due to limited screen time parameters reduced time teachers/support staff could interact with students (increased instructional time before, during, and after school via more staff) 9. Access to internet at home (funding for internet access via hot spots) 10. Staff training in distance learning resources and techniques (increases staff development in instructional delivery, especially integrating virtual resources and techniques) 11. Staff training in behavior, culture, and academic rigor (providing increased Teach Like a Champion training offerings to 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.

\$ 653,148.20 * 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;

QEA will address learning loss among our students by providing research-supported software, hardware, curriculum, and materials that assess, track and monitor student academic progress in math, reading, world languages, social studies, and science. Student academic performance and growth will be assessed frequently and consistently, using all web-based instructional and testing tools provided (see grant details). School leaders and staff will analyze all student academic performance data in school-level groups at least quarterly, to determine how students are progressing as compared to their typical progress, pre-pandemic. Instructional decisions including staffing, scheduling, and resource allocation will be made based on this data.

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

QEA will address learning loss among our students by providing increased instructional staff and increased instructional hours to meet student social-emotional, engagement, and academic needs, especially using small group, differentiated instruction in reading, math, social studies, world languages, and science. QEA will provide such activities as hands-on math and science projects, reading circles, small-group guided reading, individualized, self-paced online learning activities, homework help and tutoring before, during, and after school. QEA will provide culturally-responsive pedagogy including Teach Like a Champion culture, behavior, and academic rigor techniques, and cultural activities within mentoring and extra-curricular

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

QEA will address learning loss by providing assistance and information to the families we serve on how they can support students in distance, hybrid, and face-to-face learning through Zoom/Google Meet and face-to-face meetings, workshops, printed material, and videos. QEA will share grade level expectations and curriculum guides for all grades

and subjects, activities families can do at home, and resources free to students via these meetings, workshops, printed material and videos.

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

QEA will address learning loss by improving student engagement in distance education by expanding before and after school enrichment and academic support, summer enrichment and academic support, and extra-curricular offerings in STEAM, increasing connectedness with teachers and peers. QEA plans to increase overall student engagement by increasing face-to-face enrichment activities as a means to incentivize academic engagement and progress.

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

QEA will address learning loss among our students by tracking and comparing pre-pandemic and current grades/academic performance using research-supported software, hardware, curriculum, materials that assess. track and monitor student academic progress in math, reading, world languages, social studies, and science, Student academic performance and growth will be assessed frequently and consistently, using all web-based instructional and testing tools provided (see grant details). School leaders and staff will analyze all student academic performance data in school-level groups at least quarterly, to determine how students are progressing as compared to their typical progress, pre-pandemic. Instructional decisions including staffing, scheduling, and resource allocation will be made based on this 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				\$
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				\$
		Purchase of CDC-approved sanitizing	July 2021 - August 2024		\$ 200,000.00

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	solution and wipes, hand sanitizer, soap, towels, paper towels, mops, gloves, face masks, face shields, no-touch thermometers, etc. including: -Spray Gun Fogger Machine Electrostatic Disinfectant Sprayer Atomizer Machine- Hands-free bathroom cleaner - Hydropower kit - Telescopic indoor/solid surface cleaning system - Cleaning Tool/Supply Organizing Trash Can Caddy - Microfiber Spray Mop Replacement Heads -Commercial Pulse Microfiber Floor Cleaning System, Handle with Single-Sided Mop Frame -Commercial Traditional Janitorial 3-Shelf Cart - Commercial Mop Bucket, Press Wring Mop Bucket - Industrial Strength		Custodial and Maintenance staff have supplies needed to ensure a clean and healthy environment for all students and staff. The school is also able to provide PPE for students and staff if needed.	

		Industrial Strength Cotton Dust Mop and Broom - Microfiber Cleaning Cloth -Industrial Cleaner/Degreaser - Caution Wet Floor Signs Bilingual - Hanging Doorway Safety Sign -Cloth Bag, Super Coach Line -Automatic Scrubber -Twin Push Sweeper - Commercial Backpack Vacuum - Drum Fan - Commercial Wet Dry Vacuum Cleaner - Ammonia-free glass cleanser - grabber/reacher trash claw			

**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 Smart Boards for every classroom to further integrate technology into all aspects of education. (includes headsets with microphones, accompanying laptops for staff use, floor cabinet storage, etc.) Creation of an on-site computer lab to provide a dedicated room	July 2021 - August 2024	Every classroom is equipped with a Smartboard to increase learning opportunities and engagement of technology in the classroom.	\$ 350,496.80
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☐ Yes ☒ No				\$
	* ☒ Yes ☐ No		July 2021 - August 2021		\$ 200,000.00

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 small group academic support via face-to-face instruction and online during summer, free to our economically and academically disadvantaged students -provide culturally-responsive extra-curricular/enrichment offerings during summer especially tailored to meet the needs of the Black and Latinx families that we serve, to compensate for the interruption of services typically offered in our supplemental after school programs students		All economically and educationally disadvantaged students are offered summer academic and social-emotional support via small group face-to-face and online instruction, and enrichment activities normally offered during after school programs. Attendance of summer learning will include at least 100 K-3 students, and 150 4th-11th grade 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

\$

Total ESSER III Allotment

\$

750,496.80

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.

Grant Award Notification (GAN)

Quality Education Academy (34B) 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.

Budget

Carter G Woodson School (34D) 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
34D	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$484,658.00	\$0.00
Carryover Amount:	\$803,876.60	\$803,876.60
Allotment Plus Carryover:	\$1,288,534.60	\$803,876.60
Total Budgeted:		\$803,876.60
Total Remaining:	\$484,658.00	\$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 10:58 AM	Approved (Pending)		Charles, Alex			
7/30/2021 10:34 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Carter G. Woodson School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$63,620.00	\$0.00	\$63,620.00		
	Other	3	5110	311	000	00	\$129,504.00	\$0.00	\$129,504.00		
	Other	3	5110	319	000	00	\$1,500.00	\$0.00	\$1,500.00		
	Salary	3	5210	144	000	00	\$35,000.04	\$0.00	\$35,000.04		
	Other	3	5210	311	000	00	\$35,000.00	\$0.00	\$35,000.00		
	Other	3	5320	311	000	00	\$33,506.00	\$0.00	\$33,506.00		
	Salary	3	5350	121	000	00	\$35,221.05	\$0.00	\$35,221.05		
	Salary	3	5350	173	000	00	\$3,450.00	\$0.00	\$3,450.00		
	Other	3	5350	191	000	00	\$4,140.00	\$0.00	\$4,140.00		

	Other	3	5350	311	000	00	\$9,605.00	\$0.00	\$9,605.00		
	Other	3	5350	411	000	00	\$6,500.00	\$0.00	\$6,500.00		
	Other	3	5840	317	000	00	\$44,486.00	\$0.00	\$44,486.00		
	Other	3	5880	411	000	00	\$19,117.91	\$0.00	\$19,117.91		
	Salary	3	6550	171	000	00	\$22,020.00	\$0.00	\$22,020.00		
	Other	3	6550	551	000	00	\$94,500.00	\$0.00	\$94,500.00		
	Other	3	6940	326	000	00	\$36,700.00	\$0.00	\$36,700.00		
	Equipment	3	6940	541	000	00	\$230,006.60	\$0.00	\$230,006.60		
Total:							\$803,876.60	\$0.00	\$803,876.60		

Grant Details

Carter G Woodson School (34D) 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.

Carter G. Woodson School (CGWS) currently serves approximately 428 students: African American 40.0%, Hispanic/Latino 57.0%, and multi-ethnic descent (.03%) in grades K-12. CGWS is designated as a CEP school with 100% of students receiving free lunch. Staff is comprised of 29 general ed. teachers, including 2 ELL/Limited English Proficiency teachers, and 2 EC teachers. EC contractors include a speech/language pathologist and a psychologist. Individualized Education Programs (IEPs) met through an inclusion model. Processed Used/Results Found: CGWS mission is that of a community school approach that integrates academics, health and social services, youth/community development, and family involvement. To assess the needs of the proposed project, CGWS convened a School Site Leadership Team (SSLT) comprised of CGWS Board of Directors representation/community leadership, CGWS administrative staff, instructional staff representative; one per building grade level K-5, 6-8, & 9-12), curriculum coordinator, consulting compliance officer, parent representatives of enrolled students, and a student representative. During the process using multiple written assessments, workgroups, and virtual sessions, the SSLT reviewed student academic development gaps data, teacher proficiency gaps, and conducted building-facility/environmental, and transportation audits. CGWS resumed in-person learning during April 2021. Goals for the remainder of the 2021 school year and beyond will mirror previous years' goals. CGWS is finalizing its' academic operational plan for the 2021-2022 school year by considering state models A, B or C or some configuration thereof. The most recent official data available - 2018-2019 Academic Proficiency Data cited below:

Table 1: School Performance Grade Overview ACT Growth Perf Grade All 30.4 60.6 36 F AMIN ASIA BLCK 27.9 66.0 36 F HISP 26.3 66.8 34 F MULT WHITE EDS 25.4 60.5 32 F ELS 23.2 71.8 33 F SWD 6.5 7 F Reading 26.1 80.0 37 F (grades 3-8) Math 22.6 59.0 40 F (grades 3-8) Table 2: School Performance Grade Detail ALL AMIN ASIAN BLCK HISP MULT WHITE EDS ELS SWD Reading/Math 26.3 27.9 25.4 24.5 21.9 6.5 Science (grades 5 & 8) 37.3 52.4 28.9 27.9 22.9 Biology 25.0 EL Progress 27.0 27.8 28.3 27.0 ACT/Work-keys 29.2 36.4 23.1 18.0 20.0 Math Course Rigor >95 0.9 >95 90.9 > 95 4 Yr Cohort Grad Rate 83.3 80.0 86.7 92.3 Reading 3-8 26.1 Math 3-8 22.6 *: Less than 30 students in a subgroup not reported Analysis of 2020-2021 Student Population using previous years EOG Reading and Math Assessment Scores: State Mandated Testing Data - SY 2019-2020 2019-2020 Reading: BOG3/Grade 4 (2020-2021/Student Population = 34) P = 21% NP = 77% NS = .02% State Mandated Testing Data - SY 2018-2019 EOG Reading EOG3/Grade 5 (2020-2021/Student Population = 41) P = 44% NP = 41% NS = 15% EOG4/Grade 6 (2020-2021/Student Population = 48) P = 17% NP = 65% NS = 18% EOG5/Grade 7 (2020-2021/Student Population = 36) P = 14% NP = 72% NS = 14% EOG6/Grade 8 (2020-2021/Student Population = 38) P = 26% NP = 61% NS = 14% EOG Math EOG3/Grade 5 (2020-2021/Student Population = 41) P = 15% NP = 73% NS = 12% EOG4/Grade 6 (2020-2021/Student Population = 48) P = 12% NP = 77% NS = 11% EOG5/Grade 7 (2020-2021/Student Population = 36) P = 17% NP = 72% NS = 11% EOG6/Grade 8 (2020-2021/Student Population = 38) P = 29% NP = 61% NS = 11% P: Proficient NP: Not Proficient NS: No Score Available Local Testing Data - I-Ready Diagnostics Winter 2021 K-8 Reading Kindergarten - Population = 24 On or Above Grade Level = 58% One Grade Level Below Grade 1 - Population = 34 On or Above Grade Level = 27% One Grade Level Below Grade 2 - Population = 34 On or Above Grade Level = .09% One Grade Level Below Grade 3 - Population = 30 On or Above Grade Level = 47% One Grade Level Below = Grade 4 - Population = 33 On or Above Grade Level = 15% One Grade Level Below Grade 5 - Population = 41 On or Above Grade Level = 22% One Grade Level Below Grade 6 - Population = 48 On or Above Grade Level = 17% One Grade Level Below Grade 7 - Population = 36 On or Above Grade Level = 13% One Grade Level Below Grade 8 - Population = 38 On or Above Grade Level = 16% One Grade Level Below K-8 Math Kindergarten - Population = 24 On or Above Grade Level = 58% One Grade Level Below = 25% Grade 1 - Population = 34 On or Above Grade Level = 18% One Grade Level Below = 65% Grade 2 - Population = 34 On or Above Grade Level = 29% One Grade Level Below = 27% Grade 3 - Population = 30 On or Above Grade Level = 17% One Grade Level Below = 43% Grade 4 - Population = 33 On or Above Grade Level = 0.9% One Grade Level Below = 43% Grade 5 - Population = 41 On or Above Grade Level = 0.7% One Grade Level Below = 29% Grade 6 - Population = 48 On or Above Grade Level = 0.6% One Grade Level Below = 12% Grade 7 - Population = 36 On or Above Grade Level = 11% One Grade Level Below = 22% Grade 8 - Population = 38 On or Above Grade Level = 24% One Grade Level Below = 16%

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 2020-2021 Student Population using previous years EOG Reading and Math Assessment Scores: State Mandated Testing Data - SY 2019-2020 2019-2020 Reading: BOG3/Grade 4 (2020-2021/Student Population = 34) P = 21% NP = 77% NS = .02% State Mandated Testing Data - SY 2018-2019 EOG Reading EOG3/Grade 5 (2020-2021/Student Population = 41) P = 44% NP = 41% NS = 15% EOG4/Grade 6 (2020-2021/Student Population = 48) P = 17% NP = 65% NS = 18% EOG5/Grade 7 (2020-2021/Student Population = 36) P = 14% NP = 72% NS = 14% EOG6/Grade 8 (2020-2021/Student Population = 38) P = 26% NP = 61% NS = 14% EOG Math EOG3/Grade 5 (2020-2021/Student Population = 41) P = 15% NP = 73% NS = 12% EOG4/Grade 6 (2020-2021/Student Population = 48) P = 12% NP = 77% NS = 11% EOG5/Grade 7 (2020-2021/Student Population = 36) P = 17% NP = 72% NS = 11% EOG6/Grade 8 (2020-2021/Student Population = 38) P = 29% NP = 61% NS = 11% P: Proficient NP: Not Proficient NS: No Score Available Local Testing Data - I-Ready Diagnostics Winter 2021 K-8 Reading Kindergarten - Population = 24 On or Above Grade Level = 58% One Grade Level Below Grade 1 - Population = 34 On or Above Grade Level = 27% One Grade Level Below Grade 2 - Population = 34 On or Above Grade Level = .09% One Grade Level Below Grade 3 - Population = 30 On or Above Grade Level = 47% One Grade Level Below = Grade 4 - Population = 33 On or Above Grade Level = 15% One Grade Level Below Grade 5 - Population = 41 On or Above Grade Level = 22% One Grade Level Below Grade 6 - Population = 48 On or Above Grade Level = 17% One Grade Level Below Grade 7 - Population = 36 On or Above Grade Level = 13% One Grade Level Below Grade 8 - Population = 38 On or Above Grade Level = 16% One Grade Level Below K-8 Math Kindergarten - Population = 24 On or Above Grade Level = 58% One Grade Level Below = 25% Grade 1 - Population = 34 On or Above Grade Level = 18% One Grade Level Below = 65% Grade 2 - Population = 34 On or Above Grade Level = 29% One Grade Level Below = 27% Grade 3 - Population = 30 On or Above Grade Level = 17% One Grade Level Below = 43% Grade 4 - Population = 33 On or Above Grade Level = 0.9% One Grade Level Below = 43% Grade 5 - Population = 41 On or Above Grade Level = 0.7% One Grade Level Below = 29% Grade 6 - Population = 48 On or Above Grade Level = 0.6% One Grade Level Below = 12% Grade 7 - Population = 36 On or Above Grade Level = 11% One Grade Level Below = 22% Grade 8 - Population = 38 On or Above Grade Level = 24% One Grade Level Below = 16%

Part C: Address Learning Loss

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

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

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

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

CGWS conducts formative assessments using researched base i-Ready; increased classroom instructional supports; enhanced MTSS/RTI/SEL intervention; and enhanced teacher proficiency; including ELL & EC students. i-Ready® is a web-based adaptive diagnostic assessment and instruction program for students in grades K-12, to assess either reading or mathematics skills. It prescribes differentiated Common Core instruction so learners of all abilities can succeed. The diagnostic assessment identifies which students are experiencing difficulties with specific skills, providing real-time, actionable data and reports to guide teachers in an effective intervention. i-Ready provides intuitive resources for targeted instructional support, including downloadable, teacher-directed lesson plans and highly engaging online lesson modules. The system provides adaptive progress monitoring assessments between administrations of the full diagnostic to inform the student's growth trajectory and support teachers in determining which students are not on track for end-of-year targets (both grade-level achievement and growth targets). i-Ready automatically updates data reports every time a student completes a diagnostic assessment in the system so teachers can keep track of each student's skills progression, adjust instruction if needed, and gauge each student's growth alongside targets and projected estimates for the year. At the systems level, i-Ready examines the effectiveness of a school's system of instructional supports providing detailed components to measure student growth. Success for All is a research-based program emphasizing programming in grades K-8 on phonics(K-2 targeted programs); cooperative learning, and professional development - all linked with Social Emotional Learning delivery. i-Ready and Success for All for platform and training: CGWS will utilize Panorama Student Success (PSS) to scale consistent student supports with MTSS, PBIS, RTI & SEL frameworks. PSS a) provides staff with an extensive intervention library of approved, evidence-based strategies to use with their students; b. uses one system to manage intervention plans and record progress; c. ensures consistency of support for each/every student; c. See students and school holistically: Staff can quickly review student, group, and school performance to make data-driven decisions. PSS allows staff to know what is working, or where further support is needed. Linked to PowerSchool, PSS can be used as an early warning system. Teachers monitor students' social-emotional learning on a daily or weekly basis with one-click access to data dashboards. Instead of sifting through spreadsheets, teachers can spend time proactively planning interventions and supports for at-risk students. The system and supports the school's focus on equity by enabling educators to track trends across specific demographics and student subgroups. SEL efforts will be coordinated by the contracting psychologist and social worker. CGWS has designed a master schedule in support of increasing levels of student achievement and teacher performance: a) Provide Intensive professional development for all instructional staff and administrators in reading/writing through (Success for All/SFA), and Curriculum Associates i-Ready Reading and Math b) Develop-Retain/Recruit instructional leaders to provide teachers with consistent & researched-based coaching in the development of teaching strategies and instructional delivery methods that will foster student growth and achievement c) Provide intensive afterschool & summer school programming to improve student academic proficiency in reading and math, science and SEL d) More parent involvement resources to support participation in campus activities, particularly with ELL/LEP related parents e) Increased teacher training to address the changing technology practice/digital literacy that

improve student Personalized Learning model f) Extended day activities to provide activities and interventions to improve student proficiency across the curriculum g) Increase level of rigor and differentiation of instruction/disaggregation of data to improve the rate of student engagement with researched-based strategies h) Supplemental funding for non-licensed teachers to enter NC Licensure programs i) Supplemental funding for hard to recruit and retain teachers in areas such as science and math. j) Implement SIOP/ESL Strategies school-wide to address the concerns for our LEP population k) Enhance academic programming for ELL students using testing strategies inclusive of the use of vocabulary to guide reading comprehension l) Recruiting and hiring para-professionals to provide students with additional academic support in reading and math m) Recruiting and hiring an ESL teacher to provide additional support to the ESL department in developing and implementing language acquisitions strategies for ESL and LEP students n) K-2 teachers continue training with Success for All programs, the science of reading, along with the online instructional delivery and assessment component i-Ready Reading to provide individualized learning opportunities. K-3 teachers will receive emphasis on "foundational" instruction in phonics and literacy components. o) Teachers receive training in the i-Ready Math program along with online instructional delivery and assessment component i-ready Math to provide individualized learning opportunities by June 30, 2022. p) At least 50% of students grades 3-12, with increased emphasis on ELL and SWD students by 3%, will receive additional Math & Literacy instruction

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

CGWS has designed a master schedule in support of increasing levels of student achievement and teacher performance:

- 1) Provide up to 15 hrs. of intensive professional development for all instructional staff and administrators in reading/writing through (Success for All/SFA), and Curriculum Associates i-Ready Reading and Math (Programs/platforms and staff training: \$23,500
- 2) Develop-Retain/Recruit instructional leaders to provide teachers with consistent & researched-based coaching in the development of teaching strategies and instructional delivery methods that will foster student growth and achievement
- 3) Provide intensive afterschool & summer school programming to improve student academic proficiency in reading and math, science and SEL
- 4) More parent involvement resources to support participation in campus activities, particularly with ELL/LEP related parents (\$16,854)
- 5) Increased teacher training to address the changing technology practice/digital literacy that improve student Personalized Learning model
- 6) Extended day activities to provide activities and interventions to improve student proficiency across the curriculum
- 7) Increased level of rigor and differentiation of instruction/disaggregation of data to improve the rate of student engagement with researched-based strategies
- 8) Supplemental funding for non-licensed teachers to enter NC Licensure programs
- 9) Supplemental funding for hard to recruit and retain teachers in areas such as science and math.
- 10) Implement SIOP/ESL Strategies school-wide to address the concerns for our LEP population (ESL (FTE for 2022-2023) Teacher to implement and coordinate activities-see also k, m p below)
- 11) Enhance academic programming for ELL students using testing strategies inclusive of the use of vocabulary to guide reading comprehension
- 12) Use of para-professionals to provide students with additional academic support in reading and math
- 13) Use of an ESL teacher to provide additional support to the ESL department in developing and implementing language acquisitions strategies for ESL and LEP students (\$40,000)
- 14) K-2 teachers continue training

with Success for All programs, the science of reading, along with the online instructional delivery and assessment component i-Ready Reading to provide individualized learning opportunities. K-3 teachers will receive emphasis on "foundational" instruction in phonics and literacy components. 15) Teachers receive training in the i-Ready Math program along with online instructional delivery and assessment component i-ready Math to provide individualized learning opportunities 16) At least 50% of students grades 3-12, with increased emphasis on ELL and SWD students by 3%, will receive additional Math & Literacy instruction Positive Pieces Education (Second Step): "research-based program designed for K-8 students includes everything needed to make it easy for teachers to integrate social-emotional learning into their classrooms, which decreases problem behaviors and increases whole-school success by promoting self-regulation, safety and support. Social-emotional skills, like math skills, build on each other. The universal, classroom-based program is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions. Each year-level kit includes easy-to-teach, short weekly lessons, engaging songs and games, and daily activities and take-home materials to reinforce learning through family involvement. (\$54,000) CGWS will utilize Panorama Student Success (PSS) for K-12 supports to scale consistent student supports with MTSS, PBIS, RTI & SEL frameworks. Panorama pulls your key student information into one spot and gives you visual dashboard reporting. Move from interpreting data to taking action and improving student outcomes. (\$2,500) To ensure student success, we need visibility into your MTSS/RTI programs. We pull together all of the data behind student success and make it easy to digest with visual dashboards. - Provides an opportunity to weave student and adult Social-Emotional Learning. - Allows for pre and post, research-backed surveys to collect and take action on the information that is most critical to school success. Panorama provides customized learning experiences: a) provides staff with an extensive intervention library of approved, evidence-based strategies to use with their students; b. uses one system to manage intervention plans and record progress; c. ensures consistency of support for each/every student; c. See students and school holistically: Staff can quickly review student, group, and school performance to make data-driven decisions. PSS allows staff to know what is working, or where further support is needed. Linked to PowerSchool, PSS can be used as an early warning system. Teachers monitor students' social-emotional learning on a daily or weekly basis with one-click access to data dashboards. Instead of sifting through spreadsheets, teachers can spend time proactively planning interventions and supports for at-risk students. The system and supports the school's focus on equity by enabling educators to track trends across specific demographics and student subgroups. Mental Health and SEL efforts will be coordinated by the contracting psychologist and social worker (\$30,124) CGWS will implement supplemental afterschool programming for 2021-2022: Serving up to 250 targeted/identified students in grades K-12 for academic enrichment emphasizing Reading/ELA and Mathematics to address "learning loss/unfinished learning". Programming will utilize i-Ready and Success for All interventions. 1 Coordinator & 4 teacher stipends of 14 hrs. per week 26 wks. @35/hr. = \$63,700; 3 bus drivers @ 26 wks. @14 hrs/wk. @\$15/hr. = [\$16,380]; 1 custodian @ 14 hrs./wk. @ 26 wks. @ \$12/hr. = \$4,368; Snacks/Materials/Supplies = [\$5600] = TOTAL: \$90,048

* (C) Providing information and assistance to parents and families on how they can effectively support students, including

in a distance learning environment;

CGWS supports the need to sustaining the development of different non-cognitive skills among students - e.g. personality traits, goals and motivation, ambitious learning goals, the value of school, motivation to master tasks, ability to overcome difficulties, and the simple enjoyment of reading - (Social Emotional Learning skills) as they have been found to have direct positive effects on several socio-economic outcomes, including wages, schooling, and performance in achievement tests. The consulting social worker and the psychologist within their weekly standard activities will coordinate this intervention in collaboration with instructional staff and administration also involving EC and EL teachers. Parent involvement sessions will be conducted at a minimum of quarterly both virtually and in person to build consistency. Parents are represented on the CGW School Site Leadership Team (SSLT) comprised of CGWS Board of Directors representation/community leadership, CGWS administrative staff, instructional staff representative; one per building grade level K-5, 6-8, & 9-12), curriculum coordinator, consulting compliance officer, parent representatives of enrolled students, and a student representative. During the assessment process and to be maintained are multiple written assessments, workgroups, and virtual sessions. The SSLT reviews student academic development gaps data, teacher proficiency gaps, assess parent-school relationships, and works to bridge any identified gaps. Academic learning has also given a tough routine to parents who are working from home and simultaneously taking the responsibility that their children's learning process continues seamlessly during the times of COVID-19. Online schooling requires the availability of computers and the Internet at exact hours as needed. Any technical issues related to the requirements could result in the child missing out on learning. It has been extremely challenging for single-parent families - for those who must balance work and virtual learning. Then there are the mental-emotional strains for parents/families. CGWS will provide the coordination of a contracted psychologist and a social worker to work with parents/families to navigate these "strains". Social-Emotional Learning is a dominant factor that affects not just children/students but often their significant others inclusively. Parent representatives sit on the SSLT to address universal parent-student-teacher interventions. Parent Involvement: Snacks/supplies/materials/incentives

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

Remote learning has created questions about whether and how attendance should be taken and measured in an online environment and highlighted the importance of meaningful remote engagement that leads to learning. 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. During virtual instruction/remote learning, CGWS has at least one weekly "live" checkpoint between the teacher and students, although the format often varies. CGWS also tracks participation through the submission of assignments. When a student is not present for a checkpoint, the teacher follows up with the family by e-mail or phone and escalates calls to administration or support staff when a student is unreachable. CGWS seeks to measure and understand student and family engagement. Other engagement assessments may include time spent on a learning platform, frequency or quantity of online learning

activities completed. In some instances, the administration is administering engagement surveys to students, families, and teachers to inform improvements to distance learning plans and supports. Some teachers gather students virtually for a "morning meeting," which may provide both a wellness check and limited instruction. Some provide "office hours" to students for asking questions/getting directions about their work; some teachers offer small-group virtual instruction. Not all CGWS students have consistent access to the Internet. CGWS provides mobile hotspots to improve families' Internet access. CGWS also provides one-to-one mobile Chrome device access to all students.

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

CGWS Curriculum Coordinator assesses, prepares, and distributes academic progress scores (Initially, formatively, and summatively). Data comparison with current and pre-pandemic grades and progress is consistently shared through planning with teachers, SEL contractors, instructional leadership coaches, and administrators. Using the i-Ready curriculum tools provides a "diagnostic process" - assesses an individual student's skills across multiple grade levels to pinpoint gaps. The "instruction process" gives teachers an action plan and delivers differentiated, online instruction to students. The pandemic has exacerbated well-documented opportunity gaps that put low-income students at a disadvantage relative to their "peers". Opportunity gaps are gaps in access to the conditions and resources that enhance learning and development. For each student, diagnostic assessments will deliver a unique answer, and the system will have to meet the student where he or she is. A strengthened CGWS system based on meeting students where they are and providing them with what they need will be key to lifting children up and out.

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/June 30, 2021 - June 30, 2022		\$ 945,301.60

		Environmental & transportation audits with contractors found a need for upgrades. 1. Purchase a 9500 sq. ft. modular classroom building (10 classrooms) accommodating at least 175 - 200 elementary or middle school students to aid in social distancing and to minimize virus transmission plus "indirect" (allowance for civil engineering/architectural plans, plumber, electrician, handrails, grading, ramps, etc.; (\$827,801.60); upgrade water fountains to touchless (\$12,000); purchase of up to 72 passenger bus to minimize congestion on buses (\$85,000), consulting project manager for modular building project \$20,500		1. Added facility space to ensure adequate distancing of students and parents in common areas such as classrooms per CDC guidelines to minimize virus transmission as the CGWS wait list currently increases 2. Minimizing virus transmission through the use of added "touchless" surfaces thereby lessening COVID outbreaks 3. Added spacing for students on buses to allow for adequate social distancing	

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 ventilation system - HVAC in main building to improve air quality	July 1, 2021 - June 30, 2022	improved air quality to prevent/minimize virus transmission	\$ 16,319.08
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				\$
	* ☒ Yes ☐ No		June 1, 2022-July 31 2022		\$ 69,207.00

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.	Program Manager 6 Hours X 23 Days X \$30.00/hr \$4,140.00 Teachers 8.8 @ \$30/hr @ 6 hrs/day @ 23 days \$36,221.00 Transportation \$6,900 5 Hours X 23 Days X \$15.00 X 4 4 Drivers @ \$15.00 Custodial Support 5 Hours X 23 Days X \$15.00 X 2 \$3,450.00 SEL Resources \$4,130.00 Purchased/Contracted Services Master Gardener N=1 @ \$1,725 \$1,725 Arts Specialist N=1 @ \$1,000 \$1,000 Health & Wellness Trainer N=1 @ \$1,500 \$1,500 Coding Specialist \$2,750 . Operational Costs General Supplies = \$2,500 \$3,500 Art supplies/materials = \$888 \$1,888 Instructional supplies/materials and personal protective supplies = \$2,000 \$2,000		# of students served as proposed # of students with enhanced academic proficiency of at least 3% points % and # of parents participating in pre & post assessments and overall parent activities	

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 \$ 1,030,827.68

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, <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)

Carter G Woodson School (34D) 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.

History Log

Crosscreek Charter School (35A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:05:47 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Crosscreek Charter School (35A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$399,167.00	\$399,167.00
Carryover	\$0.00	\$0.00
Total	\$399,167.00	\$399,167.00

Budget

Crosscreek Charter School (35A) 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
35A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$399,167.00	\$396,526.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$399,167.00	\$396,526.00
Total Budgeted:		\$396,526.00
Total Remaining:	\$2,641.00	\$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			
8/27/2021 11:09 AM	Approved (Pending)		Lee, Freda			
6/17/2021 8:11 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Crosscreek Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	135	000	00	\$155,852.28	\$0.00	\$155,852.28		
	Other	3	5110	211	000	00	\$11,922.70	\$0.00	\$11,922.70		
	Other	3	5110	221	000	00	\$33,788.77	\$0.00	\$33,788.77		
	Other	3	5110	231	000	00	\$32,436.00	\$0.00	\$32,436.00		
	Equipment	3	5110	462	000	00	\$42,526.00	\$0.00	\$42,526.00		
	Other	3	5400	327	000	00	\$78,000.00	\$0.00	\$78,000.00		
	Salary	3	5830	131	000	00	\$38,988.00	\$0.00	\$38,988.00		
	Other	3	5830	211	000	00	\$2,982.58	\$0.00	\$2,982.58		
	Other	3	8200	399	000	00	\$29.67	\$0.00	\$29.67		

Total: \$396,526.00

\$0.00 \$396,526.00

Grant Details

Crosscreek Charter School (35A) 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. Description of the Process: The team of stakeholders met on February 5, March 19 and 24, 2021 to discuss and plan the use of the ESSER II and III funds as a result of the disruptions caused by the COVID pandemic. Attendees included the administrative leadership team, department heads, EC coordinator and directors. All of the teachers were surveyed and the business manager was involved in the planning. The team reviewed the results of the survey data and the academic achievement results. Attendance and enrollment were also discussed. Enrollment was at 95% of capacity and it is currently at 88% of capacity. 2. Below are the data and assessment instruments that were used in assessing the learner loss as well as how achievement will be measured in monitoring progress and success: 1) Student Quarterly Assessments (our version of a student report card) School Year 2019-2020 (March): 9 students in grades K-8 consistently (3 terms) scored 1's and 2's on the Student Quarterly Assessments. 3's, 4's and 5' are considered proficient. These 9 students were in danger of being retained. Traditionally 3-5 students are actually retained each year. School Year 2020-2021 (March): 98 students in grades K-8 consistently scored 1's and 2's on the Student Quarterly Assessments. 3's, 4's and 5' are considered proficient. 45 of the 98 students have extremely poor attendance. The other 53 students have submitted poor quality of work and/or submitted blank work on remote days.

2) Attendance Traditionally Crosscreek Charter School has 95% or higher attendance rates per year. School Year 2020-2021 will see attendance rates at 88% or even lower. 3) Istation Data Istation Reading Data % Not Proficient % Not Proficient Grade 19/20 20/21 K 13% 48% 1 11% 41% 2 13% 43% 3 20% 38% 4 39% Istation Math Data We have used Istation Math just this year. % Not Proficient Grade 20/21 K 22% 1 33% 2 65% 3 58% 4 61%

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 clear to the team that COVID has severely and negatively impacted achievement and attendance both in person and virtually. The data and teacher survey results spoke of the significant drop in grades, test performance, and attendance. The most telling data was the Istation Reading results, which showed an increase as much as three times the "Not Proficient" rate in 20/21 compared to 19/20 (pre-COVID) data. Also, more than 50% of the students in K-8 scored in the 1 and 2 range (not proficient) in 20/21 compared to 19/20 student quarterly assessments (report card results). These are clear examples of learning loss as a result of the COVID disruptions. Attendance dropping 7% or more from 19/20 to 20/21 was also telling. The more drastic results came from students who did not participate in virtual learning. This made up more than half of the students who were not proficient academically.

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.

\$ 234,000.00 * 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;

We use Istation and benchmark data to measure results and monitor student progress. A team of teachers, administrators, specialists, and support staff will develop Recovery Plans for all of our students identified as not proficient in reading or math. The Istation data and benchmarks will be reviewed at least bi-weekly to determine if the learning losses are being mitigated. Appropriate action will be taken if satisfactory progress per student is not made.

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

We will employ 2 instructional coaches and 1 academic and attendance counselor in order to intervene in the learning loss of our students and promote academic achievement we will implement the following evidence-based approaches: Intensive tutoring and teacher -directed instruction. There is ample research that teacher directed, systematic , and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low income families, and other populations who are behind in learning (Prater, 2018). The sequence of instruction includes: A. Setting specific goals for the tutoring session B. Making sure student is paying attention during the presentation of the knowledge or skills required to meet the objectives C. Providing a review of the previous session D. Presenting main goal of the session to the student E. Instructing in a clear, concise, and sequential manner F. Modeling of the desired response G. Soliciting the response from the student H. Reinforce (i.e., specific feedback) for correct response and repeat instructional sequence for an incorrect response I. Providing guided and independent practice J. Summarizing session K. Keeping records to monitor progress Differentiated Instruction- The instruction will be differentiated to meet students current levels and to increase their achievement in a proscribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who brings to school different talents and interests. (Tomlinson and Mc Tighe, 2006, p.13). Strategies for adapting instruction in a differentiated setting include: A. Guided notes with blanks for students to fill in missing information B. Graphic organizers that visually display information and link concepts C. Study guides with questions for students to answer D. Written outline of the lesson E. Use visual aids F. Check for understanding G. Use technology during instruction and for guided and independent practice H. Record every students progress on objectives for planning the next lesson or session (adapted from Prater, 2018) Instructional Technology - Amongst the innovations and best practices in fostering student learning, especially those in a catch-up status, is the use of various forms of educational technology. The term includes the use of devices and the educational software associated with it. Zheng, et al. (2016) conducted a meta-analysis of 10 studies that focused on the effects the use of laptop programs on students' academic achievement in K-12 schools. Significantly positive average effect sizes were found in all the major content areas (i.e., Math, Language Arts). The researchers also found significantly positive effects in the use of laptops in the standard classroom setting. How the laptops are used determines the effects, however. Ross (2020) after reviewing research over the last 30 years concerning educational technology, recommended these commonalities for use of technology for the increase in student academic as a tool not a different instructional system; communicate with stakeholders as to the intent and

purposes of using laptops being realistic in the impact of technology, and evaluate the effectiveness on a continuous bases. such as thinking of educational tech: "(a) conceptualizing technology as an educational tool and delivery system, not as a "treatment" in itself; (b) defining and communicating to stakeholders what proximal and long-term outcomes the technology initiative is (and is not) expected to promote; (c) not over-promising impacts on student achievement on standardized assessments where technology applications are directed primary toward other educational goals; and (d) conducting ongoing evaluation studies to provide evidence of program implementation progress and effectiveness at different phases of the initiative." (p. 2015). Full citations available upon request

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

Parents and families are regularly communicated with concerning their child's education. We had virtual sessions with parents on how to support their child in a challenging environment for most students. Parents will continue to receive text messages, emails, letters, and other communication concerning the progress of the child. When appropriate, the parent(s) will review the learning recovery plan prepared for students who are below proficient in math or reading. We also will add a counselor with ESSER III funds to support families and their child/children in succeeding academically and in growing in social/emotional skills.

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

The counselor we employ with ESSER III funds will monitor attendance along with the administrators. If a student still needs a virtual learning environment, a teacher will join the team in determining a learning loss plan via distance education. Technical and educational supports will be supplied as needed. The attendance will be tracked electronically with weekly reports compiled and reviewed. The team of leadership, teachers, and support personnel will identify those students who have not attended consistently or who are starting to show signs of declining attendance. In order to track attendance, administration will have weekly reports filled out by a designated person at the front desk. We will use software to track attendance. In order to improve student engagement in distance learning, we will have a tiered incentive program where students can earn better rewards for increasing engagement. We will also survey for feedback biweekly to see the student perspective and adjust the program as needed.

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

We have data rooms in each building which will be redesigned to include (when appropriate) historical data, this past year's data, and the current data. We will also screen our incoming students new to the school with the same benchmark our current students took at the BOY and EOY so we have a consistent data point in which to start. We use a spreadsheet to track students who have drastically changed their academic, social, emotional, or behavioral norms according to their individual recovery plans. This spreadsheet is shared amongst administrators and teachers

these students are reached out to personally to discuss what they think is going on to cause this change. All students are monitored to determine if and when individuals may need a recovery plan. Parents are also contacted to discuss their children's progress. We also use report cards to help parents understand the progress and areas of concern for their children.

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	We will rent a modular classroom to provide students with the distance they need for a safe learning environment. Smaller classes and individual/small group instruction will all occur in the modular unit.	08/01/2021 thru 09/30/2024	Should the school need to return to a pandemic lockdown state, the School will be poised to operate in a state of compliance with all social distancing guidelines set by Federal, State, and local officials. The School Administrator will be able to verify compliance with social distancing guidelines.	\$ 78,000.00

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				\$
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	We leased computers to meet the virtual learning needs of students. We will continue to use the devices and software to mitigate learning loss through instructional technology, whether virtually or in-person.	03/13/2020 thru 09/30/23	IStation and Benchmark data monitored by the Administrative Team will indicate the overall effectiveness of these educational technology initiatives by a steady increase over the grant's term in the number of students learning at grade level.	\$ 42,526.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		08/01/21- 09/30/24		\$ 42,000.00

		A mental health professional who is trained in dramatic stress caused by the effects of COVID will be contracted to serve our students who are identified as in need of such services. The professional will communicate with every student's parents, as to the student's progress. Communication and coordination with outside agencies will occur if needed.		Logs kept by the mental health professional and monitored by a school administrator will show a steady decline in the need for services over the course of the grant term, indicating the resilience of students, and the effectiveness of these support services.	

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 \$ 162,526.00

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)

Crosscreek Charter School (35A) 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

Crosscreek Charter School (35A) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

Crosscreek Charter School (35A) 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	

Thursday, July 1, 2021

New Applicant Summary

Crosscreek Charter School (35A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Crosscreek Charter School (35A) 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

Crosscreek Charter School (35A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

46854340

*** Address:**

100 East River Road Louisburg, NC 27549

*** Superintendent:**

Ms. Robin Jackson

Key Personnel:

* Ms. Robin Jackson

History Log

Piedmont Community Charter (36B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:05:52 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Piedmont Community Charter (36B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$413,162.00	\$413,162.00
Carryover	\$831,374.00	\$831,374.00
Total	\$1,244,536.00	\$1,244,536.00

Budget

Piedmont Community Charter (36B) 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
36B	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$413,162.00	\$0.00
Carryover Amount:	\$831,374.00	\$831,374.00
Allotment Plus Carryover:	\$1,244,536.00	\$831,374.00
Total Budgeted:		\$831,374.00
Total Remaining:	\$413,162.00	\$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 7:28 AM	Approved (Pending)		Eddy, Melissa			
7/30/2021 10:34 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Piedmont Community Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	418	000	00	\$41,170.00	\$0.00	\$41,170.00		
	Other	3	5210	317	000	00	\$57,263.94	\$0.00	\$57,263.94		
	Salary	3	5330	131	000	00	\$399,999.36	\$0.00	\$399,999.36		
	Other	3	5330	211	000	00	\$30,599.96	\$0.00	\$30,599.96		
	Other	3	5330	229	000	00	\$23,999.96	\$0.00	\$23,999.96		
	Other	3	5330	231	000	00	\$52,640.64	\$0.00	\$52,640.64		
	Other	3	5840	411	000	00	\$30,491.88	\$0.00	\$30,491.88		
	Equipment	3	5860	462	000	00	\$79,257.65	\$0.00	\$79,257.65		
	Other	3	6540	411	000	00	\$45,000.00	\$0.00	\$45,000.00		

	Other	3	6580	411	000	00	\$10,576.00	\$0.00	\$10,576.00		
	Equipment	3	6580	461	000	00	\$31,356.61	\$0.00	\$31,356.61		
	Equipment	3	6580	541	000	00	\$29,018.00	\$0.00	\$29,018.00		

Total: \$831,374.00 \$0.00 \$831,374.00

Grant Details

Piedmont Community Charter (36B) 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.

On average, 37% of the School's students are below grade level in reading and 53% are below grade level in Math, based on mid year iReady diagnostic results. The development of the Needs Assessment and Plan included a collaboration between Professional Learning Communities, Admin and Leadership Team Meetings, Social Emotional Learning Team, MTSS, Professional Development, and the Enrichment Committee (Board Sub-Committee). The School will assess and address student learning gaps by planning professional development, using iReady diagnostics and lessons, putting interventions in place for students, and incorporating inclusion in the master schedule for grades K-8. The School will also update and improve facilities, including HVAC systems, as well as provide PPE and sanitation supplies to create a safe and healthy environment for the students to return to school and to allow the school building to remain open.

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 breakdown of the mid-year iReady diagnostic shows that 63% of 3rd grade students, 77% of 5th grade students, and 52% of 8th grade students were below grade level in math. In reading, 46% of 3rd grade students, 74% of 5th grade students, and 52% of 8th grade students were below grade level. Additionally, the 2021 NC End of Grade tests administered in May show that 47% of 3rd grade students are still below grade level in math and 45% are still below grade level in reading. In 5th grade, 59% are still below grade level in math and in 8th grade, 68% are now below grade level in math. The school will use ESSER funds to hire additional remediation teachers to help close learning gaps based on collected data, purchase a competency based assessment program to identify learning gaps, provide a system of mental health support for students, upgrade facilities and purchase PPE supplies for the prevention of COVID-19, and purchase education technology to aid in regular and substantive educational interaction between students and their classroom instructors.

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.

\$ 548,409.92 * 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 iReady diagnostic provides results to accurately assess student academic progress and can provide differentiated lessons based on the results achieved. Small group interactions with remediation teachers can help fill learning gaps accrued during COVID-19.

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

Student needs are discussed in PLC meetings and research based interventions are implemented based on i-Ready and mClass results. Interventions including, but not limited to, small group instruction and one-on-one tutoring will be

utilized. Remediation teachers will assist core classroom teachers by providing interventions and weekly progress monitoring. Intervention strategies will be assessed based on student progress.

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

Parent informational reports will be sent home after each diagnostic. These reports include ways the parents and families can support their learner at home. Examples of at-home support include but are not limited to reading logs, video instruction, and supplemental learning packets. Parent-teacher conferences will also be utilized. Parent notification of support is sent home once students begin to receive interventions in Tier 2 of the MTSS process.

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

Teachers, School Directors, and the School Social Worker will work together to track student attendance and student engagement. Attendance will be tracked through PowerSchool and shared with the School Social Worker, Administration, and Counselors as needed. Student engagement will be tracked through work submission and grades. DyKnow will be used to monitor student engagement during instructional class time.

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

The MTSS team will track student progress throughout the year. Past historical grades and test scores from PowerSchool will be compared to current grades, attendance and iReady scores (and NC Checkin scores, when they are available). Assessment data for every child will be measured each fall, winter, and spring based on testing windows determined by the state.

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 installation of contactless faucets to prevent spread of COVID-19.	June 1, 2021 - September 30, 2021.		\$ 31,356.61

				Signed purchase orders will be maintained for the purchase/installation job and the Chief Financial Officer will verify with the Facilities Manager that the job is complete prior to payment of invoices. Student attendance is monitored weekly by the school social worker, and quarantine and infection data are monitored daily by school nurses to determine the effectiveness of any facilities improvements that are made to reduce and/or prevent the spread of COVID-19.	

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 old HVAC systems - Upgrade from MERV-8 filters to MERV-13 filters in all HVAC systems.	June 1, 2021 - September 30, 2024	Signed purchase orders will be maintained for the purchase/installation of the new HVAC unit and the CFO will verify with the Facilities Manager that the job is complete prior to payment of invoices. Maintenance agreements will reflect the use of MERV-13 filters. Student attendance will be monitored weekly by school social worker, and quarantine & infection data will be monitored daily by the school nurses to determine the effectiveness of any expenditures to improve air quality.	\$ 39,594.00

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	Purchase PPE to distribute to students; signage to insure physical distancing	July 1, 2021 - September 30, 2024	School Directors will work with School Nurses to determine appropriate PPE for their campuses. Signed purchase orders will be maintained for all PPE purchases and the CFO will verify with the School Directors and/or nurses that the PPE has been received prior to payment of invoices. Student attendance will be monitored weekly by the school social worker, and quarantine and infection data will be monitored daily by school nurses daily to determine the effectiveness of any PPE purchased.	\$30,491.88

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 to clean and sanitize including, but not limited to, hand sanitizer, antibacterial wipes, disinfectants	July 1, 2021-September 30, 2024	Signed purchase orders will be maintained for all sanitation and cleaning supply purchases. The Chief Financial Officer will verify with the Facilities Managers that the supplies have been received prior to payment of invoices. Student attendance will be monitored weekly by the school social worker, and quarantine and infection data will be monitored daily by school nurses to determine the effectiveness of any cleaning and sanitation supplies purchased.	\$ 45,000.00

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		July 1, 2021 - July 30, 2022		\$ 79,257.65

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 and install Apple TVs, monitors, and sound bars to aid in interaction between students and classroom teachers and to promote student engagement and achievement.		Signed purchase/work orders will be maintained for all equipment purchases/installation, and the Chief Financial Officer will verify with the Chief Technology Officer that the equipment has been received and/or installed prior to payment of invoices. Student progress and achievement will be monitored through student assessments measured 3 times during the year (at times stated in Part C (E) above), and teacher satisfaction will be monitored annually by the NC Teacher Working Condition survey.	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	The school will address mental health issues by providing school based mental health services to students as needed. The School will contract with Support, Inc., as well as Ashley Kies, licensed psychologist to provide mental health services and supports to the students.	July 1, 2023 - September 30, 2024	The impact of this use will be measured with data from incident reports collected by guidance counselors, the school social worker, school administrators, and nurses. Support Inc, contracted mental health service provider, will use the PHQ9 to monitor symptoms of depression and the SCARED scale to measure anxiety. This data will be reviewed monthly.	\$ 57,263.94

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 \$ 282,964.08

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, <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)

Piedmont Community Charter (36B) 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

Piedmont Community Charter (36B) 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)]	<u>Claire Wilson</u>

Substantially Approved Dates

Piedmont Community Charter (36B) 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	Monday, August 9, 2021

New Applicant Summary

Piedmont Community Charter (36B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Piedmont Community Charter (36B) 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

Piedmont Community Charter (36B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

51226699

*** Address:**

119 E. 2nd Avenue Gastonia, NC 28052

*** Superintendent:**

Mrs. Jennifer H. Killen

Key Personnel:

* Claire Wilson

History Log

Piedmont Community Charter (36B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:05:52 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Piedmont Community Charter (36B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$413,162.00	\$413,162.00
Carryover	\$831,374.00	\$831,374.00
Total	\$1,244,536.00	\$1,244,536.00

Budget

Piedmont Community Charter (36B) 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
36B	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$413,162.00	\$0.00
Carryover Amount:	\$831,374.00	\$831,374.00
Allotment Plus Carryover:	\$1,244,536.00	\$831,374.00
Total Budgeted:		\$831,374.00
Total Remaining:	\$413,162.00	\$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 7:28 AM	Approved (Pending)		Eddy, Melissa			
7/30/2021 10:34 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Piedmont Community Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	418	000	00	\$41,170.00	\$0.00	\$41,170.00		
	Other	3	5210	317	000	00	\$57,263.94	\$0.00	\$57,263.94		
	Salary	3	5330	131	000	00	\$399,999.36	\$0.00	\$399,999.36		
	Other	3	5330	211	000	00	\$30,599.96	\$0.00	\$30,599.96		
	Other	3	5330	229	000	00	\$23,999.96	\$0.00	\$23,999.96		
	Other	3	5330	231	000	00	\$52,640.64	\$0.00	\$52,640.64		
	Other	3	5840	411	000	00	\$30,491.88	\$0.00	\$30,491.88		
	Equipment	3	5860	462	000	00	\$79,257.65	\$0.00	\$79,257.65		
	Other	3	6540	411	000	00	\$45,000.00	\$0.00	\$45,000.00		

	Other	3	6580	411	000	00	\$10,576.00	\$0.00	\$10,576.00		
	Equipment	3	6580	461	000	00	\$31,356.61	\$0.00	\$31,356.61		
	Equipment	3	6580	541	000	00	\$29,018.00	\$0.00	\$29,018.00		

Total: \$831,374.00 \$0.00 \$831,374.00

Grant Details

Piedmont Community Charter (36B) 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.

On average, 37% of the School's students are below grade level in reading and 53% are below grade level in Math, based on mid year iReady diagnostic results. The development of the Needs Assessment and Plan included a collaboration between Professional Learning Communities, Admin and Leadership Team Meetings, Social Emotional Learning Team, MTSS, Professional Development, and the Enrichment Committee (Board Sub-Committee). The School will assess and address student learning gaps by planning professional development, using iReady diagnostics and lessons, putting interventions in place for students, and incorporating inclusion in the master schedule for grades K-8. The School will also update and improve facilities, including HVAC systems, as well as provide PPE and sanitation supplies to create a safe and healthy environment for the students to return to school and to allow the school building to remain open.

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 breakdown of the mid-year iReady diagnostic shows that 63% of 3rd grade students, 77% of 5th grade students, and 52% of 8th grade students were below grade level in math. In reading, 46% of 3rd grade students, 74% of 5th grade students, and 52% of 8th grade students were below grade level. Additionally, the 2021 NC End of Grade tests administered in May show that 47% of 3rd grade students are still below grade level in math and 45% are still below grade level in reading. In 5th grade, 59% are still below grade level in math and in 8th grade, 68% are now below grade level in math. The school will use ESSER funds to hire additional remediation teachers to help close learning gaps based on collected data, purchase a competency based assessment program to identify learning gaps, provide a system of mental health support for students, upgrade facilities and purchase PPE supplies for the prevention of COVID-19, and purchase education technology to aid in regular and substantive educational interaction between students and their classroom instructors.

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.

\$ 548,409.92 * 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 iReady diagnostic provides results to accurately assess student academic progress and can provide differentiated lessons based on the results achieved. Small group interactions with remediation teachers can help fill learning gaps accrued during COVID-19.

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

Student needs are discussed in PLC meetings and research based interventions are implemented based on i-Ready and mClass results. Interventions including, but not limited to, small group instruction and one-on-one tutoring will be

utilized. Remediation teachers will assist core classroom teachers by providing interventions and weekly progress monitoring. Intervention strategies will be assessed based on student progress.

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

Parent informational reports will be sent home after each diagnostic. These reports include ways the parents and families can support their learner at home. Examples of at-home support include but are not limited to reading logs, video instruction, and supplemental learning packets. Parent-teacher conferences will also be utilized. Parent notification of support is sent home once students begin to receive interventions in Tier 2 of the MTSS process.

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

Teachers, School Directors, and the School Social Worker will work together to track student attendance and student engagement. Attendance will be tracked through PowerSchool and shared with the School Social Worker, Administration, and Counselors as needed. Student engagement will be tracked through work submission and grades. DyKnow will be used to monitor student engagement during instructional class time.

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

The MTSS team will track student progress throughout the year. Past historical grades and test scores from PowerSchool will be compared to current grades, attendance and iReady scores (and NC Checkin scores, when they are available). Assessment data for every child will be measured each fall, winter, and spring based on testing windows determined by the state.

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 installation of contactless faucets to prevent spread of COVID-19.	June 1, 2021 - September 30, 2021.		\$ 31,356.61

				Signed purchase orders will be maintained for the purchase/installation job and the Chief Financial Officer will verify with the Facilities Manager that the job is complete prior to payment of invoices. Student attendance is monitored weekly by the school social worker, and quarantine and infection data are monitored daily by school nurses to determine the effectiveness of any facilities improvements that are made to reduce and/or prevent the spread of COVID-19.	

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 old HVAC systems - Upgrade from MERV-8 filters to MERV-13 filters in all HVAC systems.	June 1, 2021 - September 30, 2024	Signed purchase orders will be maintained for the purchase/installation of the new HVAC unit and the CFO will verify with the Facilities Manager that the job is complete prior to payment of invoices. Maintenance agreements will reflect the use of MERV-13 filters. Student attendance will be monitored weekly by school social worker, and quarantine & infection data will be monitored daily by the school nurses to determine the effectiveness of any expenditures to improve air quality.	\$ 39,594.00

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	Purchase PPE to distribute to students; signage to insure physical distancing	July 1, 2021 - September 30, 2024	School Directors will work with School Nurses to determine appropriate PPE for their campuses. Signed purchase orders will be maintained for all PPE purchases and the CFO will verify with the School Directors and/or nurses that the PPE has been received prior to payment of invoices. Student attendance will be monitored weekly by the school social worker, and quarantine and infection data will be monitored daily by school nurses daily to determine the effectiveness of any PPE purchased.	\$ 30,491.88

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 to clean and sanitize including, but not limited to, hand sanitizer, antibacterial wipes, disinfectants	July 1, 2021-September 30, 2024	Signed purchase orders will be maintained for all sanitation and cleaning supply purchases. The Chief Financial Officer will verify with the Facilities Managers that the supplies have been received prior to payment of invoices. Student attendance will be monitored weekly by the school social worker, and quarantine and infection data will be monitored daily by school nurses to determine the effectiveness of any cleaning and sanitation supplies purchased.	\$ 45,000.00

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		July 1, 2021 - July 30, 2022		\$ 79,257.65

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 and install Apple TVs, monitors, and sound bars to aid in interaction between students and classroom teachers and to promote student engagement and achievement.		Signed purchase/work orders will be maintained for all equipment purchases/installation, and the Chief Financial Officer will verify with the Chief Technology Officer that the equipment has been received and/or installed prior to payment of invoices. Student progress and achievement will be monitored through student assessments measured 3 times during the year (at times stated in Part C (E) above), and teacher satisfaction will be monitored annually by the NC Teacher Working Condition survey.	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	The school will address mental health issues by providing school based mental health services to students as needed. The School will contract with Support, Inc., as well as Ashley Kies, licensed psychologist to provide mental health services and supports to the students.	July 1, 2023 - September 30, 2024	The impact of this use will be measured with data from incident reports collected by guidance counselors, the school social worker, school administrators, and nurses. Support Inc, contracted mental health service provider, will use the PHQ9 to monitor symptoms of depression and the SCARED scale to measure anxiety. This data will be reviewed monthly.	\$ 57,263.94

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 \$ 282,964.08

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, <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)

Piedmont Community Charter (36B) 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

Piedmont Community Charter (36B) 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)]	<u>Claire Wilson</u>

Substantially Approved Dates

Piedmont Community Charter (36B) 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

Monday, August 9, 2021

New Applicant Summary

Piedmont Community Charter (36B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Piedmont Community Charter (36B) 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

Piedmont Community Charter (36B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

51226699

*** Address:**

119 E. 2nd Avenue Gastonia, NC 28052

*** Superintendent:**

Mrs. Jennifer H. Killen

Key Personnel:

* Claire Wilson

History Log

Mountain Island Charter (36C) Charter 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 4:47:41 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	11/4/2021 2:29:35 PM	Nick Anderson	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/4/2021 2:28:59 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. Nick Anderson, Ed.D. nick.anderson@dpi.nc.gov ESSER Program Administrator Federal Program Monitoring and Support Division	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/4/2021 10:56:08 AM	Kristi Nemec	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 10:56:08 AM	Kristi Nemec	Status changed to 'Chief Administrator Approved'.	S
☐	11/4/2021 10:56:01 AM	Kristi Nemec	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 10:56:01 AM	Kristi Nemec	Status changed to 'Fiscal Representative Approved'.	S
	11/4/2021 10:55:53 AM	Kristi Nemec	Status changed to 'Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/3/2021 7:34:11 AM	Kristi Nemec	Budget amendment being submitted on 11/3/21 to reflect increased allotment amount. Money will continue to be used for 1 Remedial Instruction Teacher & 1 Guidance Counselor, and will be covering 60% of each staff salary and benefits over 3 years.	C
	11/1/2021 2:48:26 PM	Kristi Nemec	Status changed to 'Fiscal Representative Returned Not Approved'.	S
	10/25/2021 9:59:25 AM	Kristi Nemec	Status changed to 'Revision Completed'.	S
	10/19/2021 8:16:59 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Mountain Island Charter (36C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$80,231.00	\$80,231.00
Carryover	\$157,605.00	\$157,605.00
Total	\$237,836.00	\$237,836.00

Budget

Mountain Island Charter (36C) 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
36C	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$80,231.00	\$80,231.00
Carryover Amount:	\$157,605.00	\$157,605.00
Allotment Plus Carryover:	\$237,836.00	\$237,836.00
Total Budgeted:		\$237,836.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/04/2021 04:46 PM	Admin, NCCCIP



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/4/2021 4:46 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Anderson, Nick
11/4/2021 2:25 PM			Anderson, Nick	3-5330-121-000-000-00	0	The budget and application amendment incorporates the final 1/3 of the funds has been reviewed and approved.
11/4/2021 2:25 PM			Anderson, Nick	3-5330-121-000-000-00	0	
11/4/2021 2:21 PM			Anderson, Nick	3-5330-121-000-000-00	0	
11/4/2021 2:20 PM			Anderson, Nick	3-5330-121-000-000-00	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.
11/4/2021 2:19 PM	Approved (Pending)		Anderson, Nick			
11/4/2021 8:51 AM	Received		Admin, NCCCIP			
10/27/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Anderson, Nick

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
		☒		3-5830-131-000-000-00	0	Amendment is being returned due to the salary appearing to be excessive for 1 month's worth of work. Please clarify the number of staff and/or months of employment for this specific object code.
10/27/2021 1:59 PM	Denied (Pending)		Anderson, Nick			
10/27/2021 1:59 PM			Anderson, Nick	3-5830-131-000-000-00	0	Amendment is being returned due to the salary appearing to be excessive for 1 month's worth of work. Please clarify the number of staff and/or months of employment for this specific object code.
10/19/2021 8:16 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 3:10 PM	Approved (Pending)		Mathis, Tammorah			
7/30/2021 10:34 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Mountain Island Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

							Amount	Amount	Amount	Justification	Comments
i	Salary	3	5330	121	000	00	\$0.00	\$88,214.46	\$88,214.46	REMEDIAL TEACHER	
i	Other	3	5330	211	000	00	\$0.00	\$6,748.42	\$6,748.42		
i	Other	3	5330	229	000	00	\$0.00	\$2,646.44	\$2,646.44		
i	Other	3	5330	231	000	00	\$0.00	\$9,395.28	\$9,395.28		
i	Salary	3	5350	121	000	00	\$73,201.96	(\$73,201.96)	\$0.00	CHANGE ACCOUNT	
i	Other	3	5350	211	000	00	\$5,599.95	(\$5,599.95)	\$0.00		
i	Salary	3	5830	131	000	00	\$0.00	\$109,747.98	\$109,747.98	GUIDANCE	
i	Other	3	5830	211	000	00	\$0.00	\$8,395.70	\$8,395.70		
i	Other	3	5830	229	000	00	\$0.00	\$3,292.44	\$3,292.44		
i	Other	3	5830	231	000	00	\$0.00	\$9,395.28	\$9,395.28		
i	Salary	3	5840	131	000	00	\$73,203.05	(\$73,203.05)	\$0.00	CHANGE ACCOUNT	
i	Other	3	5840	211	000	00	\$5,600.04	(\$5,600.04)	\$0.00		
Total:							\$157,605.00	\$80,231.00	\$237,836.00		

Grant Details

Mountain Island Charter (36C) 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.

Mountain Island Charter School is a K-12 charter school serving almost 1580 students. Of these students, at least 30% elected to work remotely since March 2020 which has significantly impacted their academic progress and social/emotional well-being. Of the remaining students, who participated in a Plan B model most of the school year had limited access to continuity in support and special services as well interventions. Of the 1580 students, 102 students are EC. Of those students, only 20% students have made growth and progress towards grade level proficiency in Reading and/or Math. Of the general education population, only 50% of students are showing acceptable growth. Multiple groups have met to review student performance data, attendance data, behavioral data, special education, ell data, and climate and culture survey data to determine critical areas of support that are needed. A summary of challenges includes: A summary of greatest challenges: Failure rate (students failing one or more classes) MS - 27 HS - 51 Numbers of students "at risk" (in addition to those noted in the failure rate group) Kinder - 49 Grade 1- 40 Grade 2- 41 Grade 3- 40 Grade 4- 63 Grade 5- 42 Grade 6 - 63 Grade 7 - 68 Grade 8 - 80 (the team observed a broad interpretation in MS of negative trending in Academics, Social/Behavioral/Attendance, Mental Health) Grade 9 - 2 Grade 10 - 2 Grade 11 - 3 Grade 12 - 4 Grade Days absent # students avg days per student K 560

126 4.44 1 625 125 5.00 2 614 124 4.95 3 550 90 6.11 4 469 96 4.89 5 516 97 5.32 6 440 132 3.33 7 563 135 4.17 8 528 131 4.03 9 701 134 5.23 10 792 138 5.74 11 970 128 7.58 12 1914 126 15.19 9242 1582 5.84

The participants in these meetings have included: general education teachers, curriculum coaches, Title 1 coordinator, testing coordinator, leadership team, Child Study Team, governing board members, and parents. We have utilized our weekly admin team meetings, our child study team meetings, governing board meetings, and our parent/community outreach committee meetings. We have also reviewed climate survey data from teachers, parents, staff. We have identified multiple gaps in performance and significant increases in our at-risk population. We intend to use ESSER ii funds to address the most critical gaps in our students most at-risk for failure/retention from this school year and those who have failed to make any progress in the IEP goals and ELP goals. The first action was to provide a 6-week summer school program that is designed to remediate academics in grades K-11 in core courses Reading/Math and Science for half of the day and will provide physical activities and enrichments the other half of the day. The School will offer bus transportation and food service for all students who attend. The summer camp also was designed to include physical activity and enrichments in STEM, ART, Music, and computer labs. The School will be contributing funds to cover some additional resources and professional development for staff to implement more effective instruction in the middle school in particular for the 2021-2022 School year. MICS recognizes the critical need to support so many students who have been learning remotely since March 2020 and many of whom have had personal crises and other disruptions to the home and educational environment that challenged their ability to attend, engage, and to develop a successful path forward in learning. In addition to the remote learners, the Hybrid schedules and inability to deliver our educational model with one on one and small group learning has decreased the normal learning gains we see from our students year over year. Finally, our school has dramatically increased the number of students that are economically disadvantaged and struggling with new challenges at home making them more at risk for failure and for mental health resources. Academic learning loss is a huge concern for all stakeholders. MICS is concerned that the past 15 months of disrupted learning has led to years worth of academic learning loss and will result in academic achievement gaps across subgroups of students similar to those from 5 years ago. The learning gaps and lack of progress are most noticeable in our at-risk population including EDS, EC, ELL, and interestingly, the AIG students who have continued to show proficiency. but have not had the same opportunities to show increased growth or progress towards their EP goals. Most of our data that shows huge learning gaps for our subgroups of students will be our primary focus for the next two years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness after. Nearly 50% of students have not made acceptable growth and many students in each grade level are at significant risk for failure.

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 multiple teams who have met to discuss and develop a long term recovery plan for these students agree that the most important resources needed are certified intensives/remediation instructors who can work with small groups of students daily, a mental health counselor to specifically work with those students who have suffered additional challenges at home due to the pandemic and other critical challenges. The data shows increased achievement gaps year over year for our most at-risk students. The learning loss has been prevalent across our EDS students, EC students, and a few of our ELL students. Our EDS students who have come to our school from local LEA's are historically one or more grade levels behind upon their enrollment and this has exacerbated those gaps. Our assessment tools and progress monitoring tools have demonstrated significant gaps in specific skills/standards that require direct instructional support and scaffolding and during instruction where students were not fully engaged and lacked support at home. In addition to the remote learners, the Hybrid schedules and inability to deliver our educational model with one on one and small group learning has decreased the normal learning gains we see from our students year over year. Finally, our school has dramatically increased the number of students that are economically disadvantaged and struggling with new challenges at home making them more at risk for failure and for mental health resources. Academic learning loss is a huge concern for all stakeholders. MICS is concerned that the past 15 months of disrupted learning has led to years worth of academic learning loss and will result in academic achievement gaps across subgroups of students similar to those from 5 years ago. The learning gaps and lack of progress are most noticeable in our at-risk population including EDS, EC, ELL, and interestingly, the AIG students who have continued to show proficiency. but have not had the same opportunities to show increased growth or progress towards their EP goals. Most of our data that shows huge learning gaps for our subgroups of students will be our primary focus for the next two years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness after. MICS intends to use the ESSER iii funds to staff critical positions to support this fragile cohort of students. These positions include an additional instructional support staff including Reading and Math intensives staff to work in small groups throughout the day, a social worker/dean to manage and monitor attendance, tardies, truancies, and to conduct well-checks and home visits as needed. The staffing also includes at a minimum an additional licensed Counselor to support high-needs students and staff and to provide the mental health plans and workshops for the community. This person will assist and work with our mental health counselor who sees students daily. MICS will develop a larger CST membership where each member specializes in critical areas to support an intentional MTSS model to improve Tier 1 instruction daily and to improve the interventions used in Tier 2 and Tier 3 to help move students out of MTSS and back into general education when possible. The School will fund additional positions as needed to provide intentional supports for these students. The positions who will be tapped to lead the comprehensive team are Admin, Counselor, Reading Coach, Math Coach, EC Director, Dean, and Mental Health Counselor. This team will work on documenting student academic and social/emotional

growth over the next two years that is believed to be necessary to move our students back into grade level proficiency and work towards grade level college and career readiness.

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.

\$ 237,836.00 * 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;

MICS will continue to use high-quality assessments to measure students' baseline level of performance in Math, Reading, Science, and other areas as appropriate. These include IReady, IXL, NC EOG/EOC, and other internal benchmarking tools such as Reading and Math inventories, running records, and other digital assessments as well as unit tests from the core curriculum. As assessments are disaggregated, students will be moved into small groups based on content knowledge and mastery so that teachers can scaffold and remediate deficiencies. The School will provide supplemental learning materials and resources for the EC students, ELL students, and AIG students as well as those students moving through Tier 2 or 3 in MTSS. The differentiation will occur during the class in a workshop-style method, and in pull-out groups when appropriate. Students on an IEP, ELP or EP will have supplemental time and resources as dictated in their plans. The additional staff funded through the ESSER iii grant will be able to provide this level of one on one and small group support for all students in the lowest quartile as well as other students performing one or 2 grade levels below their expectations. The inclusion of academic and non-academic staff will help ensure that learning loss is examined and remediated through a full lens of needs including a school-home connection. Many students will need academic support coupled with social/emotional support. Our parent and community outreach committee will continue to work with the school administration to help support parents and identify what measures the school can take to meet the needs of all struggling students. This committee also provides additional connections to outside resources in the community for families if needed for those who also qualify for McKinney Vento/Homeless/Foster support. All of these various assessments will provide different data points to help the

administration and instructional support team to develop differentiated instructional groups for teachers to implement in the classroom and for remediation and intensive teachers to utilize during small group pull-outs and one on one remediation support. MICS anticipates at least 2 years of targeted and focused remediation and interventions will be needed for close to 55% of students who have been identified as at-risk for a variety of reasons and differentiation in the classroom is expected in addition to resource rooms, pull out sessions and summer camps and extended day academic programming.

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

MICS will continue to operate its workshop model of instructional delivery which naturally allows for differentiation in all core subjects and will increase the protected block in the master schedule for interventions during MTSS blocks. During this time, students will work in small groups at their ability level on specific skills and standards found to be deficient based on the assessment results. These activities may include small group remediation, intensive tutoring with certified staff funded with this grant, skill and drill activities using research-based and approved digital resources (IXL, Achieve 3000) and scaffolded learning activities led by certified staff, EC teachers, ELL teachers, and AIG teachers to provide effective, appropriate differentiation for the students guided by their assessment data and supported by social-emotional-wellness data that show attendance, behavior, and other non-academic needs. Additional curriculum based assessments to measure student progress include: Think Up - Math I Ready Summer School Lessons Istation Math Literacy - Spotlight on Comprehension Fountas and Pinnell Classroom LLI Raz Kids Istation Imagine Learning IReady Orton Gillingham Some students, especially in middle school will have intensive reading and math courses, or electives that are designed to improve skills, studying, and test-taking strategies. MICS plans to first identify the students' academic weaknesses, identify the root cause for those weaknesses, and then ameliorate them based on those informational inputs. Some students will need remediation and tutoring for instructional time lost during the pandemic. Others may need a more comprehensive approach that includes social and emotional support before the academic supports will be valuable.

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

MICS will continue to utilize Parent Square as the primary communication tool for parents. Parent Square is an effective tool to share information, alerts, and live links to other sources of information. In addition to that, Parent Square can deliver communication in any language the parent selects, so all families of other home languages have equal access to important information. Teachers will utilize the classroom version of the parent square to deliver daily updates or information. MICS has become a full Google Education platform, so all parents have access to student information, assignments, and grades through a log-in as well. MICS's website is connected to multiple forms of social media to find the broadest reach to the parents and community as needed. These various forms of communication include information on how to best support students in their personal learning and provide confidential reports that go

directly to parents and general information including at-home resources, links to supportive curriculum, links to foodservice options, links to the counselors, links to staff emails, and links to other support services that they may require. Parents also have access to their own child's teacher during remote learning via teacher "virtual" office hours which includes a community chat room, private emails, and phone calls. Different school personnel reaches out to families regarding student attendance, grades and behavior. The new grant funds will support additional staffing positions to create a comprehensive child study team to provide more information and more support resources for families for at-risk students. The school will continue to provide home technology for families who need it and supply kits for nondigital curriculum for families who require it.

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

Although MICS was able to track attendance and student engagement this year, it became a cumbersome task with parents changing their students' learning environment often from live to remote and remote to live. Many also experienced frequent health scares or long-term health issues and elected to keep their students home even though COVID was not the issue. In this grant request, we have included a funded position for a Dean of students to manage daily attendance, truancy issues, tardiness issues and to conduct home visits when needed to ensure the well-being of the students. Each month the comprehensive CST will review school-wide attendance data and identify trends by grade level if any, and focus on individual students and families who are struggling with daily attendance. Our social workers and admin team will help confirm if these families require additional social services, transportation, food, or other support and if they qualify for McKinney Vento programs, etc. Attendance data will be tracked and outcome measures should include that increased attendance results in improved academic performance. Should students operate in a remote learning environment, staff will be tasked with monitoring student ENGAGEMENT, beyond attendance to ensure students have access to the support and resources they need to complete assignments, understand the work and find academic success in the remote environment. Additional staffing funded with this grant will provide additional avenues of support for struggling learners who remain in a remote learning environment.

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

MICS has created a detailed data tracking tool to monitor historical student achievement by grade level and cohort. Although many charter schools have students who transition in and out of the school, we have found a way to track student cohorts in each grade level whenever reasonable. Our comprehensive CST will review student data from IReady, IXL, and internal benchmarking and progress tools to track student achievement, growth, and progress. These data points will most importantly, help the team ensure student progress is occurring. Secondly, the multiple data points will help drive decision-making in determining which supports and resources have had the greatest impact and which if any, have negligible impact. From there, the team will make future decisions to continue or increase the methods having the greatest positive impact on student growth and phase out any activities, strategies, and staffing

that does not show a positive, correlation to student growth. Secondly, the CST will disaggregate the data across known cohorts of students in each grade level to demonstrate learning progress and growth for students who had previously demonstrated proficiency at grade level but experienced learning loss during the pandemic that represents current levels of performance. The goal is to show a positive correlation between previously successful students finding new academic gains and proficiency using the programs and resources implemented through this specific grant. A comparative study of report cards, EOG/EOC Assessments, and other internal benchmarking tools will be used to compare and contrast former performance, pandemic performance, and current levels of performance over the 3-year implementation of these funds.

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				\$

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 \$ 0.00

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.

Contacts

Mountain Island Charter (36C) 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)]	<u>Kristi Nemec</u> <u>Glenn Byrum</u>

Substantially Approved Dates

Mountain Island Charter (36C) 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

Thursday, November 4, 2021

New Applicant Summary

Mountain Island Charter (36C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Mountain Island Charter (36C) 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

Mountain Island Charter (36C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

831724179

*** Address:**

13440 Lucia Riverbend Highway Mt. Holly, NC 28120

*** Superintendent:**

Mr. Ronald Byrum

Key Personnel:

* Kristi Nemec

History Log

Ridgeview Charter School (36F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/9/2021 11:17:07 AM	Nick Anderson	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/9/2021 10:54:57 AM	Nick Anderson	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 charter 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	C
	11/5/2021 1:13:41 PM	Jennifer Lucas	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/5/2021 1:13:35 PM	Jennifer Lucas	Status changed to 'Fiscal Representative Approved'.	S
	11/5/2021 1:13:29 PM	Jennifer Lucas	Status changed to 'Draft Completed'.	S
	9/8/2021 11:38:31 PM	James Popp	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	9/8/2021 11:38:26 PM	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: The CCIP application and submitted budget do not match (ex. Health services personnel for summer program is not indicated in the CCIP application but is in the budget). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.	C
	8/15/2021 12:51:21 PM	Jennifer Lucas	Status changed to 'Chief Administrator Approved'.	S
	8/15/2021 12:51:14 PM	Jennifer Lucas	Status changed to 'Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/15/2021 12:51:05 PM	Jennifer Lucas	Status changed to 'Draft Completed'.	S
	8/6/2021 1:12:38 PM	Alex Charles	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	8/4/2021 2:49:45 PM	Jennifer Lucas	Status changed to 'Chief Administrator Approved'.	S
	8/4/2021 2:49:38 PM	Jennifer Lucas	Status changed to 'Fiscal Representative Approved'.	S
	8/4/2021 2:49:31 PM	Jennifer Lucas	Status changed to 'Draft Completed'.	S
	7/9/2021 12:52:15 PM	Jennifer Lucas	Status changed to 'Draft Started'.	S
	5/18/2021 11:48:42 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Ridgeview Charter School (36F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$135,720.00	\$135,720.00
Carryover	\$269,900.00	\$269,900.00
Total	\$405,620.00	\$405,620.00

Budget

Ridgeview Charter School (36F) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
36F	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$135,720.00	\$135,720.00
Carryover Amount:	\$269,900.00	\$269,900.00
Allotment Plus Carryover:	\$405,620.00	\$405,620.00
Total Budgeted:		\$405,620.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 10:51 AM	Anderson, Nick

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 10:51 AM	Approved (Pending)		Anderson, Nick			
11/3/2021 8:41 AM	Received		Admin, NCCCIP			
10/26/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Anderson, Nick
		☒		3-5110-311- 000-000-00	0	The budget was returned per the request of Jennifer Lucas (email 10/25/21).
10/26/2021 8:21 AM	Denied (Pending)		Anderson, Nick			
10/26/2021 8:21 AM			Anderson, Nick	3-5110-311- 000-000-00	0	The budget was returned per the request of Jennifer Lucas (email 10/25/21).
10/19/2021 8:17 AM	Received		Admin, NCCCIP			
9/9/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☒		3-5840-131- 000-000-00	0	The budget does not match the CCIP application (summer program is not indicated in the CCIP application)
9/8/2021 11:35 PM	Denied (Pending)		Popp, James			
9/8/2021 11:35 PM			Popp, James	3-5840-131- 000-000-00	0	The budget does not match the CCIP application (summer program is not indicated in the CCIP application)

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
7/30/2021 10:35 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Ridgeview Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	311	000	00	\$30,560.53	\$0.00	\$30,560.53		
	Other	3	5210	311	000	00	\$19,520.00	\$0.00	\$19,520.00		
	Other	3	5320	311	000	00	\$26,600.00	\$0.00	\$26,600.00		
	Salary	3	5330	121	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Salary	3	5330	146	000	00	\$24,291.69	\$0.00	\$24,291.69		
	Other	3	5330	211	000	00	\$5,524.44	\$0.00	\$5,524.44		
	Other	3	5330	221	000	00	\$728.75	\$0.00	\$728.75		
	Other	3	5330	231	000	00	\$5,401.73	\$0.00	\$5,401.73		
	Other	3	5330	311	000	00	\$18,241.63	\$0.00	\$18,241.63		
	Other	3	5330	413	000	00	\$70,000.00	\$0.00	\$70,000.00		
	Other	3	5330	418	000	00	\$11,000.00	\$0.00	\$11,000.00		
	Equipment	3	5330	461	000	00	\$900.00	\$0.00	\$900.00		
	Other	3	6400	311	000	00	\$17,080.00	\$0.00	\$17,080.00		
	Other	3	6540	311	000	00	\$30,545.00	\$0.00	\$30,545.00		

	Other	3	6540	411	000	00	\$35,000.00	\$0.00	\$35,000.00		
	Other	3	6580	326	000	00	\$3,000.00	\$0.00	\$3,000.00		
	Other	3	6580	422	000	00	\$1,000.00	\$0.00	\$1,000.00		
	Other	3	6940	311	000	00	\$34,289.30	\$0.00	\$34,289.30		
	Other	3	6940	312	000	00	\$11,429.75	\$0.00	\$11,429.75		
	Other	3	7200	311	000	00	\$10,507.18	\$0.00	\$10,507.18		

Total: \$405,620.00 \$0.00 \$405,620.00

Grant Details

Ridgeview Charter School (36F) 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.

Ridgeview Charter School is a K-8 charter school serving 250 students in grades K-6. Of these 190 students, at least 90% qualify for free and reduced lunch and are considered academically at-risk prior to the pandemic. During the long-term closure, RCS reached out to provide as many resources as possible to maintain instruction but understand that students did not have home learning support. During the 2020-2021 school year, 90% of students, participated in a hybrid schedule so they have had limited access to continuity in support and special services as well interventions. Of the 250 students, 40 students are EC; nearly 20% of the total population. Of those 40 students, only 3 students have made growth and progress towards grade level proficiency in Reading and/or Math. As of the summer, our end-of-grade exams showed that less than 10% of the student body is proficient in Reading and/or Math. As a school that opened in 2019, we have very little historical data and our students have not had the opportunity to show growth or progress. At this time, RCS needs to secure intensive, professional development for a staff comprised of many beginning teachers to support instructional delivery, and in many cases to help support basic structures and foundations in the classroom. In order to help our students, RCS also needs to purchase an additional curriculum to support interventions and EC students with supplemental materials and add digital and non-digital benchmarking

assessments to the curriculum in order to be track student progress. A regional team of support has been identified to help the faculty through mentoring, instructional planning, and using student data to assist students and track progress. This team will work directly with the administration and staff to support student learning. Although small groups and a focused MTSS plan is what is needed to help scaffold students, a supported tier 1 instruction. RCS will need to bring on an intervention specialist to work with small groups of students, RCS will continue to identify its at-risk students using formal assessment data, but will also include EDS data, attendance data, engagement and completion data, and behavioral/social/emotional data. RCS will also prioritize students known to be in transition for housing and qualify under McKinney Vento for additional support and services. Finally, the School will continue to provide deep cleaning and sanitization services and increase the cleanliness of the school to help prevent the spread of the virus. Multiple groups have met to review student performance data, attendance data, behavioral data, special education, ell data, and climate and culture survey data to determine critical areas of support that are needed. The participants in these meetings have included: general education teachers, curriculum coaches, testing coordinator, leadership team, Child Study Team, governing board members, and parents. We have utilized our weekly admin team meetings, our child study team meetings, governing board meetings, and our parent/community outreach committee meetings. We have also reviewed climate survey data from teachers, parents, staff. Finally, our school has dramatically increased the number of students that are struggling with new challenges at home making them more at risk for failure and for mental health resources. Academic learning loss is a huge concern for all stakeholders. RCS is concerned that the past 20 months of disrupted learning has led to years' worth of academic learning loss and will result in academic achievement gaps across subgroups of students similar to those from 5-10 years ago. The learning gaps and lack of progress are most noticeable in our at-risk population including EDS, EC, ELLs. Our data that shows huge learning loss for all of our students will be our primary focus for the next two years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness. Although RCS is entering its 3rd year of operations, years 1 and 2 included the pandemic and the School was unable to prioritize professional development for instructional capacity, leadership development, and mentoring programs. Based upon the HIGH needs of the student population, the greatest need for RCS is professional development for leadership, teachers and support staff. RCS will use these funds to help develop and support a growing program with a large at-risk population.

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 multiple teams who have met to discuss and develop a long-term recovery plan for these students agree that the most important resources needed are certified intensives/remediation instructors who can work with small groups of

students, a regional group to support administration and teachers, professional development for teachers and leadership, a mental health counselor to specifically work with those students who have suffered additional challenges at home due to the pandemic and other critical challenges. RCS also needs to increase its transportation profile, supplemental curriculum, and assessment materials. Finally, to prevent the spread of Covid, the School will purchase additional cleaning material and increase the custodial/sanitization work completed each day. The data shows a large amount of learning loss year over year for our at-risk students. The learning loss has been prevalent across our EDS students, EC students, and a few of our ELL students. Our EDS students who have come to our school from local LEA's are historically one or more grade levels behind upon their enrollment and this has exacerbated those gaps. Our assessment tools and progress monitoring tools have demonstrated significant gaps in specific skills/standards that require direct instructional support and scaffolding and during instruction where students were not fully engaged and lacked support at home. RCS recognizes the critical need to support so many students who have been learning remotely or in a hybrid schedule since March 2020 and many of whom have had personal crises and other disruptions to the home and educational environment that challenged their ability to attend, engage, and to develop a successful path forward in learning. Finally, our school has dramatically increased the number of students that are economically disadvantaged and struggling with new challenges at home making them more at risk for failure and for mental health resources. Academic learning loss is a huge concern for all stakeholders. RCS is concerned that the past 20 months of disrupted learning has led to years worth of academic learning loss and will result in academic achievement gaps across subgroups of students similar to those from 5-10 years ago. The learning gaps and lack of progress are most noticeable in our at-risk population including EDS, EC, ELLs. Most of our data that shows huge learning gaps for our subgroups of students will be our primary focus for the next two years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness after. RCS intends to use the ESSER iii funds to staff critical positions to support this fragile cohort of students. These positions include an additional EC teacher, Reading and/or Math intensives staff to work in small groups throughout the day, a contracted social worker to manage and monitor attendance, tardies, truancies, and disruptive, challenging behavior. The counselor will also conduct well-checks and home visits if needed. RCS will develop a larger CST membership where each member specializes in critical areas to support an intentional MTSS model to improve Tier 1 instruction daily and to improve the interventions used in Tier 2 and Tier 3 to help move students out of MTSS and back into general education when possible. This CST will be comprised of contracted support staff who specialize in instruction, curriculum, teacher mentoring, leadership mentorship, EC and ELL support. This team will work on documenting student academic and social/emotional growth over the next two years that is believed to be necessary to move our students back into grade level proficiency and work towards grade level college and career readiness. With student data showing less than 10% grade level proficiency in most grade levels and subject areas, RCS recognizes the need for improved Tier1 instruction, and then increased and improved tier 2 and 3 interventions. Poor data also demonstrated the need for

improved and additional curriculum to allow teachers to have more resources for instruction and curriculum aligned with grade level materials for NC Standards.

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.

\$ 267,967.82 * 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;

RCS will continue to use high-quality assessments to measure students' baseline level of performance in Math, Reading, Science, and other areas as appropriate. These include IStation, IXL, NC EOG/EOC, and other internal benchmarking tools such as Reading and Math inventories, and other digital assessments as well as unit tests from the core curriculum. As assessments are disaggregated, students will be moved into small groups based on content knowledge and mastery so that teachers can scaffold and remediate deficiencies. The School will provide supplemental learning materials and resources for the EC students, ELL students, and AIG students as well as those students moving through Tier 2 or 3 in MTSS. The differentiation will occur during the class in a small group/student centers method, and in pull-out groups when appropriate. Students on an IEP, ELP or EP will have supplemental time and resources as dictated in their plans. The additional contracted or salaried staff funded through the ESSER iii grant will be able to provide this level of one on one and small group support for all students in the lowest quartile as well as other students performing one or 2 grade levels below their expectations. The contracted staff will also provide intensive professional development for teachers and leaders to build capacity. The inclusion of academic and non-academic staff will help ensure that learning loss is examined and remediated through a full lens of needs including a school-home connection. Many students will need academic support coupled with social/emotional support. Our parent and community outreach committee will continue to work with the school administration to help support parents and identify what measures the school can take to meet the needs of all struggling students. This committee also provides additional connections to outside resources in the community for families if needed for those who also qualify

for McKinney Vento/Homeless/Foster support. All of these various assessments will provide different data points to help the administration and instructional support team to develop differentiated instructional groups for teachers to implement in the classroom and for remediation and intensive teachers to utilize during small group pull-outs and one on one remediation support. RCS anticipates at least 2 years of targeted and focused remediation and interventions will be needed for close to 85% of students who have been identified as at-risk for a variety of reasons and differentiation in the classroom is expected in addition to resource rooms, pull out sessions and summer camps and extended day academic programming. implementing evidence-based activities to meet the comprehensive needs of students; RCS will continue to operate its workshop model of instructional delivery which naturally allows for differentiation in all core subjects and will increase the protected block in the master schedule for interventions during MTSS blocks. During this time, students will work in small groups at their ability level on specific skills and standards found o be deficient based on the assessment results. These activities may include small group remediation, intensive tutoring with certified staff funded with this grant, skill and drill activities using research-based and approved digital resources (IXL, IStation) and scaffolded learning activities led by certified staff, EC teachers, ELL teachers, and AIG teachers to provide effective, appropriate differentiation for the students guided by their assessment data and supported by social-emotional-wellness data that show attendance, behavior, and other non-academic needs.

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

RCS will continue to operate its International Framework which naturally allows for high expectations for all core subjects and will increase the protected block in the master schedule for interventions during MTSS blocks. During this time, students will work in small groups at their ability level on specific skills and standards found o be deficient based on the assessment results. These activities may include small group remediation, intensive tutoring with certified staff funded with this grant, skill and drill activities using research-based and approved digital resources (IXL,IStation), and scaffolded learning activities led by certified staff, EC teachers, and interventionists to provide effective, appropriate differentiation for the students guided by their assessment data and supported by social-emotional-wellness data that show attendance, behavior, and other non-academic needs. Our K-6 students will continue to have protected time in the master schedule for intentional interventions through our MTSS plan. RCS plans to first identify the students' academic weaknesses, identify the root cause for those weaknesses, and then ameliorate them based on those informational inputs. Some students will need remediation and tutoring for instructional time lost during the pandemic. Others may need a more comprehensive approach that includes social and emotional support before the academic supports will be valuable. The grant funds will be used to fund salaries for fully certified, licensed intervention teachers and a contracted support team to provide small group and one on one support for at-risk students. This team will support students at-risk for failure or below grade level in Reading, Math, and support and improve teacher capacity to improve academic outcomes for children. The teachers and interventionists will use the core curriculum, supplemental resources, benchmark assessments, and hands-on instructional resources to scaffold and support struggling students.

The impact measures will include end-of-year assessments including EOG's/EOC's and ongoing assessments which may include IReady, IXL, Reading A-Z, and other assessment tools as deemed appropriate.

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

RCS will continue to utilize Parent Square as the primary communication tool for parents. Parent Square is an effective tool to share information, alerts, and live links to other sources of information. In addition to that, Parent Square can deliver communication in any language the parent selects, so all families of other home languages have equal access to important information. Teachers will utilize the classroom version of the parent square to deliver daily updates or information. RCS has become a full Google Education platform, so all parents have access to student information, assignments, and grades through a log-in as well. RCS's website is connected to multiple forms of social media to find the broadest reach to the parents and community as needed. These various forms of communication include information on how to best support students in their personal learning and provide confidential reports that go directly to parents and general information including at-home resources, links to supportive curriculum, links to foodservice options, links to the counselors, links to staff emails, and links to other support services that they may require. Parents also have access to their own child's teacher during remote learning via teacher "virtual" office hours which includes a community chat room, private emails, and phone calls. Different school personnel reaches out to families regarding student attendance, grades, and behavior. The new grant funds will support additional staffing positions to create a comprehensive child study team to provide more information and more support resources for families for at-risk students. The school will continue to provide home technology for families who need it and supply kits for nondigital curriculum for families who require it. Most importantly, RCS will continue to provide parent conference opportunities to discuss student achievement each quarter and as needed for unique student monitoring. As a Title 1 School, RCS also provides whole group and small group parent sessions that help parents understand how the school supports the children's needs and what the parent can do at home to share the responsibility and success in supporting student engagement and growth. The School also works with a committee comprised of leadership, parents, and community members to support the home-school connection and to develop specific programs and activities that best meet the needs of our families and best support the learning process for our students. Finally, RCS has contracted with a consultant to lead and facilitate parent and community committee meetings to help keep parents informed and provide them the opportunity to provide feedback.

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

In this grant request, we have included funded positions for instructional salaried and contracted staff to develop a comprehensive child support team. This team will take lead on student academic concerns and additional supports as needed. The part-time and part-time Instructional support will work with this new student support team to help manage daily attendance, truancy issues, tardiness issues and to conduct home visits when needed to ensure the well-being of

the students. Each week the comprehensive CST will review school-wide attendance data and identify trends by grade level if any, and focus on individual students and families who are struggling with daily attendance. Our contracted social workers and admin team will help confirm if these families require additional social services, transportation, food, or other support and if they qualify for McKinney Vento programs, etc. Attendance data will be tracked and outcome measures should include that increased attendance results in improved academic performance. Should some students operate in a remote learning environment, staff will be tasked with monitoring student ENGAGEMENT, beyond attendance to ensure students have access to the support and resources they need to complete assignments, understand the work, and find academic success in the remote environment. Additional contracted positions funded with this grant will provide additional avenues of support for struggling teachers and learners. Impact measures include improvement in: Student achievement, student academic growth, student attendance, family engagement, healthy school climate, and decreased referrals or crisis interventions.

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

RCS has created a detailed data tracking tool to monitor historical student achievement by grade level and cohort. Although many charter schools have students who transition in and out of the school, we have found a way to track student cohorts in each grade level whenever reasonable. Our comprehensive CST will review student data from IStation, IXL, Mastery Connect, and internal benchmarking and progress tools to track student achievement, growth, and progress. These data points will most importantly, help the team ensure student progress is occurring. Secondly, the multiple data points will help drive decision-making in determining which supports and resources have had the greatest impact and which if any, have negligible impact. From there, the team will make future decisions to continue or increase the methods having the greatest positive impact on student growth and phase out any activities, strategies, and staffing that do not show a positive, correlation to student growth. Secondly, the CST will disaggregate the data across known cohorts of students in each grade level to demonstrate learning progress and growth for students who had previously demonstrated proficiency at grade level but experienced learning loss during the pandemic that represents current levels of performance. The goal is to show a positive correlation between previously successful students finding new academic gains and proficiency using the programs and resources implemented through this specific grant. A comparative study of report cards, EOG/EOC Assessments, and other internal benchmarking tools will be used to compare and contrast former performance, pandemic performance, and current levels of performance over the 3-year implementation of these funds. Beginning in the summer of 2021 using ESSER ii funds to build a focused academic summer program with competency-based activities and student portfolios, the leadership team will continue to build and add to the student portfolios of performance and create new competency-based portfolios for students who did not attend camp but are being tracked for academic progress. These school-wide data archives and student-centered portfolios will help RCS represent the effectiveness of this program and

appropriate usage of these grant funds to support learning loss. Finally, The grant funds will be used to contract with a part-time certified counselor/therapist for at least 3 years to support the staff and the child study team to help support all students and families and to provide expert tools, training, and support related to mental health needs that have certainly grown over the past two school years. This professional will be well-versed in crisis interventions, suicide screeners, wellness checks, training for others to implement mental health plans, and the primary lead in CST meetings for critical need students. The impact measures to determine the effectiveness and value of this position will include student academic data which should show growth overall, individual student academic data for those uniquely placed in Tier 2 or Tier 3 MTSS that includes nonacademic supports, and overall climate of the campus and students which will be measured through climate surveys, and demonstrated in decreased behavior referrals, attendance referrals, and decreased contracted services for crisis care and crisis 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				\$
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	Funds will be used to support HVAC testing and improvements to prevent the spread of the virus and improve air quality in the building.	July 2021-June 2022	Completed HVAC assessments and maintenance visits. Improved air quality as demonstrated through service visits and reports. Decreased respiratory complaints or concerns with students and staff.	\$ 4,000.00

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- June 30 2022		\$ 45,520.00

		Two contracted vendors will support students with special needs. These include an EC facilitator to help manage increased caseloads, evaluations, and staffing meetings. The other is a contracted social worker to assist in MTSS meetings as it relates to attendance, tardies, behaviors, and individual student challenges with anxiety or depression.		These contracted services will support our child support team as students move through the MTSS tiers and documentation is collected for staff and parents. These supports will help increase attendance, decrease anxiety and increase student academic achievement towards goals and progress by providing a variety of 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	The School will continue to increase its preventative cleaning and maintenance schedules to include deep cleaning and sanitization often to prevent the spread of the virus.	August 2021-June 2022	A Covid tracker has been developed to track active cases of Covid for students and staff and measures school-based spread and reports it out to parents each week,	\$ 60,545.00

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		August 2021-June 2022	Increased and improved student access to technology and increased and improved completion of assignments and internal benchmarking assessments.	\$ 17,080.00

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.		Additional contracted support for educational technology. This contracted service will procure technology and prepare student Chromebooks for education by setting them up with licenses, applications, firewalls, and Google emails for individual use and distribution to each student.			
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	Contracted nutrition services to support food service. RCS now qualifies for 100% free/reduced lunches and needs to hire additional support staff to prep and serve meals.	Aug 2021-June 2022	Cafe service staff will be serv-safe trained and support the food preparation and service for RCS students to ensure all kids eat safe, healthy food.	\$ 10,507.18

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.

Total ESSER III Allotment \$ 137,652.18

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)

Ridgeview Charter School (36F) 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.

Contacts

Ridgeview Charter School (36F) 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>Jennifer Lucas</u>

Substantially Approved Dates

Ridgeview Charter School (36F) 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

Wednesday, August 4, 2021

New Applicant Summary

Ridgeview Charter School (36F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Ridgeview Charter School (36F) 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.

GAN Organization Data

Ridgeview Charter School (36F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

117073513

*** Address:**

207 W. Bradley St. Gastonia, NC 28052

*** Superintendent:**

Ms. Reshall Williams

Key Personnel:

* Doris Sanders

History Log

Falls Lake Academy (39A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:06:06 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Falls Lake Academy (39A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$57,823.00	\$57,823.00
Carryover	\$112,255.00	\$112,255.00
Total	\$170,078.00	\$170,078.00

Budget

Falls Lake Academy (39A) 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
39A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$57,823.00	\$0.00
Carryover Amount:	\$112,255.00	\$112,255.00
Allotment Plus Carryover:	\$170,078.00	\$112,255.00
Total Budgeted:		\$112,255.00
Total Remaining:	\$57,823.00	\$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 8:41 PM	Approved (Pending)		Letchworth, Tina			
7/30/2021 10:35 AM	Received		Admin, NCCCIP			

☒ **Highlight Amended Rows**

All ▼

000 - Falls Lake Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	5110	211	000	00	\$3,825.00	\$0.00	\$3,825.00		
	Other	3	5110	221	000	00	\$3,000.00	\$0.00	\$3,000.00		
	Other	3	5110	231	000	00	\$3,194.52	\$0.00	\$3,194.52		
	Other	3	5110	411	000	00	\$52,235.48	\$0.00	\$52,235.48		
Total:							\$112,255.00	\$0.00	\$112,255.00		

Grant Details

Falls Lake Academy (39A) 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. Falls Lake Academy has established a return to learn committee. This committee has been responsible for assessing learning loss and then creating a K-12 plan to address the learning loss. Members of this team include teachers from all grade levels, specialists, EC representatives, school counselors and administrators. The committee used iReady, EOG results and classroom assessment data to determine need. 2. The team initially looked at middle of the year data for iReady. Since we were out of school last year during end of year assessment windows, we will compare middle of the year data to end of the year data for this year. We also have several areas in which we have received EOG scores and will analyze that data to assess learning loss. We compared to where our school typically scores to where we have scored this year with being out for 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.

EOG/EOC Data: Grade Level Test 13-14 14-15 15-16 16-17 17-18 18-19 19-20 20-21 3rd Grade Reading 78 81.5 73.2 84.1 75.35 65.0 None 67.50 3rd Grade Math 70.7 78.9 73.2 77.3 75.77 None None 60.49 4th Grade Reading 54.5 78 80.43 79.1 74.71 61.9 None None 4th Grade Math 36.4 46.3 47.83 88.4 65.32 None None 43.02 5th Grade Reading 62.8 64.2 80 81.3 76.98 73.49 None None 5th Grade Math 62.8 57.1 75 72.9 71.23 None None 35.06 5th Grade Science 72.1 67.5 92.7 87.5 69.6 None None 63.16 6th Grade Reading 58.5 80.9 70 80 73.5 82.14 None None 6th Grade Math 43.9 64.2 53.33 65 76.83 None None None 7th Grade Reading 77.3 61.9 82.8 78.5 72.08 76.25 None None 7th Grade Math 59.1 46 53.5 46.8 62.96 None None None 8th Grade Reading 80 53.25 73.8 61.84 69.05 None None 8th Grade Math 50.8 54.56 46.3 31.15 None None None 8th Grade Science 83.5 83.6 90.1 89.29 None 89 Math 3 76.7 None 38.18 Math 1 77 78.2 69.6 44.4 None 11.11 English 2 80.9 77.4 70.1 None 60.8 Biology 70.3 71.4 54.2 None 64.29 This data shows a significant drop in student proficiency across all grade levels and subject areas due to school closures during COVID-19. Additional supports are needed to address learning loss. iReady Data: We have iReady diagnostics in place for reading and math for students in grades Kindergarten through 9th grade. Our beginning of year assessment results were inflated due to students completing assessments remotely. Once students returned to school face to face, proficiency rates dropped. The team's hypothesis is that students received assistance at home. Currently 34% of our students are not on grade level in reading. The team also found that common assessments were lacking across all grade levels K-9 for both in-person and remote instruction. The team decided to focus on common instructional frameworks for reading and math and provide common assessments in these areas as well. A reading coach and a math interventionist to meet individual student 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.

\$ * 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;

Students will participate in iReady assessments, EOGs and EOCs this year to accurately assess student academic progress. We will hire a reading coach and math interventionist to specifically target skills identified as areas of weakness according to assessment results. These two specialists will collect data to also share with classroom teachers to better inform instruction. Groups will be skill based working across grade levels. Groups will meet several times a week outside of their scheduled reading and math time as to ensure that supplanting is not an issue.

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

A reading coach and math interventionist will be used to meet with small groups of students to meet individual student needs. Reading will utilize Read 180 and math will follow CCSS and utilize hands-on math to meet student needs. Both of these approaches will focus directly on student need as identified with the use of state approved assessments.

* (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 at home activities to do with their students. Online office hours will also be available for parents to receive assistance from teachers regarding at home learning activities. The Read 180 program also has a home component. The home activities will also be supported with parent nights where parents can come into school to learn how each program works.

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

Student attendance is tracked using a system called JupiterEd. This is an online system that can produce attendance reports as needed. Students struggling to engage in learning activities will be in contact with our school administration, school counselors, and will receive home visits as needed. All attendance is then entered into Powerschool where the staff can monitor more than one student attendance at a time through the reporting feature.

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

End of 2020-2021 school year data will be compared to pre-pandemic grades and progress to help identify those in need of support for learning loss and underachievement.

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				\$ 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 \$ 0.00

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)

Falls Lake Academy (39A) 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

Falls Lake Academy (39A) 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)]	<u>Miya Brown</u>

Substantially Approved Dates

Falls Lake Academy (39A) 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

Monday, September 27, 2021

New Applicant Summary

Falls Lake Academy (39A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Falls Lake Academy (39A) 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

Falls Lake Academy (39A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

59970881

*** Address:**

1701 East Lyon Station Road Creedmoor, NC 27522

*** Superintendent:**

Ms. Amy Hobgood

Key Personnel:

* Miya Brown

History Log

Greensboro Academy (41B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:06:13 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Greensboro Academy (41B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$134,585.00	\$134,585.00
Carryover	\$0.00	\$0.00
Total	\$134,585.00	\$134,585.00

Budget

Greensboro Academy (41B) 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
41B	181	0	No	No	0.92 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$134,585.00	\$132,136.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$134,585.00	\$132,136.00
Total Budgeted:		\$132,136.00
Total Remaining:	\$2,449.00	\$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 2:25 PM	Approved (Pending)		Mathis, Tammorah			
7/27/2021 1:46 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Greensboro Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$26,250.00	\$0.00	\$26,250.00		
	Other	3	5110	211	000	00	\$2,008.16	\$0.00	\$2,008.16		
	Other	3	5110	221	000	00	\$787.50	\$0.00	\$787.50		
	Other	3	5110	232	000	00	\$112.84	\$0.00	\$112.84		
	Other	3	5110	233	000	00	\$756.84	\$0.00	\$756.84		
	Other	3	5110	235	000	00	\$165.34	\$0.00	\$165.34		
	Other	3	5110	299	000	00	\$91,941.64	\$0.00	\$91,941.64		
	Other	3	6540	311	000	00	\$8,995.96	\$0.00	\$8,995.96		



Other

3

8100

392

000

00

\$1,117.72

\$0.00

\$1,117.72

Total: \$132,136.00

\$0.00 \$132,136.00

Grant Details

Greensboro Academy (41B) 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. Additionally, a need for clean uniforms was identified. - 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. - There was a need to increase the air quality within the school to prevent the spread of COVID-19. - Additional instructional time was needed to combat the impact of COVID-19. To provide this time, a summer learning program will be implemented.

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.

\$ 30,080.76 * 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;

A) 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		/3/13/2020 - 12/30/2021	Increased staff retention	\$ 93,059.28

		COVID-19 stipends allocated to employees to compensate them for the new duties they assumed due to COVID-19 pandemic. These duties were outside their regular position and in direct response to preventing, preparing, and responding to COVID-19. School staff will be eligible for COVID-19 stipends in spring 2021 and fall 2021. Maximum stipend per employee is \$3,000.			

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	Sanitation Services are needed to meet sanitation requirements due to COVID-19, additional and more frequent cleaning of the building are needed.	3/13/2020 - 9/30/2023	Prevention of spreading COVID-19	\$ 8,995.96
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 \$ 102,055.24

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.

Grant Award Notification (GAN)

Greensboro Academy (41B) 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

Greensboro Academy (41B) 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)]	<u>Jena Winters</u>

Substantially Approved Dates

Greensboro Academy (41B) 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

New Applicant Summary

Greensboro Academy (41B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Greensboro Academy (41B) 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

Greensboro Academy (41B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

826307709

*** Address:**

4049 Battleground Ave Greensboro, NC 27410

*** Superintendent:**

Mrs. Tracey Duhaime

Key Personnel:

* Ashley N. Benton - Grants Manager

History Log

Piedmont Classical High School (41K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/6/2021 10:41:41 AM	Angela Jackson	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
	11/6/2021 10:41:41 AM	Angela Jackson	Status changed to 'Chief Administrator Approved'.	S
☐	11/6/2021 10:41:32 AM	Angela Jackson	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
	11/6/2021 10:41:32 AM	Angela Jackson	Status changed to 'Fiscal Representative Approved'.	S
	11/6/2021 10:41:18 AM	Angela Jackson	Status changed to 'Revision Completed'.	S
	10/20/2021 3:06:24 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Piedmont Classical High School (41K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$399,167.00	\$399,167.00
Carryover	\$0.00	\$0.00
Total	\$399,167.00	\$399,167.00

Budget

Piedmont Classical High School (41K) 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
41K	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$399,167.00	\$399,167.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$399,167.00	\$399,167.00
Total Budgeted:		\$399,167.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/03/2021 04:45 PM	Admin, NCCCIP



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/3/2021 4:45 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Duncan, Jessica
11/3/2021 11:38 AM	Approved (Pending)		Duncan, Jessica			
10/26/2021 8:42 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 10:51 PM	Approved (Pending)		Mathis, Tammorah			
8/6/2021 8:17 AM	Received		Admin, NCCCIP			
6/28/2021 8:04 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Piedmont Classical High School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$10,000.00	\$2,641.00	\$12,641.00	FY22 UPDATE	

										PLANNING BUDGET	
	Other	3	5110	418	000	00	\$52,955.00	\$0.00	\$52,955.00		
	Equipment	3	5110	462	000	00	\$10,046.00	\$0.00	\$10,046.00		
	Other	3	5330	143	000	00	\$68,741.28	\$0.00	\$68,741.28		
	Other	3	5330	211	000	00	\$5,258.72	\$0.00	\$5,258.72		
	Other	3	5350	198	000	00	\$36,716.16	\$0.00	\$36,716.16		
	Other	3	5350	211	000	00	\$2,808.84	\$0.00	\$2,808.84		
	Salary	3	5420	116	000	00	\$195,076.56	\$0.00	\$195,076.56		
	Other	3	5420	211	000	00	\$14,923.44	\$0.00	\$14,923.44		
Total:							\$396,526.00	\$2,641.00	\$399,167.00		

Grant Details

Piedmont Classical High School (41K) 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.

When the Corona virus pandemic hit the US and schools shut down for face-to-face instruction in March 2020, students and staff were thrown into a precarious situation. Piedmont Classical High School provided packets to students to complete and used grading flexibility and grace for student fourth quarter and final grades. In the 2020-21 school year, Piedmont Classical has been able to run a Hybrid schedule using both face-to-face and virtual instruction. Some families chose to go 100% virtual. The other students attended face-to-face 2-days/week in smaller cohorts and participated in virtual instruction on the other days. Students who were participating in face-to-face hybrid instruction were performing much better than those who were 100% virtual. Many virtual students stop participating all together and others had spotting attendance. Thus attendance and performance were both negatively impacted. The Administrative team and the SIT team reviewed data on attendance and performance to assess how best to support our students. The school will monitor both attendance and quarterly grades. The school will also assess student performance on EOC tests as the possibility that students performance on these test will also be negatively impacted.

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.

Piedmont Classical High School ran an At-Risk report in PowerSchool to identify all students receiving at least 3 F's. 265 out of 417 students or 64% met this criterial. The school began providing interventions and monitoring attendance and Quarterly grades. See a comparison of the ratio of ADA:ADM showing the attendance percentage below; it compares this year to the last two years. PMR ADA/ ADM 2018-19 ADA/ ADM 2019-20 ADA/ ADM 2020-21

PMR	ADA/ ADM 2018-19	ADA/ ADM 2019-20	ADA/ ADM 2020-21
1F	96.3%	96.3%	100.0%
2F	94.5%	94.5%	94.3%
3F	93.1%	93.2%	90.8%
4F	93.5%	93.8%	92.1%
5F	93.4%	90.9%	96.3%
6F	90.9%	95.0%	100.0%
7F	95.0%	100.0%	100.0%
8F	100.0%	100.0%	100.0%

Below is a comparison of Student Quarter grades during the 2020-21 school year. There is a high number of F's each quarter which could lead to non-promotion of many students which the school is attempting to stem using multiple strategies including summer school.

Quarter	A	B	C	D	F	Q1	Q2	Q3	Q4
2020-21	36.6%	18.0%	11.2%	8.9%	25.3%	36.6%	18.0%	11.2%	8.9%
2019-20	33.6%	19.5%	12.9%	10.9%	23.2%	33.6%	19.5%	12.9%	10.9%
2018-19	37.2%	16.8%	12.6%	9.6%	24.1%	37.2%	16.8%	12.6%	9.6%

Based on promotion policies, the possible non-promotions for the 2020-21 SY are compared to 2019 and 2020 School years.

School Year	2018-19 SY	2019-20 SY	COVID	2020-21 SY	Possible non-promotions
and Non-Promotions from 2019	8.00%	1.80%	30.70%	and 2020SY	The possibility of 30%

of our students is not acceptable to our staff nor school community. During the 2019-2020 school year, since schools were closed, no EOC testing occurred. There will be testing this spring for those students who are able to come into the school to take the test. Because of the challenges of virtual instruction, there is a high degree of probability that our students will not perform as well. Also negatively impacting test scores is that both the Math 1, Math 3, and English 2 tests have changed. Below is our prior years accountability performance. School Year Schl Grade

Perform.	Achievement	Growth	Growth	Growth	Reading/Math	4-Yr Cohort	English II	Biology
Math I	Math 3	ACT	AP Pass	EOC	EOC	EOC	EOC	EOC
Index	EOC Score	Grad. Rate	EOC	EOC	EOC	EOC	EOC	EOC
C	57	53.6	Met	-1.68	54.1	**	60.9	Met
52.9	49.2	**	**	34.0	2016-17	C	68	71.2
0.83	63.7	**	**	71.6	55.0	71.2	37.0	2017-18
C	63	59.5	76.9	Met	-0.62	53.0	67.2%	70.1
47.6	40.7	>95	73.8	53.6	2018-19	C	59	55.3
Met	2.36	46.0	61.2%	58.6	37.5	15.4*	>95	64.1
								47.4

2019-20	C	No Testing Data due to Covid	No Testing Data	77.0%
No Testing Data		57.6 67.6	**No students in Grade *New test School Administration and	

the SIT Team will monitor the testing data to use as a metric for benchmark assessments during the 2021-22 school year and the End of 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.

\$ 79,833.40 * 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;

Many of our students who participated in virtual/remote learning this year either did not perform as well or was not engaged at all, thus failing several classes. These students are in danger of being retained. The majority of the at-risk students are from the marginalized groups of students, thus we are cognizant of their needs. PCHS will hire a Student Engagement Coordinator to expressly work with At-Risk and marginalized student groups to improve their performance, improve their emotional well-being, increase their chance for graduation. Piedmont Classical will utilize assessments both from Dora in reading and math, and in Schoolnet. During summer school, students will be assessed in Dora to identify their gaps in learning allowing staff to specifically address those instructionally. The school will create Benchmark Assessments three times/year for all EOC testing areas to monitor student progress by standards. These assessments will allow teachers to create re-teaching and intervention instructional plans for students to address learning loss and to support their current course selection. Data chats will be held at the end of 1st, 2nd and 3rd quarters with teachers giving benchmark assessments to discuss student progress and instructional interventions.

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

Piedmont Classical will hold a Summer Learning School to address students who are presently failing classes allowing them to participate in course recovery. Teachers will be assigned in each content area to provide ongoing learning

support. A Math Remediation Camp will be held for struggling students to address their learning needs and gaps in learning through small group instruction. These Summer Programs will be funded for three years. A week-long 9th Grade Camp will be offered to assess incoming students prior to the beginning of school. The time will also be used for orientation to high school to better prepare them for success. Programs will run from June 2021 - July 2024 The school will also offer afterschool tutoring program for any student from September - May, Monday - Thursday for 2-hours. The afterschool program will be staffed with two certified teachers to provide homework support as well as tutorial support in areas of weakness. The afterschool program also offers a safe place for students if their parents are not at home. This program will be funded for three years. Tutoring will run from September 2021 - June 2024 During the school year, the school will hire an in-house tutor to provide small-group or individual tutoring to students who are not performing well. The tutor can provide both push-in or pull-out assistance. This position is funded for three years. This position will run from July 1, 2021 - June 30, 2024 The school will hire an Assistant Principal over Learning Loss whose express purpose is to coordinate remediation activities and interventions to ensure student growth and success. The AP will be a curriculum and instructional specialist who also can provide coaching support for teachers. This position will run from July 1, 2021 - June 30, 2024

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

Parents are our biggest assets to assist our students and ensure their success. Many parents struggle providing support to their high school students during remote learning. Any families who do not have reliable internet access will be provided a hotspot to use at home as well as a Chromebook to use during the school year. Parents will also receive training on how to set up their PowerSchool account so they can monitor their students grades and attendance as well as contact teachers for assistance. Parents will receive training on the Learning Management Systems (LMS) which the school uses so that can assist their child if there is an issue at home. Currently, the school uses Google Classroom and Canvas as our LMS, thus training will be specific to those programs. Parent meetings will also be held for orientation, how to support students academically at home, and a College Fair. The Student Engagement Coordinator will be responsible to providing training and support for parents during the school year.

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

Piedmont Classical High School takes attendance during every class period. Attendance data was shared in the Needs Assessment of this grant. Attendance has been greatly impacted by the pandemic and remote learning. The Student Support Coordinator will monitor student attendance in PowerSchool by sending home 10-Day letters each quarter; having student intervention meetings; and completing home visits to coordinate with families to help get the students back on track attending regularly and academically. The Student Support Coordinator will also monitor students with excessive tardies who miss large amounts of instructional time. Interventions and Home Visits will also be provided to improve students arriving to school on-time.

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

Tracking, monitoring, and analyzing data is one of the most important aspects of positively impacting learning loss. Much data has been provided in the Needs Assessment above to allow teachers and administrators to monitor quarterly grades, At-Risk reports in PowerSchool, and for those students enrolled in EOC classes, their data can be monitored through Schoolnet and Benchmark Assessments. During quarterly data chats, teachers and administrators will discuss the data and collaborate on re-teaching, remediation, and other intervention strategies to increase learning and performance throughout the year. This process will also help prepare students for their EOC exams in the spring.

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	Piedmont Classical High School is a majority, minority student population with many academic and social emotional needs. The school will provide an Afterschool tutoring program for three years that runs from September - May, Monday - Thursday for 2	Afterschool tutoring and in-house Tutor will run from Sept August 2021 - June 2024	The school will continue to monitor Benchmark assessments to identify deficiencies in learning to target support. Quarterly grades will also be monitored to ensure student success.	\$ 87,175.00

		hours/day. The program will be run to two certified teachers to provide homework support and other academic support for students. The school will also fund an in-house tutor to provide small group and individual tutoring to students with academic needs. These tutoring sessions can be push in or pullout.			
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		Use of Edgenuity and Assessment Software will run from August 2021 - August 2024.		\$ 22,158.60

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.

Piedmont Classical will purchase a 3-year license for Edgeunity, along with appropriate training to support course recover during the school year, in afterschool, and in summer school. Assessment software along with accompanying training will be purchased to assist staff with measuring learning loss and monitoring progress. Additional Chromebooks to provide equity for students access at home will be purchased as needed.

These tools along with Benchmark Assessments in Schoolnet will allow staff to progress monitor students as well as identify gaps in learning and other deficiencies to allow their teachers to target the instruction and interventions.

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 position will be funded July 1, 2021 - June 30, 2024		\$ 210,000.00

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.	Piedmont Classical will hire an Assistant Principal who's main role is to lead the staff on addressing the needs related to learning loss, gaps in learning, student academic success, and teacher coaching for increased student engagement. The Assistant Principal will also collect, analyze, and disaggregate progress monitoring data and provide feedback to both teachers, students, and parents.	The Assistant Principal will monitor Benchmark Assessments in Schoolnet that will allow staff to progress monitor students as well as identify gaps in learning and other deficiencies to allow their teachers to target the instruction and interventions. The AP will also monitor Quarterly grades and attendance.	
Total ESSER III Allotment			\$ 319,333.60

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.

Grant Award Notification (GAN)

**Piedmont Classical High School (41K) 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

Piedmont Classical High School (41K) 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)]	<u>Angela Jackson</u>

Substantially Approved Dates

Piedmont Classical High School (41K) 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

Saturday, November 6, 2021

New Applicant Summary

Piedmont Classical High School (41K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Piedmont Classical High School (41K) 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

Piedmont Classical High School (41K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79849719

*** Address:**

4100 YANCEYVILLE RD BROWNS SUMMIT, NC 27214

*** Superintendent:**

Mr. Travis Ward

Key Personnel:

* Angela Jackson

History Log

KIPP Halifax College Preparatory (42A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:06:36 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

KIPP Halifax College Preparatory (42A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,699,487.00	\$1,699,487.00
Carryover	\$0.00	\$0.00
Total	\$1,699,487.00	\$1,699,487.00

Budget

KIPP Halifax College Preparatory (42A) 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
42A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$1,699,487.00	\$1,695,908.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$1,699,487.00	\$1,695,908.00
Total Budgeted:		\$1,695,908.00
Total Remaining:	\$3,579.00	\$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			
10/1/2021 4:03 PM	Approved (Pending)		Perrotta, Paul			
9/25/2021 8:30 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - KIPP Halifax College Preparatory

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$252,000.00	\$0.00	\$252,000.00		
	Other	3	5110	211	000	00	\$17,640.00	\$0.00	\$17,640.00		
	Other	3	5110	229	000	00	\$7,560.00	\$0.00	\$7,560.00		
	Other	3	5110	231	000	00	\$30,240.00	\$0.00	\$30,240.00		
	Salary	3	5270	121	000	00	\$153,504.00	\$0.00	\$153,504.00		
	Other	3	5270	211	000	00	\$10,745.28	\$0.00	\$10,745.28		
	Other	3	5270	229	000	00	\$4,605.12	\$0.00	\$4,605.12		
	Other	3	5270	231	000	00	\$18,220.28	\$0.00	\$18,220.28		
	Salary	3	5320	131	000	00	\$89,440.00	\$0.00	\$89,440.00		

	Other	3	5320	211	000	00	\$6,260.80	\$0.00	\$6,260.80		
	Other	3	5320	229	000	00	\$2,683.20	\$0.00	\$2,683.20		
	Other	3	5320	231	000	00	\$10,732.80	\$0.00	\$10,732.80		
	Salary	3	5330	121	000	00	\$200,000.00	\$0.00	\$200,000.00		
	Other	3	5330	211	000	00	\$14,000.00	\$0.00	\$14,000.00		
	Other	3	5330	229	000	00	\$6,000.00	\$0.00	\$6,000.00		
	Other	3	5330	231	000	00	\$24,000.00	\$0.00	\$24,000.00		
	Other	3	5330	311	000	00	\$170,294.00	\$0.00	\$170,294.00		
	Salary	3	5880	113	000	00	\$108,212.00	\$0.00	\$108,212.00		
	Other	3	5880	211	000	00	\$7,774.72	\$0.00	\$7,774.72		
	Other	3	5880	221	000	00	\$3,246.32	\$0.00	\$3,246.32		
	Other	3	5880	231	000	00	\$12,985.44	\$0.00	\$12,985.44		
	Other	3	6940	311	000	00	\$545,764.00	\$0.00	\$545,764.00		
	Other	3	8200	399	000	00	\$0.04	\$0.00	\$0.04		

Total: \$1,695,908.00 \$0.00 \$1,695,908.00

Grant Details

KIPP Halifax College Preparatory (42A) 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) Our committee consisted of KIPP NC Central Office staff, other community partners with experience in closing unfinished learning gaps in students. We brought all of our individual school goals and current student data to the table to review where additional positions and community partnerships would be useful to address the following: (a) address pre-pandemic and pandemic learning loss (especially in reading, humanities, and math), (b) attend to the socio-emotional needs of marginalized populations, and (c) offer differentiated instruction to students—especially those with the most unfinished learning—in all grades. This resulted in us creating a unique staffing model and forging community partnerships for differentiated learning experiences. (2) The planning committee decided to address the learning loss caused by COVID-19 by doing the following: (a) Hire 2 Social Workers to help address the socio-emotional needs of each student. One of the Social Workers will also serve as our Family Engagement Coordinator. (b) Hiring 2 Reading Interventionist to work exclusively with students who need Tier 3 foundational skills help. (c) Hiring 2 ESL Teachers to work with our student designated as EL. (d) Hiring 3 History/Humanities Teachers to provide a well-rounded education for all students (e) The positions under this Addressing Learning Loss section are all found within our budget under the umbrella of Leadership Contracted Services in order to account for the way the positions

and expenses are shared among the four KIPP NC schools. The following central office positions are being split among all 4 of KIPP's campuses: Chief Equity Officer, Head of School -Primary & Middle, Director and Asst. Director of MS Math, Director of Support Services, Director of Data, Director of Social Work and Chief Academic Officer. An unbudgeted reserve has been set-aside to address learning loss. Its specific use has yet to be determined.

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.

53% of Halifax was proficient in Reading 2017, 50% in 2018, and 43% in 2019. If reliable data were available for 2020, we suspect that the percent proficient would have been in the teens! After analyzing the data, it was apparent that the disruptions that came due the COVID pandemic played a negative effect overall in reading achievement. Based upon the reading scores and confirmed by the teachers as being reliable and valid the reading ability of 43% of students overall is an indication of their below proficiency level of achievement. We know that the students who are below average in reading need systematic and intensive reading instruction. Feedback from our parents, community partners and students indicated a need for a stronger emphasis on socio-emotional learning to help students deal with the isolation that occurred during the COVID-19 disruption. The isolation from personal interactions with peers and teachers seem to be the major contributors to a decrease in academic performance. The students and their families missed the relationships, collaboration and personal responsiveness that comes from in person interactions and learning. While virtual learning served a purpose for some students, it did not for over 50% of our students. Through addressing learning loss and the other allowable uses for ESSER III funds, we feel, based on the strategies we are implementing, that there will be an increase in learning growth and recovery time.

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.

\$ 1,583,275.00 * 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 are implementing a series of assessments to help address learning gaps: (a) DIBELS assessment of foundational skills in literacy for all K-8 graders at Halifax (will allow us to assess where each middle school student is in the acquisition of foundational skills in literacy: will be administered 4-5 times throughout the year, starting with an early-September administration of the assessment); (b) Interim Assessments, in both Reading and Math for all 2-8 graders at Halifax (will allow us to assess how students are progressing against NC State Standards); (c) Curricula-based assessments (will allow us to assess how students are progressing against Common Core State Standards taught in Reading and Math curricula).

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

a. We will use assessment data collected by DIBELS, interim assessments and Curricula-based assessments in reading and math achievement, to monitor and address the learning needs of our students. With reliable and valid data from these assessments as well as classroom progress reports (i.e., grades) we will differentiate instruction based on needs both in small and larger groups. The instruction will be differentiated to meet students' current levels of performance and to increase their achievement in a prescribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who bring to school different talents and interests. (Tomlinson and McTighe, 2006, p.13). Feedback will be provided by our Central Office Staff through classroom observations and instructional meeting. Some examples of strategies for adapting instruction in a differentiated setting include: A. Guided notes with blanks for students to fill in missing information B. Graphic organizers that visually display information and link concepts C. Study guides with questions for students to answer D. Written outline of the lesson E. Use visual aids F. Check for understanding G. Use technology during instruction and for guided and independent practice

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

We will continue to use a combination of text messages, email communications, letters, phone calls, the website and meetings if needed. We continue to host monthly family meetings for all families (remote and in person ones), and three report card conference days each year. Those meetings are filled with content that helps families understand the content their students are receiving during the instructional day, and ways that they can continue the learning at home. Our strategic hires will allow us to better support students and their families in the learning. We will continue to support students who now or in the future need to learn in a virtual, distance learning environment with live chats between parents, teachers, or other school personnel. Students will be closely monitored and the appropriate staff

member will become involved as soon as the respective student falls below the standards. The teachers, administrators, and counseling staff regularly communicated with families during the mandated virtual learning. We will continue to do so if or when the need arises for distance learning. The Reading Interventionists, along with classroom teachers, will provide regular updates to parents that will detail reading intervention activities and progress. Feedback will also be provided by our Social Workers and our Family Engagement Coordinator.

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

We will use attendance software (Power School) to track student attendance in both in-person and virtual environment as needed. WE have weekly school-based meetings to look at any trends in the attendance data to determine if family conversations or interventions are needed. We have about 15%-20% of our student population engaging in virtual instruction, and we are requiring daily meetings with teachers on camera.. WE are also requiring a family member be present in all K-2 homes of remote learners during the hours of daily instruction (8:00- 4:00), and those family members have to check in with their teachers daily. WE believe limiting participation in remote learning (families had to go through a series of gateways to enroll their student in virtual instruction, and we limited seats in the virtual academy) and requiring kids to be on camera for the entire pf tje school day; dau will;; create a remote environment engagement ;eve; far higher than we we did ;last year during the COVID pandemic. Student engagement for those in a distance learning environment will include interactive activities with teachers supervising small groups, group learning games, and group responses to a question (for example, students hold up white boards with their answers on them, select the correct answer by displaying the appropriate number of fingers). The teachers are responsive and immediately available when it comes to discussions concerning their students' performance and parent questions concerning those performances. This reduces the psychological gap that often comes from distance learning.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. The DIBELS, curricula-assessments, and interim assessment data as well as classroom formative assessments will be monitored at least weekly and interventions will occur as necessary.

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		2021-2023		\$ 112,633.00

		We will adding 2 Social Workers to address the socio-emotional needs of our students and families. One of the Social Workers will also serve as a Family Engagement Coordinator. Our students and our families need support as we transition back to the "in-person" world from the isolation of virtual learning environment.		Data compiled by the Social Workers (COVID related issue referrals,# of quarantined and active COVID cases, resources for COVID leaning loss in the community) will be part of our data reviews monthly. Social Workers have responsibilities that definitely have an impact on our achievement scores. Our school academic goal is to increase proficiency in grades 3-8 by 5% year over year. Every role in our school focuses on how to improve achievement by our students affected by 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				\$
	* ☐ 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 \$ 112,633.00

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)

KIPP Halifax College Preparatory (42A) 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

KIPP Halifax College Preparatory (42A) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

KIPP Halifax College Preparatory (42A) 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

Sunday, September 26, 2021

New Applicant Summary

KIPP Halifax College Preparatory (42A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

KIPP Halifax College Preparatory (42A) 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

KIPP Halifax College Preparatory (42A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

98406171

*** Address:**

9986 Hwy 903 Halifax, NC 27839

*** Superintendent:**

Mr. Tim Saintsing

Key Personnel:

* Mr. Tim Saintsing

History Log

Achievement Charter Academy (43D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:06:44 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Achievement Charter Academy (43D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$89,413.00	\$89,413.00
Carryover	\$0.00	\$0.00
Total	\$89,413.00	\$89,413.00

Budget

Achievement Charter Academy (43D) 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
43D	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$89,413.00	\$86,996.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$89,413.00	\$86,996.00
Total Budgeted:		\$86,996.00
Total Remaining:	\$2,417.00	\$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			
9/15/2021 11:03 PM	Approved (Pending)		Letchworth, Tina			
9/8/2021 1:07 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Achievement Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$16,870.98	\$0.00	\$16,870.98		
	Other	3	5110	418	000	00	\$9,960.00	\$0.00	\$9,960.00		
	Salary	3	5330	131	000	00	\$57,000.02	\$0.00	\$57,000.02		
	Salary	3	5330	148	000	00	\$3,165.00	\$0.00	\$3,165.00		
Total:							\$86,996.00	\$0.00	\$86,996.00		

Grant Details

Achievement Charter Academy (43D) 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) Our MTSS team met on May18,2021 along with teachers, administrators, the EC Coordinator and support staff to analyze the results of formative and summative data such as m-class and BOG/MOY data to determine the best use of the ESSR III funding. The team recommended that the following interventions be put into place: a. Hire a full-time MTSS/Testing Coordinator b. Purchase iReady software to increase assessment data c. Provide a Reading Specialist d. Purchase a new Language Arts Curriculum (2)The m-CLASS reading data was reviewed: Grade % Proficient K 26

Grade	Q1	Q2	Q1	Q2	K	2.79	2.76	2.85	2.92	1	2.96
3.07		3.00	2.96	2.	2.95	3.05	2.75	3.11	3.	2.81	2.90
2.81	3.05	4.	3.52	3.20	2.75	3.70	5.	4.00	3.39	3.89	3.78
Average	3.17	3.06	3.01	3.25							

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.

Since our school opened its doors for the first time during the 2020-21 school year, we do not have 2019-20 (pre-COVID) data. The report card grades comparing Q1 vs. Q2 revealed an average drop in ELA performance especially in grades 4 and 5. The m-CLASS data for reading shows that only 41% of our students overall were proficient in the MOY assessment. We were pleased to see that Q2 grades showed an increase compared to Q1 in math. Grade 4 showed an increase of a grade point. Our math teachers did a very effective job under restrictive conditions. Also, our students perform better in the day to day work and in our standard curriculum than they do on normed reference, one time testing such as m-CLASS data.

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.

\$ 77,036.00 * 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 have used a portion of the funds to purchase iReady assessments that are aligned with our math and ELA curriculum. These provide a wealth of data and adjust the student's instruction based upon their level as demonstrated in the assessments. We are also incorporating a dedicated intervention time where we will be utilizing pieces of these tools. Another approach we are using is to provide our families with home access to iReady. We are also uploading our weekly plans to our school website. Teachers send home weekly newsletters that detail what is being covered in class. The MTSS/Testing Coordinator will assist the staff to better understand what the data is really saying about the achievement and will help them to develop appropriate strategies for students at all Tiers.

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

The instruction will be differentiated to meet students current levels and to increase their achievement in a prescribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who brings to school different talents and interests. (Tomlinson and Mc Tighe, 2006, p.13). Strategies for adapting instruction in a differentiated setting include: A. Guided notes with blanks for students to fill in missing information B. Graphic organizers that visually display information and link concepts C. Study guides with questions for students to answer D. Written outline of the lesson E. Use visual aids F. Check for understanding Amongst the innovations and best practices in fostering student learning, especially those in a catch-up status, is the use of various forms of educational technology. The term includes the use of devices and the educational software associated with it (Prather, 2018). Zheng, et al. (2016) conducted a meta-analysis of 10 studies that focused on the effects the use of laptop programs on students' academic achievement in K-12 schools. Significantly positive average effect sizes were found in all the major content areas (i.e., Math, Language Arts). The researchers also found significantly positive effects in the use of laptops in the standard classroom setting. How the laptops are used determines the effects, however. Ross (2020) after reviewing research over the last 30 years concerning educational technology, recommended these commonalities for use of technology for the increase in student academic as a tool not a different instructional system; communicate with stakeholders as to the intent and purposes of using laptops being realistic in the impact of technology, and evaluate the effectiveness on a continuous bases. such as thinking of educational tech: "(a) conceptualizing technology as an educational tool and delivery system, not as a "treatment" in itself; (b) defining and communicating to stakeholders what proximal and long-term outcomes the technology initiative is (and is not) expected to promote; (c) not over-promising impacts on student achievement on standardized assessments where technology applications are directed primary toward other educational goals; and (d) conducting ongoing evaluation studies to provide evidence of program implementation progress and effectiveness at different phases of the initiative." (p. 2015).

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

We will continue to use a combination of text messages, email communications, letters, phone calls the website and meetings if needed. We can use virtual means if necessary. We will continue to support students who now or in the future need to learn in a virtual, distance learning environment with live chats between parents, teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards. At the current time we do not have a virtual program available this year. If one becomes necessary we are prepared to use the strategies listed above to work with our parents and students.

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

We will use attendance software to track student attendance for in-person learning this year, following the NC State Attendance Laws. Student engagement in the classroom will be monitored through assessment scores and teacher observation. Student engagement for those in a distance learning environment (if one is needed) will include interactive activities with teachers supervising small groups, group learning games, and group responses to a question (for example, students hold up white boards with their answers on them, select the correct answer by displaying the appropriate number of fingers). The teachers are responsive and immediately available when it comes to discussions concerning their students' performance and parent questions concerning those performances. This reduces the psychological gap that often comes from distance learning.

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

Every student has a plan to bring them up to proficiency or higher, depending on learning loss that took place due to the pandemic. The iReady data will be monitored at least weekly and interventions will occur as necessary. Interventions will be put in place before moving on to more difficult objectives. We are also looking at curricula-assessments, and interim assessment data, as well as classroom formative assessments, to plan our instruction and develop our intervention groups. The Reading Specialist will closely monitor students whose learning loss from the COVID disruption is below-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				\$

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	iReady assessments that are aligned with our math and ELA curriculum. These provide a wealth of data and adjust the students's instruction based upon their level as demonstrated in the assessments. We have incorporated dedicated intervention time where we will be utilizing pieces of these tools. Students will have home access to the iReady site.	21-22 thorough 2023-2024	Based on the increased opportunities for our students and staff to use a more focused and individualized approach to achievement gains will be made in ELA and Math standards at all grade-levels.	\$ 9,960.00
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				\$

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 \$ 9,960.00

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)

Achievement Charter Academy (43D) 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

Achievement Charter Academy (43D) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

Achievement Charter Academy (43D) 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, September 15, 2021

New Applicant Summary

Achievement Charter Academy (43D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Achievement Charter Academy (43D) 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

Achievement Charter Academy (43D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

117526390

*** Address:**

25 Buttonwood Ct. Fuquay-Varina, NC 27526

*** Superintendent:**

Ms. Leaja Horne

Key Personnel:

* Ms. Leaja Horne

History Log

Shining Rock Classical Academy: CFA (44A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/30/2021 9:56:11 AM	Paul Perrotta	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	9/30/2021 9:54:48 AM	Paul Perrotta	The FY 2022, CRRSA-ESSER III PRC 181, Continuation Application with the associated budget has been returned as not approved for the following reason(s): ■ In the Grant Details, Part D section, in the column: "<i>Briefly describe ESSER III Formula Funds will be used to support the Allowable Use area,</i>" requires additional specificity and descriptive content with a clear link to COVID for all items in this column. ■ The "<i>Impact Measures</i>" must specifically align and be able to measure outcomes with how the funds are described and intended for use with the allowable use section, "<i>Briefly describe ESSER II Formula Funds will be used to support the Allowable Use.</i>" Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Please contact me if you have questions or need assistance.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/28/2021 8:33:52 AM	Dustin Squibb	Status changed to 'Chief Administrator Approved'.	S
	9/28/2021 8:33:45 AM	Dustin Squibb	Status changed to 'Fiscal Representative Approved'.	S
	9/28/2021 8:33:37 AM	Dustin Squibb	Status changed to 'Draft Completed'.	S
	7/30/2021 10:35:55 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:48:59 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Shining Rock Classical Academy: CFA (44A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$113,311.00	\$113,311.00
Carryover	\$224,550.00	\$224,550.00
Total	\$337,861.00	\$337,861.00

Budget

Shining Rock Classical Academy: CFA (44A) 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: Received ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
44A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$113,311.00	\$0.00
Carryover Amount:	\$224,550.00	\$224,550.00
Allotment Plus Carryover:	\$337,861.00	\$224,550.00
Total Budgeted:		\$224,550.00
Total Remaining:	\$113,311.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	07/30/2021	Admin,

10:35 AM

NCCCIP

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
7/30/2021 10:35 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Shining Rock Classical Academy: CFA

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$35,750.00	\$0.00	\$35,750.00		
	Other	3	5110	418	000	00	\$13,333.00	\$0.00	\$13,333.00		
	Salary	3	5350	121	000	00	\$4,000.00	\$0.00	\$4,000.00		
	Other	3	5350	411	000	00	\$3,055.00	\$0.00	\$3,055.00		
	Equipment	3	5860	462	000	00	\$63,797.00	\$0.00	\$63,797.00		
	Equipment	3	5860	542	000	00	\$84,500.00	\$0.00	\$84,500.00		
	Other	3	6540	411	000	00	\$1,200.00	\$0.00	\$1,200.00		
	Other	3	6570	532	000	00	\$18,915.00	\$0.00	\$18,915.00		

Total: \$224,550.00

\$0.00

\$224,550.00

Grant Details

Shining Rock Classical Academy: CFA (44A) 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.

Shining Rock Classical Academy (SRCA) collaborated with the School Director, EC Director, School Administration, Finance Officer, teachers, and parents to analyze different data sources to include MAP assessment data; student classroom data to include grades, assessments, and MTSS intervention data; and PowerSchool retention data to develop the NEEDS assessment and develop a strategic plan of action for ESSER III funding. Strategic Goals: SRCA: will earn a School Performance Grade of a B or better on the NC School Report Card by 2025. SRCA: will have a minimum of 77% of students 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. SRCA: 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. SRCA: will secure sufficient enrollment to ensure that the school mission, curricula, and programming serve all children with integrity growing our ADM to 800 students K-12 by 2025. SRCA will utilize ESSER III funds to support our strategic goals in the following areas- -Educational Technology -Addressing learning loss for all learners to specifically focusing on the needs of our at-risk learners -Resources for Administration and staff -Facility Repairs -Summer learning -Supplies -Mental Health Services SRCA analyzed several data points in assessing student achievement. The primary concern at the moment is not being able to appropriately

assess our needs in the areas of learning loss. SRCA has a significant portion of at-risk population students on our campus and these students will have the highest needs due to limited resources at home. Student MAP data throughout K-8 showing the slowest growth rate over the past three years. More than 80% of students were below their expected MAP average in either reading and/or math from the first assessment (October 2020) to their last assessment (April 2021). Student MCLASS scores all showing limited growth (K-8) throughout the school year and demonstrated the lowest growth pattern over the past three years. SRCA also saw over a 40% increase in possible retentions over the 2020-2021 school year compared to the previous year's countable year (2018-2019). Note: School year 2019-2020 was not used to measure this data due to COVID closures. SRCA will utilize ESSER II and III funding to significantly address the learning loss across our district (K-9) by purchasing a curriculum for math and reading. SRCA will be growing to a full K-12 campus over the next four years and anticipate adding several students within the county that will benefit from these resources. The ESSER funds will ensure all students will have the targeted resources needed to support them during and after the challenging times COVID has presented. --Facility repairs Data: SRCA currently has only 1 usable outdoor learning space. SRCA will implement a structured summer support program for students during the summer of 2022 and 2023. -SRCA will target 1st, 2nd, 3rd, 4th, and 5th-grade students that do not meet the national average of growth for reading using MAP testing data. -SRCA will target all 4th-grade students that do not meet the state benchmark for Read to Achieve. -The summer support program will include at least 65 hours of reading support for all eligible rising 4th graders -The summer support program will include at least 40 hours for all rising 1st, 2nd, 3rd, and 5th-grade students -The summer support program will be overseen by both the Title 1 and MTSS coordinators.

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.

SRCA conducted data analysis to support the requested funding from ESSER II: -SRCA had a decrease in the school performance grade: 2016 (70); 2017 (65) 2018 (56) -SRCA demonstrated inconsistent academic growth: 2016 (58.6); 2017 (75.2); 2018 (57.1) -SRCA scored a D (51) on Math EOG performance 2017-2018. -SRCA scored a C (57) on the Reading EOG performance 2017-2018. -SRCA Math level of proficiency for grades 3-5 was below 50%. -SRCA ELA/Reading level of proficiency for grades 3-5 was below 60%. -SRCA Read to Achieve Grade 3 was below the state average (61.5%) -SRCA had 38.5 % of students not meet Read to Achieve proficiency. -SRCA MAP scores for the school year 2020-2021 show less than 58% of 3rd-8th grade students have achieved a RIT score at or above the national Reading norm, and less than 50% of SRCA students grade 3rd-8th met the math norm. -These MAP scores indicate that the End of Grade composite proficiencies in Reading and Math will be lower than historical trend

proficiency. -SRCA MAP and NC EOG data have been correlated to offer predictors of achievement on the state assessment. - SRCA also saw over a 40% increase in possible retentions over the 2020-2021 school year compared to the previous year's countable year (2018-2019)-Facility repairs Data: SRCA currently has only 1 usable outdoor learning space.

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.

\$ 45,000.00 * 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;

-SRCA will address learning loss through screenings and assessments for students core subject skills -NWEA MAP Testing -Progress Monitoring Tools within our reading curriculum which will include software to support virtual summer school learning. This will also help minimize direct contact and exposure of COVID. -Math progress monitoring tools (K-5) -M-CLASS data -Summer School to address student needs in small groups. -These assessments, and the data review, will help identify the necessary supports students need for instruction to help close the gaps in student progress.

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

-SRCA teachers will use a combination of direct instruction incorporated with differentiated instruction. -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 -SRCA will ensure all stakeholders are a part of the decision-making process to include: Administration, teachers, parents, students, EC team if needed, MTSS team, Title 1 team, and 504 teams. -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;

-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. -Students with IEP support will receive direct special education support and related services support virtually to match their IEP service times. These times will be modified in the event a contingency plan is put in place.

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

-During PLC meetings, SRCA staff identifies disengaged virtual learners and student services make contact with families, conducts home visits, and provides the necessary supports. -SRCA will track attendance for distant learners through PowerSchool. Students must attend the live session and/or complete the assignments for the day. -SRCA 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.

-SRCA will track MAP growth to identify student progress, needs, and potential regression -SRCA will utilize EOG/EOC historic and current trends to identify student needs. -SRCA will track historical trends of student report cards. -SRCA will continue to monitor MTSS Tier II and II supported students for gaps and growth -SRCA will monitor students with disabilities to ensure progress is being made towards IEP goals. -SRCA will monitor Title 1 support and modify the support plans when necessary. SRCA 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	-Outdoor Learning Space Development - Student Lockers	2022-2024	-SRCA will increase accessibility for teachers to utilize outdoor facilities to enhance learning and student engagement. - SRCA will provide individual student lockers to help minimize student contact and risk of exposure	\$ 98,800.00

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				\$
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 supplies.	2022-2024	-SRCA will purchase needed cleaning and sanitation supplies to keep staff/students safe and the facilities clean.	\$ 1,200.00
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	-Chromebooks - Promethean Boards/Carts	2022-2024	-SRCA will improve and update devices which will maximize student access to technology devices and enhance learning inside and outside of the classroom. Student progress has been negatively affected due to learning loss during the COVID closure as indicated from the data in Part 1 and B.	\$ 67,550.00
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	-Summer School Teacher Salary and supplies and materials.	2022-2024	-There will be a 7% decrease in Title 1 referrals compared to Q1 of the 2021-2022 school year.	\$ 12,000.00
	* ☐ 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 \$ 179,550.00

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)

**Shining Rock Classical Academy: CFA (44A) 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.

Contacts

Shining Rock Classical Academy: CFA (44A) 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>Dustin Squibb</u>

Substantially Approved Dates

Shining Rock Classical Academy: CFA (44A) 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	Tuesday, September 28, 2021

New Applicant Summary

Shining Rock Classical Academy: CFA (44A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

**Shining Rock Classical Academy: CFA (44A) 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.

GAN Organization Data

Shining Rock Classical Academy: CFA (44A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79823108

*** Address:**

1023 Dellwood Road Waynesville, NC 28786

*** Superintendent:**

Mr. Joshua Morgan

Key Personnel:

* Dustin Squibb

History Log

FernLeaf Community Charter School (45B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:06:57 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

FernLeaf Community Charter School (45B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$50,354.00	\$50,354.00
Carryover	\$97,138.00	\$97,138.00
Total	\$147,492.00	\$147,492.00

Budget

FernLeaf Community Charter School (45B) 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
45B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$50,354.00	\$0.00
Carryover Amount:	\$97,138.00	\$97,138.00
Allotment Plus Carryover:	\$147,492.00	\$97,138.00
Total Budgeted:		\$97,138.00
Total Remaining:	\$50,354.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/24/2021 04:45 PM	Admin, NCCCIP

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/24/2021 4:45 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
9/24/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/23/2021 6:09 PM	Approved (Pending)		Perrotta, Paul			
7/22/2021 8:14 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - FernLeaf Community Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$49,440.00	\$0.00	\$49,440.00		
	Salary	3	5110	131	000	00	\$7,830.96	\$0.00	\$7,830.96		
	Salary	3	5110	146	000	00	\$26,000.04	\$0.00	\$26,000.04		
	Other	3	5110	211	000	00	\$6,370.23	\$0.00	\$6,370.23		
	Other	3	5110	229	000	00	\$7,494.39	\$0.00	\$7,494.39		
	Other	3	8200	399	000	00	\$2.38	\$0.00	\$2.38		

Total: \$97,138.00

\$0.00 \$97,138.00

Grant Details

FernLeaf Community Charter School (45B) 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 executive director, chief financial officer, and the school directors initially met to plan the overall direction of the uses for the ESSER II (PRC 171, PRC 172 and PRC 181 funds and for the school in general. Input was also received from teachers and other staff. The planning committee reviewed the following data: MOY Assessment February 2021, 50% of K-2 students were on or above grade level in Math compared to 81.6% of K-2 students being on or above grade level MOY Assessment February 2020 (pre-COVID). MOY Assessment February 2021, 15% of 3-6 students were on or above grade level in Math compared to 52% of 3-6 students being on or above grade level MOY Assessment February 2020. MOY Assessment February 2021, 44% of 2-3 students were on or above grade level in Reading compared to 56.5% of 2-3 students being on or above grade level MOY Assessment February 2020. MOY 2021, 37% of 4-6 students were on or above grade level in Reading compared to 73% of 4-6 students being on or above grade level MOY Assessment February 2020. 2. FernLeaf Community Charter School will assess and address student learning loss resulting from the COVID disruptions to educational services in the following ways: A. Instructional Support through an interventionist. Even with the aid of instructional technology the students with the most severe learning loss needs small group or individualized tutoring due to the effects of the COVID

isolation. There has been about a 30% drop in proficiency across grade levels from now compared to pre-COVID data. B. FernLeaf Community Charter intends to assess and address student learning loss due to the COVID disruptions by using PRC 172 funds for iReady assessment and instructional software. Approximately 50% are below grade level according to the data in # (above). Instructional software is one way to reduce and respond to the effects of the COVID restrictions. The software will assess individual learners for their academic skills and instruct to remediate the deficits as a response to COVID related learning loss. C. Our students have been isolated and mostly at home for the last year. At the same time, when they are in school they should be in open environments and learning more about nature in a hands-on approach since most of their learning has been virtual due to the COVID isolation. D. As stated earlier, students have been isolated and mostly without regular exercise and sports activities. Physical education has traditionally been recognized as a way to educate the whole child and is a contributor to the overall wellness of the student. We have found many of our students to be out of shape, more prone to illness, and are over-weight due to staying at home with limited exercise and sports activities during the COVID experience. In fact, inactivity could be one cause of COVID because of a limited immune system leaving students susceptible to the virus. We also have larger class sizes in PE ,which would make social distancing an issue if we had to return to COVID restrictions. E. Mental Health and Behavior Support. The planning committee agreed that the isolation from interpersonal interaction in an in-person environment due to COVID caused learning loss in more than a third of the students but had mental health effects as well. Teachers, counselor, the nurse and other staff reported that approximately 10-20% of the students exhibited depression behaviors, poor social skills, and inappropriate conflict resolution interactions. The consensus was that the COVID isolation necessity negatively impacted the many students' mental health and social/emotional skills. We are also having difficulty with about 10-15% of our students returning to school.

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 clear to the committee that there was a severe learning drop from pre-COVID 2020 to mid-year, 2021. There was a drop in grade level or above performance by nearly 31%. The most severe declines came for grades K-3 in Math and grades 4-6 in reading. The planning committee agreed that the COVID disruptions were a major factor in the academic decline of many of the students. The focus of recovery will be in reading using the iReady program along with other interventions mentioned in the Allowable Uses area. 2A. We will purchase the iReady software for assessment and instruction with PRC 181 funds.. The general classroom teacher cannot handle the individual assessment and addressing of the learning needs of every student in an intensive way. The iReady software will assist the teachers in the goal of reducing the effects of learning loss as a response to COVID restrictions. B. An

interventionist will be used in addition to the iReady software to more intensively address student's learning loss due to the COVID restrictions. The interventionists will teach in small groups and with individual students to address specific learning loss needs in reading and math. C. Will employ an outdoor educator to instruct students about nature in a clean, safe, and opened environment. Researchers report that not only do students get to experience the joy of nature in outdoor education but they can focus better in the classroom after an outdoor education session. D. A physical education teacher will be employed to allow for more smaller group classes in sports, work outs, and overall physical wellness activities. Research has shown that overall physical fitness improves the chances of not getting the COVID virus or other illnesses. E. A counselor is needed to address the mental health needs both individually and in small groups of students with symptoms of depression caused by the social isolation over the last year. In addition, a behavior support person will work with large, small, groups as well as with individuals concerning social skills, coping mechanisms, and conflict resolution strategies. These are new positions that were added in the summer of 2021 specifically to address the social emotional ramifications on account 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.

\$ 42,605.00 * 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 will use iReady data in reading and math achievement to monitor and address the learning needs of our students. With reliable and valid data from iReady as well as classroom progress reports (i.e., grades) we will differentiate instruction based on needs both in small and larger groups. The instruction will be differentiated to meet students current levels and to increase their achievement in a prescribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who brings to school different talents and interests. (Tomlinson and Mc Tighe, 2006, p.13). Strategies for adapting instruction in a differentiated setting include: A. Guided notes with blanks for students to fill in missing

information B. Graphic organizers that visually display information and link concepts C. Study guides with questions for students to answer D. Written outline of the lesson E. Use visual aids F. Check for understanding G. Use technology during instruction and for guided and independent practice H. Record every students progress on objectives for planning the next lesson or session (adapted from Prater, 2018) Full citations are available upon request

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

In addition to differentiated instruction, an interventionist will oversee the following research based activities to meet the comprehensive needs of our students: 1. Instructional Technology - Amongst the innovations and best practices in fostering student learning, especially those in a catch-up status, is the use of various forms of educational technology. The term includes the use of devices and the educational software associated with it (Prather, 2018). Zheng, et al. (2016) conducted a meta-analysis of 10 studies that focused on the effects the use of laptop programs on students' academic achievement in K-12 schools. Significantly positive average effect sizes were found in all the major content areas (i.e., Math, Language Arts). The researchers also found significantly positive effects in the use of laptops in the standard classroom setting. How the laptops are used determines the effects, however. Ross (2020) after reviewing research over the last 30 years concerning educational technology, recommended these commonalities for use of technology for the increase in student academic as a tool not a different instructional system; communicate with stakeholders as to the intent and purposes of using laptops being realistic in the impact of technology, and evaluate the effectiveness on a continuous bases. such as thinking of educational tech: "(a) conceptualizing technology as an educational tool and delivery system, not as a "treatment" in itself; (b) defining and communicating to stakeholders what proximal and long-term outcomes the technology initiative is (and is not) expected to promote; (c) not over-promising impacts on student achievement on standardized assessments where technology applications are directed primary toward other educational goals; and (d) conducting ongoing evaluation studies to provide evidence of program implementation progress and effectiveness at different phases of the initiative." (p. 2015). 2. Intensive tutoring and teacher -directed instruction.-There is ample research that teacher directed, systematic , and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low income families, and other populations who are behind in learning (Prater, 2018). The sequence of instruction includes: A. Setting specific goals for the tutoring session B. Making sure student is paying attention during the presentation of the knowledge or skills required to meet the objectives C. Providing a review of the previous session D. Presenting main goal of the session to the student E. Instructing in a clear, concise, and sequential manner F. Modeling of the desired response G. Soliciting the response from the student H. Reinforce (i.e., specific feedback) for correct response and repeat instructional sequence for an incorrect response I. Providing guided and independent practice J. Summarizing session K. Keeping records to monitor progress 3. Outdoor education has had increasing attention in the field of education,

especially since the COVID pandemic. Outdoor learning allows the students to socially distance in a fresh-air atmosphere. They will also learn more about nature, biology, the ecosystem and other fields that will give the students a better idea as to how to stay healthy through nutrition and understanding the environment while enjoying the out of doors. Also, research has supported the observation that students focus more on indoor learning activities immediately following outdoor activities. We will employ an outdoor educator to facilitate this promising practice to mitigating learning loss. 4. We will employ an additional physical education teacher to keep class sizes smaller, which would promote social distancing and allow for more small group and individualized attention. The increased physical fitness students will experience will be one way we respond to the effects of the COVID isolation period. Students' immune system will also be enhanced in case there is another bout of COVID.

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

We communicate with our students' families regularly through text, emails, newsletters, the school website, phone calls, and virtual or in-person meetings. The teachers, administrators, and counseling staff regularly communicated with families during the mandated virtual learning period due to COVID restrictions. We will continue to do so if or when the need arises for distance learning.

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

The attendance will be tracked electronically with weekly reports compiled and reviewed. The team of leadership, teachers, and support personnel will identify those students who have not attended consistently or are starting to show signs of declining attendance. In order to track attendance, administration will have weekly reports filled out by a designated person at the front desk. We will use software to track attendance. In order to improve student engagement in distance learning, we will have a tiered incentive program where students can earn better rewards for increasing engagement. We will also survey for feedback biweekly to see the student perspective and adjust the program as needed.

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

We have data rooms in each building which will be redesigned to include (when appropriate) historical data, this past year's data, and the current data. We will also screen our incoming students new to the school with the same benchmark our current students took at the BOY and EOY so we have a consistent data point in which to start. We use a spreadsheet to track students who have drastically changed their academic, social, emotional, or behavioral norms. This spreadsheet is shared amongst administrators and teachers these students are reached out to personally to discuss what they think is going on to cause this change. Parents are also contacted to discuss their children's

progress. We also use a School-Parent-Student Compact with report cards to help parents understand the progress and areas of concern for their children.

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	An additional school counselor is needed to assist in meeting the academic advising and social emotional needs of our students in this period of transition from a virtual to an in-person learning environment. Also, a behavioral	July 2021-June 2022	Attendance, grades, iReady achievement data and logs from the counselor and behavioral specialists will be monitored on a bi-weekly bases an administrator or designee.	\$ 54,533.00

		support specialist will be employed to assist students as well as their parents and teachers, into successfully re-entering an in-person environment. These are new positions added during the summer of 2021, specifically to address the social-emotional ramifications on account of 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				\$
	* ☐ 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 \$ 54,533.00

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)

FernLeaf Community Charter School (45B) 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

FernLeaf Community Charter School (45B) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

FernLeaf Community Charter School (45B) 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	Thursday, July 22, 2021

New Applicant Summary

FernLeaf Community Charter School (45B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

FernLeaf Community Charter School (45B) 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

FernLeaf Community Charter School (45B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79440915

*** Address:**

58 Howard Gap Rd Fletcher, NC 28732

*** Superintendent:**

Mr. Michael Luplow

Key Personnel:

* Mr. Michael Luplow

History Log

American Renaissance School (49B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:07:13 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

American Renaissance School (49B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$107,976.00	\$107,976.00
Carryover	\$213,752.00	\$213,752.00
Total	\$321,728.00	\$321,728.00

Budget

American Renaissance School (49B) 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
49B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$107,976.00	\$0.00
Carryover Amount:	\$213,752.00	\$213,752.00
Allotment Plus Carryover:	\$321,728.00	\$213,752.00
Total Budgeted:		\$213,752.00
Total Remaining:	\$107,976.00	\$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 3:11 PM	Approved (Pending)		Mathis, Tammorah			
7/30/2021 10:37 AM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All ▼

000 - American Renaissance School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	418	000	00	\$2,170.04	\$0.00	\$2,170.04		
	Other	3	5330	143	000	00	\$134,020.30	\$0.00	\$134,020.30		
	Other	3	5330	211	000	00	\$10,175.30	\$0.00	\$10,175.30		
	Other	3	5330	221	000	00	\$10,122.80	\$0.00	\$10,122.80		
	Other	3	5330	231	000	00	\$12,586.30	\$0.00	\$12,586.30		
	Other	3	5330	418	000	00	\$12,478.29	\$0.00	\$12,478.29		

	Other	3	5350	192	000	00	\$10,548.83	\$0.00	\$10,548.83		
	Other	3	5350	211	000	00	\$807.00	\$0.00	\$807.00		
	Other	3	6830	411	000	00	\$4,018.60	\$0.00	\$4,018.60		
	Other	3	6830	418	000	00	\$3,429.21	\$0.00	\$3,429.21		
	Other	3	6940	311	000	00	\$13,395.33	\$0.00	\$13,395.33		
Total: \$213,752.00								\$0.00	\$213,752.00		

Grant Details

American Renaissance School (49B) 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.

School leadership teams comprised of school administration, school counselors, special education representatives, and MTSS have gathered and administered multiple tools that gather various levels of data for analysis. The data tools for academic analysis are: Powerschool for attendance and grades, Measure of Academic Progress (MAP) Assessment, NCENSI assessment. For social emotional data: screeners include Educators Handbook for ODRs and culture surveys that are administered to students and staff members. MAP assessment data was specifically used to determine the students with the highest need based on their percentile rank on from end of 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.

Data from these tools, analyzed for general school health, show that: 18% of students are risk of failure due to attendance and/or final grade deficiencies. 39.5% of students in grade 2-8 are not proficient in English Language Arts

53.8% of students in grades 2-8 are not proficient in Math. % of students have 1 or more office discipline referrals.
27% of all students K-8 are currently performing in the 0-20th percentile range for MAP English Language Arts Assessments 38% of students K-8 are currently performing in the 0-20th percentile range for MAP Math Assessments

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.

\$ 178,387.45 * 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;

Measure of Academic Progress assessments will be used on all K-8 students 3 times per year to take baseline, progress and summative data on each student. In addition to this universal screener, progress monitoring tools (MAP Skills and Accelerator) will be used to gauge the level of progress being made by each student and what changes need to be made instructional if progress is not being made at an adequate pace.

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

Implementation of a K-8 Intervention program (Renaissance Time) - Intervention specialists assigned within the grade spans K/1, 2/3, 4/5,6-8 that will deliver high quality differentiated instruction based on assigned student need. -Bridges Math program for K-5 -MAP Supplemental resources including MAP Skills and MAP Accelerator will be used to differentiate instruction and provide appropriate learning paths to all students to ensure growth and improved proficiency for reading and Math. -Online resources will be used to instruct, provide modeling and guided practice for all small group instruction as well as CORE instruction.

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

School wide parent informational meetings are held annually at the beginning of the year with "Parent Night". Traditional collaborative problem solving conferences are held at least 1x per year for every family and student lead conferences also are held once a year for Middle School families. Beyond these CORE events, traditional parent/teacher conferences are held regularly whenever there is a concern, from the teacher or the family, about a student either. . Communication is provided regularly to parents through the school's adopted learning management programs - Canvas or Bloomes, and will be provided support should a student need to quarantine or stay home for a specific period of time due to the COVID 19 pandemic including: ensuring access to an electronic device, internet access, remote instructional support from a staff member.

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

Powerschool attendance will be done on any student needing to attend distance education for any reason as it relates to the COVID 19 pandemic. If a student must attend school virtually for any circumstance as it relates COVID 19, students will have weekly asynchronous work as well as check in meetings with their teachers to ensure students are understanding the content and getting the skills needed to make progress.

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

Educators Handbook and Powerschool data will be used to track and evaluate student progress as well as MAP assessment data comparisons. These data tools allow for data evaluation over time in order to identify trends and and predict future outcomes, thus allowing teachers, specialists, and administrators to be proactive in designing student education plans.

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	n response to the current learning loss experienced by ARS students as well as in preparation of any future COVID 19 implications, it is necessary to provide students access to online instructional resources. Funds will be used for the following online licenses for intervention as well as general classroom use : Learning A-Z- - RazKids - K-2 - Reading A-Z Bridges Math K-5	September 2023 - Sept 2024	These research-based best practices and input from active and former teachers to ensure quality and effectiveness. These resources are designed to create an engaging learning environment that fosters creativity and student growth. We predict to see our overall learning loss numbers to decrease by 8%.	\$ 2,170.80
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		September 2023- Sept 2024		\$ 7,450.40

		Due to the COVID 19 Pandemic and school closure, student engagement declined significantly according to attendance and social emotional data. In response to this situation, social emotional learning tools will be implemented to address the functional learning loss of students. - Implementation of Second Step SEL curriculum for K-5 students - Implementation of DESSA for improved efficiency of SEL risk assessment, data collection, creation of evidence based intervention paths and support.		The expectation of implementing these SEL curriculum tools will be to decrease the overall need for behavior plans by 4% each year over the next 3 years and increase students ability to self regulate their behavior and self manage there academic responsibilities.	

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 the learning loss in Math and Reading that happened due to school closure during the the COVID 19pandemic, a summer learning program including is necessary. - instructional staff stipends for 5 weeks of instruction - Achieve 3000 summer intensive program curriculum for literacy and math	June - July 2024	This personalized academic intervention opportunity is designed to meet individual student need to improve proficiency and growth. We predict to see our overall proficiency percentages to improve by 10% each year for the next 3 years.	\$ 12,348.02
	* ☒ Yes ☐ No	In response to the COVID 19 Pandemic and relief funds made available for charter schools, a Federal Program Director will be hired to write and monitor ESSERII grant compliance needs.	September 2023 - September 2024	A federal programs director will ensure all compliance measures of the grant are met and allowable use activities are implemented with fidelity through out the duration of the grant.	\$ 13,395.33

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 \$ 35,364.55

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)

American Renaissance School (49B) 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

American Renaissance School (49B) 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)]	<u>Tiffany Mocerl</u>

Substantially Approved Dates

American Renaissance School (49B) 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

Friday, July 30, 2021

New Applicant Summary

American Renaissance School (49B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

American Renaissance School (49B) 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

American Renaissance School (49B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

101089956

*** Address:**

132 East Broad Street Statesville, NC 28677

*** Superintendent:**

Mr. James Duffey II

Key Personnel:

* Tiffany Mocerì

History Log

Success Institute Charter School (49D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:07:15 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Success Institute Charter School (49D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$122,915.00	\$122,915.00
Carryover	\$243,986.00	\$243,986.00
Total	\$366,901.00	\$366,901.00

Budget

Success Institute Charter School (49D) 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
49D	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$122,915.00	\$0.00
Carryover Amount:	\$243,986.00	\$243,986.00
Allotment Plus Carryover:	\$366,901.00	\$243,986.00
Total Budgeted:		\$243,986.00
Total Remaining:	\$122,915.00	\$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 2:50 PM	Approved (Pending)		Mathis, Tammorah			
8/23/2021 8:01 AM	Received		Admin, NCCCIP			
8/7/2021 9:18 AM	Received		Admin, NCCCIP			
7/28/2021 9:32 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Success Institute Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$92,893.32	\$0.00	\$92,893.32		
	Other	3	5110	211	000	00	\$7,106.67	\$0.00	\$7,106.67		
	Equipment	3	5110	462	000	00	\$42,559.00	\$0.00	\$42,559.00		
	Salary	3	5210	121	000	00	\$37,157.40	\$0.00	\$37,157.40		
	Other	3	5210	211	000	00	\$2,842.60	\$0.00	\$2,842.60		
	Other	3	5830	311	000	00	\$6,427.01	\$0.00	\$6,427.01		

	Other	3	6580	326	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	6950	313	000	00	\$5,000.00	\$0.00	\$5,000.00		

Total: \$243,986.00 \$0.00 \$243,986.00

Grant Details

Success Institute Charter School (49D) 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.

The Success Institute (SI) Charter School Board of Directors and leadership team evaluated the School Improvement Plan to determine the impact of COVID-19 on learning and the social emotional well being of the students. The needs assessment found there were limited student devices for one-to-one distribution. The school has limited internet connectivity. Hot spots need to be purchased to assist with access to instructional learning. Success Institute Charter had to rely on the distribution of the academic packets on a biweekly basis for the remote and in-person learning students. I-ready diagnostic scores reflect of the student population who were performing in Tier I has regressed to Tier II. A research based curriculum is needed to support mathematics, literacy, and social emotional learning. Success Institute Charter School qualifies as a Community Eligibility Program (CEP) with sixty percent under the federal USDA Child Nutrition Program. Nutritious meals were delivered to our students on a daily basis. Success Institute Charter has leased an eight thousand square foot modular for over twenty years. The building needs renovation to meet the COVID-19 requirements for health and safety requirements.

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 Success Institute Charter School leadership team data analysis was drawn through the following : Curriculum: As measured by the I-ready Diagnostic Assessment, Success Institute Charter fifty percent of the student population performs at levels Tier 2 and Tiers 3 in mathematics and reading. The need to purchase a research based comprehensive curriculum is essential to propel the students toward proficiency. CASEL curriculum will be purchased to support social, mental and emotional learning. Chrome books: The administration received a grant two years ago to computer purchase student computers. Success Institute Charter enrolls 100 students; however, the computer access is 80. The Samsung computers are outdated and the hardware is malfunctioning due to computers and microphones. The two chrome book versions creates a problem with remote learning due to the various features. Personnel: The North Carolina Department of Public Instruction EOGT performance data reflects that the Success Institute (SI) Charter students perform well above the Iredell-Statesville School District with the same demographics except the exceptional children population. SI seeks to employ additional personnel to support student needs and to provide personnel bonuses. Facility: Renovations will be completed to the existing facility to meet the COVID-19 health and safety requirements. Professional Development/Training NCStar houses the SI School Improvement Plan which is monitored on a bi-weekly basis. The leadership team determines the professional development needs based upon the coaching comments.

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.

\$ 48,797.20 * 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;

SI students will be provided computer software (in home) learning, small group tutorial, after-school care and summer learning. Differentiated instruction will be incorporated through mini lessons, and individual playlist which focus on grade specific standards. Playlist are formulated based upon the I-Ready pre/post assessments, formative/summative assessments and teacher observation.

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

The evidence-based activities that will be used to meet the comprehensive needs of students will include screening assessments for core subject and skills. This will be used to monitor progress and close the achievement gap. Extended Day programs will include small group direct instruction for productivity, efficiency, and validity.

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

Parents and families will be provided information and assistance to effectively support the family communication through REMIND, distribute hard copy academic learning packets, virtual/in-person meetings, conferences, and Family Engagement Night.

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

Comprehensive attendance is distributed through a spreadsheet format. Attendance circulates to each teacher through Google Docs

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

The I-Ready diagnostic is used to monitor the beginning, mid-year, and end-of-year progress. Teacher informal informative assessments are used to evaluate and compare student 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	SI will install a complete the heating and air systems in order to improve the indoor air quality, ventilation, air cleaning and purification.	2022-2024	SI will install all units to prevent the spread of viruses and diseases.	\$ 50,000.00
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	SI will purchase curriculum to build a comprehensive approach to learning. SI will employ two interventionists, one elementary teacher assistant, one virtual instructor, and one middle grade teacher.	2022-2024	SI will improve learning through I-ready pre/mid-year/post assessments, NC Checkins, formative/summative teacher evaluations, attendance, and disciplinary records	\$ 190,000.00
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				\$
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	Students will utilize Chromebooks and I-pads for individual student use and remote learning, and internet connectivity.	2022-2024	SI will improve student access to learning opportunities to in person and home learning.	\$ 22,901.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		2022-2024	SI will improve the mental, social, and emotional well being of the students.	\$ 66,000.00

		SI encourages good physical, mental, social, and emotional health of the students by providing individual and group wellness sessions. Sessions will encompass self resilience, academic success, self identity, leadership, positive relationship building, and trust. A portion of the funds will be utilized to purchase the CASEL 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				\$
	* ☒ Yes ☐ No	Teacher Stipends	2022-24	SI will use funds to provide Teacher stipends.	\$ 38,000.00

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.

Total ESSER III Allotment \$ 366,901.00

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)

Success Institute Charter School (49D) 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

Success Institute Charter School (49D) 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)]	<u>Tenna Williams</u>

Substantially Approved Dates

Success Institute Charter School (49D) 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

Monday, August 30, 2021

New Applicant Summary

Success Institute Charter School (49D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Success Institute Charter School (49D) 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

Success Institute Charter School (49D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

112588319

*** Address:**

1424-2 Rickert St Statesville, NC 28677

*** Superintendent:**

Ms. Tenna Williams

Key Personnel:

* Tenna Williams

History Log

Langtree Charter Academy (49F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/21/2021 3:04:37 PM	Leonore Ballard	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
	10/21/2021 3:04:37 PM	Leonore Ballard	Status changed to 'Chief Administrator Approved'.	S
☐	10/21/2021 3:04:30 PM	Leonore Ballard	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
	10/21/2021 3:04:30 PM	Leonore Ballard	Status changed to 'Fiscal Representative Approved'.	S
	10/21/2021 3:04:23 PM	Leonore Ballard	Status changed to 'Revision Completed'.	S
	10/20/2021 3:07:18 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Langtree Charter Academy (49F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$52,487.00	\$52,487.00
Carryover	\$101,458.00	\$101,458.00
Total	\$153,945.00	\$153,945.00

Budget

Langtree Charter Academy (49F) 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
49F	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$52,487.00	\$0.00
Carryover Amount:	\$101,458.00	\$101,458.00
Allotment Plus Carryover:	\$153,945.00	\$101,458.00
Total Budgeted:		\$101,458.00
Total Remaining:	\$52,487.00	\$0.00

Current Budget Status

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



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/4/2021 4:45 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/4/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 6:31 PM	Approved (Pending)		Popp, James			
9/25/2021 8:15 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☒		3-5110-462-000-000-00	0	Budget is being returned for correction (over budgeted)
9/17/2021 2:25 PM	Denied (Pending)		Popp, James			
7/7/2021 8:16 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Langtree Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Equipment	3	5110	462	000	00	\$60,000.00	\$0.00	\$60,000.00		
	Other	3	5350	198	000	00	\$41,458.00	\$0.00	\$41,458.00		

Total: \$101,458.00

\$0.00 \$101,458.00

Grant Details

Langtree Charter Academy (49F) 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.

Significant learning loss has taken place due to the COVID 19 pandemic. Teachers, administrators, and stakeholder collaborate to create a plan to strengthen the core education delivered by purchasing curriculum resources and increasing staff support. Learning gaps will be addressed through remediation of students who are below grade level with targeted interventions and standards based 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.

"40% of kindergarten students are below grade level in reading based on our IReady Diagnostic 46% of first grade students are below grade level in reading based on our IReady Diagnostic 37% of second grade students are below grade level in reading based on our IReady Diagnostic 31% of third graders are below grade level in reading based on NC Check In scores 41% of fourth graders are below grade level in reading based on NC Check In scores

30% of fifth graders are below grade level in reading based on NC Check In scores 40% of sixth graders are below grade level in reading based on NC Check In scores 37% of seventh graders are below grade level in reading based on NC Check In scores 43% of eighth graders are below grade level in reading based on NC Check In scores 47% of third graders are below grade level in mathematics based on NC Check In scores 51% of fourth graders are below grade level in mathematics based on NC Check In scores 48% of sixth graders are below grade level in mathematics based on NC Check In scores 58% of seventh graders are below grade level in mathematics based on NC Check In scores 52% of eighth graders are below grade level in mathematics based on NC Check In scores 52% of math one students are below grade level in mathematics based on NC Check In scores In past years our proficiency data based on EOG/EOG was 29% below grade level in reading and 33% below grade level in mathematics. "

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.

\$ 63,945.00 * 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;

Through administration of high-quality assessments such as I Ready, NWEA, NC Check Ins and Common Monthly Assessments teachers will triangulate data to determine deficits and areas for enrichment. Remediation groups will be created based on common standard deficits. Teachers will work all students including low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care who have demonstrated learning loss.

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

Through the MTSS process teachers and support staff will use evidence-based activities to address all needs of students. Activities will vary by standard topic and grade level. Our MTSS coordinator will meet weekly to ensure all interventions are being implemented with high fidelity.

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

Families will be provided assistance through information sessions, news letters, summer remediation camps and workshops that will provide them strategies to support learning loss, increase academic achievement, and increase engagement in distance learning opportunities.

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

Teachers use Teams, Zoom, Phone call, emails, traditional ,mail and our LMA Schoology to directly reach out to individual who are not in attendance. Attendance is taken through task completion of do now's, virtual attendance, and in person attendance. Support staff make home visits when needed. Additional technology will be made available for student including but not limited to lap tops, hot spots, i pads, and access to our application (LMS, Microsoft office, zoom, instructional and assessment tools.

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

Pre Pandemic and Post Pandemic scores, levels and percentiles will be compared for each individual student based on triangulated data points of I Ready, NWEA, NC Check Ins and Common Monthly Assessments. Students with the greatest deficits will receive the most interventions and teacher support. Students who have less regression will receive appropriate levels of support as determined by their 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				\$

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	We will provide additional computer, software, computer supplies to support students and teachers during day-to-day instruction and to assist with learning loss due to COVID-19. This includes, but not limited to, replacing damage, lost or stolen devices and purchasing additional devices to support student/teacher population.	Summer 2021 - June 30, 2024	Increase student engagement by up to 20%	\$ 90,000.00
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				\$

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 \$ 90,000.00

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)

Langtree Charter Academy (49F) 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

Langtree Charter Academy (49F) 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)]	<u>Leonore Ballard</u>

Substantially Approved Dates

Langtree Charter Academy (49F) 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 13, 2021

New Applicant Summary

Langtree Charter Academy (49F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Langtree Charter Academy (49F) 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

Langtree Charter Academy (49F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78875753

*** Address:**

154 Foundation Ct Mooresville, NC 28117

*** Superintendent:**

Mr. Shane Lis

Key Personnel:

* Leonore Ballard

History Log

Iredell Charter Academy (49G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/21/2021 3:07:51 PM	Leonore Ballard	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
	10/21/2021 3:07:51 PM	Leonore Ballard	Status changed to 'Chief Administrator Approved'.	S
☐	10/21/2021 3:07:43 PM	Leonore Ballard	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
	10/21/2021 3:07:43 PM	Leonore Ballard	Status changed to 'Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/21/2021 3:07:35 PM	Leonore Ballard	Status changed to 'Revision Completed'.	S
	10/20/2021 3:07:21 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Iredell Charter Academy (49G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$160,264.00	\$160,264.00
Carryover	\$319,568.00	\$319,568.00
Total	\$479,832.00	\$479,832.00

Budget

Iredell Charter Academy (49G) 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
49G	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$160,264.00	\$0.00
Carryover Amount:	\$319,568.00	\$319,568.00
Allotment Plus Carryover:	\$479,832.00	\$319,568.00
Total Budgeted:		\$319,568.00
Total Remaining:	\$160,264.00	\$0.00

Current Budget Status

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



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/4/2021 4:45 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/4/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 6:28 PM	Approved (Pending)		Popp, James			
9/25/2021 8:15 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☒		3-5110-411-000-000-00	0	Budget is being returned for correction (over budgeted)
9/17/2021 2:25 PM	Denied (Pending)		Popp, James			
7/7/2021 8:16 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Iredell Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$68,146.02	\$0.00	\$68,146.02		
	Equipment	3	5110	462	000	00	\$43,333.33	\$0.00	\$43,333.33		
											

	Other	3	5210	411	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Salary	3	5360	126	000	00	\$66,666.66	\$0.00	\$66,666.66		
	Other	3	5840	411	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Other	3	6570	532	000	00	\$74,755.33	\$0.00	\$74,755.33		

Total: \$319,568.00 \$0.00 \$319,568.00

Grant Details

Iredell Charter Academy (49G) 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.

At Iredell Charter Academy, we have collected data from our teacher observations; Fall/Spring Staff, Student, Family Surveys; Targeted Family Surveys based on COVID and instructional Planning; SIP Meetings; PLC Meetings; Principal State Meetings, Board Meetings and Leadership Team Meetings. The data collected informed our need assessments. The determination was that educational time with technology was the greatest need for our families. Many of our students struggled with remote learning and accessibility with the curriculum. In addition, the leadership team focused on attendance and discovered that students had lost instructional time due to online learning with limited technology. The school day was shortened due to 100% remote learning for quarter 1. In October, students had the option to move back to in person learning. COVID protocol also limited our instructional practices with the 6ft separation, no sharing of supplies and no small group instruction. Once we were able to open using safety protocol, we could move to small groups again. We utilize various assessments to determine the learning gaps. The learning gaps will be addressed during our Summer Learning Camps, Tutoring and Resource Allocations. Using a varied assessment approach, students will take a pre-assessment to determine where students are achieving for Math, ELA and Science. Once we have student assessment data, instructional plans will target the priority standards that

students need to master to ensure students have opportunities to master grade level standards. Students will have access to online programs for practice and will meet in small instructional groups during the summer learning camps. Resources for our summer learning camps will include materials and resources, books, online programs, computer technology and computer hardware, staffing for instruction and parent supplies and resources. In addition, professional development for teachers will be included as well as supplies for sanitation and cleaning.

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.

NWEA assessment 1 and 2 showed learning gaps in math, reading, and science. I-Ready and cycle assessments showed learning gaps in math, reading and 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.

\$ 102,699.00 * 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;

Through administration of high-quality assessments such as Mastery Connect Assessments, NWEA assessments, i-Ready assessments, teachers will triangulate data to determine deficits and areas for enrichment. Remediation groups will be created based on common standard deficits. Teachers will work with all students including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children in foster care who have demonstrated learning loss.

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

Through the MTSS process teachers and support staff will use evidence-based activities to address all needs of students. Activities for tier I will include: i-Ready, Units of Study, Science Legends of Learning, Ready Classroom 4-8, AIA character education. Tier II includes Do the Math, i-Ready Tool kit and LLI system for literacy. Tier III includes i-Ready and Orton Gillingham. Our leadership team and MTSS coordinator meets weekly during PLCs to look at student work and plan for instruction.

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

Families-School support will be provided through information sessions, Units of Study Parent guides, i-Ready, parent newsletters, FB posts, student PLPs, Parent conferences and Parent academies. Topics will support learning loss, increase academic achievement, and increase engagement in distance learning opportunities.

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

Teachers track attendance through daily attendance and student check ins with lunch bunch and grade level meetings. To support student engagement in distance education, we have offered and will continue to offer professional learning for educators to best use the technology resources to meet all students' needs. Attendance is taken through Zoom meetings and task completion. Leadership team meets bi-weekly to look at attendance patterns, contact parents, contact DSS as needed or do wellness checks. Additional technology was provided for families that need technology to gain access to the curriculum.

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

Pre Pandemic and Post Pandemic Comparing scores based on NWEA, i-Ready, PLPs, Mastery Connect and EOG scores allows us to identify students that experienced learning loss. Teachers and leadership will review data to determine learning loss and how to support all students based on the data. Students will be provided additional learning support based on their data and each students' individual needs through tutoring, small groups, summer learning campus, additional resources and parent supports.

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	We will upgrade/update our HVAC and air filtration system in the school to improve air quality and ultimately produce cleaner air within out facility.	Summer 2021- June 2024	Reduce amount of virus transmission transmitted through the air.	\$ 112,133.00
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	We will address the unique needs of special populations through additional supplies and materials, online resources, curriculum, PD and contracted services.	Summer 2021 - June 30, 2024	decrease learning loss for special populations in above mentioned data analysis section by up to 5%.	\$ 50,000.00
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	We will provide additional sanitizing supplies and materials to our classroom teachers, nurse, front office workers, custodial staff, cafeteria staff and maintenance department.	Summer 2021 - June 30, 2024	reduce amount of virus and germ transmission throughout the school	\$ 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				\$

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 additional computer, software, computer supplies to support students and teachers during day-to-day instruction and to assist with learning loss due to COVID-19. This includes, but not limited to, replacing damage, lost or stolen devices and purchasing additional devices to support student/teacher population.	Summer 2021 - June 30, 2024	Increase student engagement by up to 20%	\$ 65,000.00
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	We will support learning loss through the implementation of a summer learning plan. Details of this plan will be as a result of FY 21/22	Summer 2022	Decrease learning loss in above mentioned data analysis section by up to 5%.	\$ 100,000.00
	* ☐ 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 \$ 377,133.00

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)

Iredell Charter Academy (49G) 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

Iredell Charter Academy (49G) 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)]	<u>Leonore Ballard</u>

Substantially Approved Dates

Iredell Charter Academy (49G) 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 13, 2021

New Applicant Summary

Iredell Charter Academy (49G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Iredell Charter Academy (49G) 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

Iredell Charter Academy (49G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78485965

*** Address:**

251 Home Improvement Street Troutman, NC 28166

*** Superintendent:**

Ms. Andrea L. Lopresti

Key Personnel:

* Leonore Ballard

History Log

Catamount School (50Z) 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
	10/20/2021 3:07:26 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Catamount School (50Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$8,748.00	\$8,748.00
Carryover	\$0.00	\$0.00
Total	\$8,748.00	\$8,748.00

Budget

Catamount School (50Z) 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
50Z	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$8,748.00	\$6,389.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$8,748.00	\$6,389.00
Total Budgeted:		\$6,389.00
Total Remaining:	\$2,359.00	\$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			
10/1/2021 3:24 PM	Approved (Pending)		Perrotta, Paul			
9/22/2021 8:47 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
	Other	3	5110	143	000	00	\$5,000.00	\$0.00	\$5,000.00		
	Other	3	5110	211	000	00	\$388.00	\$0.00	\$388.00		
	Other	3	5110	221	000	00	\$1,001.00	\$0.00	\$1,001.00		
Total:							\$6,389.00	\$0.00	\$6,389.00		

Grant Details

Catamount School (50Z) 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.

During the 2020-21 school year, The Catamount School (TCS) maintained a hybrid leaning model of NC Plan B, Option F for a majority of the year. Students regularly attended school in a face-to-face modality two consecutive days a week and attended remotely three consecutive days per week. Special populations of at-risk, economically disadvantaged, and special education students were able to attend additional face-to-face time to receive designated services or support. During the first quarter of 2020, student attended remotely due to locally high numbers of Covid-19 cases in the community. A second period of fully remote attendance was initiated for three weeks at the beginning of the third quarter as the local population of university students returned to the community. Overall, students who opted for face-to-face instruction have received that modality approximately 63% of the instructional days, Of the remaining 37% of instructional days, a combination of synchronous and asynchronous remote instruction has taken place. Although this plan represented the best possible balance of core instruction and safety for the TCS community, student knowledge, as measured by NC Check-In benchmark testing, needs additional support. The most recent student benchmark data collected from NC Check-in #3 demonstrated the following cohort and content area averages: 6th Grade Math - 45.6% proficient 7th Grade Math - 25.4% proficient 8th Grade Math - 38.8% proficient Integrated

Math I - 45.6% proficient Overall Math Average - 38.8% proficient 6th Grade Reading - 65.5% proficient 7th Grade Reading - 70.6% proficient 8th Grade Reading - 58.8% proficient Overall Reading Average - 64.9% proficient 8th Grade Science - 76.9% proficient In addition to NC Check-in data, reading ability data collected through the Gates-McGinitie Reading Assessments demonstrates the following cohort averages of combined measure of reading fluency: 6th grade - 50% fluency rate 7th grade - 70% fluency rate 8th grade - 78% fluency rate

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 provided through the administration of NC Check-in #3 benchmark assessments at TCS indicates critical needs in math and reading. Specifically, overall student proficiency on NC Check-in #3 in math is approximately 38.8% while reading is at 64.9%. Science is less of a critical priority based on 76.9% cohort proficiency. Further data analysis indicates student deficiencies in specific content standards as described below. In reading, 8th grade TCS student demonstrated 40% or less mean percent correct on two standards. RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. - 40% RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. - 30% In math, 8th grade students demonstrated 42% or less mean percent correct on three standards. 8.F.2 Compare properties of two linear functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). - 12% 8.SP.2 Model the relationship between bivariate quantitative data - 42% 8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate quantitative data, interpreting the slope and y-intercept. - 32% 7th grade students demonstrated less than 40% mean percent correct in six standards. 7.EE.3 Solve multi-step real-world and mathematical problems posed with rational numbers in algebraic expressions. - 32% 7.EE.4 Use variables to represent quantities to solve real-world or mathematical problems. 25% 7.G.4 Understand area and circumference of a circle. - 22% 7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure. - 10% 7.G.6 Solve real-world and mathematical problems involving: Area and perimeter of two-dimensional objects composed of triangles, quadrilaterals, and polygons. Volume and surface area of pyramids, prisms, or three-dimensional objects composed of cubes, pyramids, and right prisms- 32% 6th grade students demonstrated 48% or less mean percent correct in three standards. 6.EE.8 Reason about inequalities - 42% 6.EE.9 Represent and analyze quantitative relationships - 48% 6.G.3 Use the coordinate plane to solve real-world and mathematical problems - 24% This data analysis indicates a needed area of support in 8th grade reading and math in 6th, 7th, and 8th grades in the specific areas indicated.

Additionally, the reading data collected through the Gates-McGinitie Reading Assessments further indicates needed support, especially in 6th grade reading, that is not indicated in the latest check-in benchmark data. Considering the NC Check-in and Gates-McGinitie Reading Assessment data together, a clear path towards addressing learning loss is evident. In addition to summer learning opportunities for students already planned and funded, TCS will plan to use ESSER II monies to increase student support during the 2021-22 school year by implementing evidence based practices to meet the comprehensive needs of students in the form of additional intervention and tutoring support. To fulfil this plan in the lab school environment, funds would be used to employ additional tutors and staff trained in evidence based practices for reading and math support in addition to core 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.

\$ 6,389.00 * 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;

Funds will be used to address learning loss and deficiencies related to COVID from the 2019-2020 school year for all students at TCS by increasing tutoring and intervention services during and afterschool in math and reading based on the data analysis above. Core instructional teachers and special education teachers supported by university undergraduates will plan and provide additional core content support in addition to the regularly scheduled core instructional time in the daily schedule during the 2021-22 school year. Impacts measure will be assessed on the increased student proficiency on NC Check-In benchmark assessments 1-3 during the 2021-22 school year.

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

Teachers will further NC standards through enrichment and remediation time after school. Evidence based strategies will be used to enhance learning based on MTSS levels of intervention identified through multiple levels of assessment including universal, diagnostic, and progress monitoring. Specifically, the Renaissance (Star) program, Newsela,

EasyCBM, BASC-3 intervention resources, will be used, as well as the expertise of master teachers to inform the instructional strategies used in the tutoring program. Through the collaboration and partnership with WCU, master teachers will work closely with researchers to design interventions based on evidence in reading, math, and social emotional learning needs. As an NCSIP IHE partner, WCU also has access to evidence-based practices with instructors of RRtCP and FoM series of professional development who will also work alongside the master teachers at TCS to build appropriate and effective interventions.

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

Newsletters and One Calls are sent each week to keep families up to date with any happenings. Each time a student tests positive a One Call is made by the principal. When students must quarantine an email is sent to families with the expectation of what their child should be doing during their quarantine period, whether that be logging in to Canvas or joining Zoom synchronously. We will continue to collaborate with families to serve their child and address any instructional loss caused by the pandemic through offering additional support specifically in the after school hours tutoring that allows individual needs to be addressed.

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

When students must quarantine an email is sent to families with the expectation of what their child should be doing during their quarantine period, whether that be logging in to Canvas or joining Zoom synchronously. Teachers email the students to check in daily if they do not join Zoom. If the student does not join, nor has had any contact with anyone at the school, the administrative assistant calls the parent to check in and encourage parents to have their children engage for the time they are out. The administrative assistant also tracks attendance and alerts the principal to possible students who need a check in from the principal as well. Students who may need additional support are discussed in MTSS and placed in the tier process if necessary. Check and Connect mentors check in weekly with a student who has been assigned to them who may need supplemental or intensive support based on data collected.

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

Test scores including EOGs, Check Ins and Gates MacGinitie are all used as well as reports card grades to monitor how students are performing pre-pandemic as compared to during complete remote and now. Students who may need additional support are discussed in MTSS and placed in the tier process if necessary. Check and Connect mentors check in weekly with a student who has been assigned to them.

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				\$

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 \$ 0.00

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)

**Catamount School (50Z) 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

Catamount School (50Z) 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>Kim Winter</u>

Substantially Approved Dates

Catamount School (50Z) 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

New Applicant Summary

Catamount School (50Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Catamount School (50Z) 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

Catamount School (50Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

66300039

*** Address:**

100 Smoky Mountain Drive Sylva, NC 28779

*** Superintendent:**

Dr. Kim Winter

Key Personnel:

* Mrs. Angela Lunsford

History Log

Ascend Leadership Academy: Lee County (53B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/27/2021 5:33:32 PM	Miya Brown	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
	10/27/2021 5:33:32 PM	Miya Brown	Status changed to 'Fiscal Representative Approved'.	S
	10/27/2021 5:31:58 PM	Miya Brown	Status changed to 'Revision Completed'.	S
	10/20/2021 3:07:38 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Ascend Leadership Academy: Lee County (53B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1)	<u>PRC181</u> CFDA: 84.425U	Total
Allotment		\$23,676.00	\$23,676.00
Carryover		\$43,150.00	\$43,150.00
Total		\$66,826.00	\$66,826.00

Budget

Ascend Leadership Academy: Lee County (53B) Charter 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
53B	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$23,676.00	\$23,676.00
Carryover Amount:	\$43,150.00	\$43,150.00
Allotment Plus Carryover:	\$66,826.00	\$66,826.00
Total Budgeted:		\$66,826.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	10/28/2021 08:44 AM	Admin, NCCCIP

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

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/28/2021 8:44 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 4:23 PM	Approved (Pending)		Letchworth, Tina			
7/30/2021 10:37 AM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All ▼

000 - Ascend Leadership Academy: Lee County

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	192	000	00	\$16,426.00	\$0.00	\$16,426.00		
	Salary	3	5210	121	000	00	\$0.00	\$23,676.00	\$23,676.00	EC Teacher Salary	
	Salary	3	5330	121	000	00	\$20,351.61	\$0.00	\$20,351.61		

	Other	3	5330	211	000	00	\$1,556.90	\$0.00	\$1,556.90	
	Other	3	5330	231	000	00	\$4,815.49	\$0.00	\$4,815.49	

Total: \$43,150.00 \$23,676.00 \$66,826.00

Grant Details

Ascend Leadership Academy: Lee County (53B) 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.

Ascend Leadership Academy has used student achievement data, stakeholder surveys, inventory records, and financial data to determine the most important educational needs as a result of Covid -19. School leadership and classroom teachers have created a list of items that would best support a high level of instruction in the Covid and Post Covid learning environment, on that list are instructional support personnel who focus specifically on using student formative/summative assessment data to target students who are performing below grade level and provide targeted intervention strategies. This would include working directly with students targeted and providing professional development/support for teachers who instruct these students. This would include hiring an academic support teacher who specifically works with these identified students and Core area teachers to provide effective targeted instruction for students performing below grade level or who experienced learning loss due to COVID-19. ALA also plans to supplement the pay of existing teachers to serve as MTSS specialists as well as supplement the salary of two existing EC teachers to support the increase in EC related services due to 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.

ALA's MTSS team will identify students who require remediation and interventions as a result of learning loss from the 21-22 school year. All of these students should meet the following criteria: -Classroom Performance: Students scored a 59 or below for their final grade in ELA/English and/or Math in the previous school year -Formative/Summative Assessments: Students performed below grade level on NC Check-Ins, EOGs, and or benchmark assessments in Reading and Math in previous school year -Teacher Observation: Students were not proficient in grade level standards as related to measurable classroom activities and assessments as determined by their previous teacher Analyzing the data from the 20-21 school, it is apparent that ALA needs to hire an academic support teacher for the 21-22 school year. This individual's sole objective will be to address learning loss of students identified in the MTSS program. ALA also plans to supplement the pay of existing teachers to serve as MTSS specialists. These individuals will take on extra duties that will include providing support and professional development for teachers on effective strategies to the address the needs of students who experienced learning loss during the 20-21 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.

\$ 66,826.00 * 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;

ALA will hire an Academic Support teacher whose primary responsibility will be to provide small group instruction to students who are identified through ALA's MTSS program. The MTSS team will use classroom performance, formative/summative assessment, and teacher observation data from the beginning of the school year to target students who will receive instruction from the Academic Support teacher. Core area teachers will work with the

Academic Support teacher to create targeted lesson plans that are designed to address the academic needs of the students through differentiated instruction.

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

The MTSS team will use classroom performance, formative/summative assessment, and teacher observation data from the beginning of the school year to target students who will receive instruction from the Academic Support teacher. Core area teachers will work with the Academic Support teacher to create targeted lesson plans that are designed to address the academic needs of the students through differentiated instruction. The MTSS specialists will be responsible for researching and providing professional development for teacher that 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;

ALA administration will provide parents and families with academic support information via the school website, Swift K12, and hard copies of documentation sent home with students. ALA will also host parent/community engagement programs whose agenda will consist of providing parents and families with a list of resources available to support their child's education. This usually includes the location of specific instructional resources, logins to online instructional programs, tutorials for the use of electronic devices, and a review of curriculum standards for the various courses their child is enrolled in.

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

ALA uses a variety of methods to track student attendance including using PowerSchool, Teacher records, and online spreadsheets created to track trends. We also utilize a tier intervention system for students that show chronic attendance issues and lack of engagement throughout the school year. This includes letters home to parents, mandatory conferences with parents and school administration, and alternate attendance interventions (Saturday School, 5th Period, etc.). ALA plans to implement all of these same methods to improve student engagement in distance education as well.

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

ALA is planning an orientation at the beginning of the 21-22 school year. During this orientation, students will participate in a variety of assessments that will give teachers baseline data of where each students lies with regard to the previous grade levels academic standards. Teachers will also analyze data from summative assessments from the 20-21 school year to help identify students who experienced learning loss and pull data from the 19-20 school year to analyze the progression of each student over time. After all of this data analysis, students will be placed in groups

based on their ability and will receive targeted instruction via MTSS and our Flexible Friday program. We plan to use programs like iReady, Edmentum Right Path, and IXL to increase student proficiency and fill academic gaps formed due to the challenges of COVID-19. These programs will be designed to target student individual needs and will be lead by the MTSS specialists hired using ESSER III funds.

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				\$

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 \$ 0.00

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)

Ascend Leadership Academy: Lee County (53B) 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

Ascend Leadership Academy: Lee County (53B) 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)]	<u>Justin Smith</u> <u>Miya Brown</u>

Substantially Approved Dates

Ascend Leadership Academy: Lee County (53B) 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, September 8, 2021

New Applicant Summary

Ascend Leadership Academy: Lee County (53B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Ascend Leadership Academy: Lee County (53B) 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

Ascend Leadership Academy: Lee County (53B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

81117782

*** Address:**

283 Harvey Faulk Road Sanford, NC 27332

*** Superintendent:**

Mr. Justin Smith

Key Personnel:

* Miya Brown

History Log

Lincoln Charter School (55A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:07:47 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Lincoln Charter School (55A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$360,447.00	\$360,447.00
Carryover	\$0.00	\$0.00
Total	\$360,447.00	\$360,447.00

Budget

Lincoln Charter School (55A) 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
55A	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$360,447.00	\$357,835.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$360,447.00	\$357,835.00
Total Budgeted:		\$357,835.00
Total Remaining:	\$2,612.00	\$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 12:33 AM	Approved (Pending)		Popp, James			
9/30/2021 8:30 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Lincoln Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	8200	399	000	00	\$0.11	\$0.00	\$0.11		
Total:							\$0.11	\$0.00	\$0.11		

001 - Other

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	311	000	00	\$22,000.00	\$0.00	\$22,000.00		
	Other	3	5110	312	120	00	\$10,000.00	\$0.00	\$10,000.00		
	Other	3	5110	418	000	00	\$26,000.00	\$0.00	\$26,000.00		

	Salary	3	5320	131	000	00	\$19,999.92	\$0.00	\$19,999.92		
	Other	3	5320	211	000	00	\$1,530.00	\$0.00	\$1,530.00		
	Salary	3	5350	121	000	00	\$12,800.00	\$0.00	\$12,800.00		
	Other	3	5350	180	000	00	\$2,000.00	\$0.00	\$2,000.00		
	Other	3	5350	211	000	00	\$1,132.20	\$0.00	\$1,132.20		
	Salary	3	5830	131	000	00	\$42,769.92	\$0.00	\$42,769.92		
	Other	3	5830	211	000	00	\$3,271.90	\$0.00	\$3,271.90		
	Other	3	5840	311	000	00	\$12,000.00	\$0.00	\$12,000.00		
	Other	3	6510	344	000	00	\$6,000.00	\$0.00	\$6,000.00		
	Salary	3	6610	151	000	00	\$16,526.52	\$0.00	\$16,526.52		
	Other	3	6610	211	000	00	\$1,264.28	\$0.00	\$1,264.28		

Total: \$177,294.74 \$0.00 \$177,294.74

002 - Other

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	311	000	00	\$22,000.00	\$0.00	\$22,000.00		
	Other	3	5110	312	120	00	\$10,000.00	\$0.00	\$10,000.00		
	Other	3	5110	418	000	00	\$24,000.00	\$0.00	\$24,000.00		
	Salary	3	5250	144	000	00	\$5,000.16	\$0.00	\$5,000.16		
	Other	3	5250	211	000	00	\$382.51	\$0.00	\$382.51		
	Other	3	5250	411	000	00	\$9,617.33	\$0.00	\$9,617.33		
	Salary	3	5320	131	000	00	\$20,000.04	\$0.00	\$20,000.04		
	Other	3	5320	211	000	00	\$1,530.01	\$0.00	\$1,530.01		

	Salary	3	5350	121	000	00	\$11,200.00	\$0.00	\$11,200.00		
	Other	3	5350	180	000	00	\$1,750.00	\$0.00	\$1,750.00		
	Other	3	5350	211	000	00	\$990.68	\$0.00	\$990.68		
	Salary	3	5830	131	000	00	\$36,829.92	\$0.00	\$36,829.92		
	Other	3	5830	211	000	00	\$2,817.49	\$0.00	\$2,817.49		
	Other	3	5840	311	000	00	\$12,000.00	\$0.00	\$12,000.00		
	Other	3	6510	344	000	00	\$6,000.00	\$0.00	\$6,000.00		
	Salary	3	6610	151	000	00	\$15,255.00	\$0.00	\$15,255.00		
	Other	3	6610	211	000	00	\$1,167.01	\$0.00	\$1,167.01		

Total: \$180,540.15 \$0.00 \$180,540.15

Grant Details

Lincoln Charter School (55A) 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.

School leadership teams comprised of school administration, school counselors, special education representatives, and MTSS representatives; all have gathered data from various data sources to gauge the general health of the school. Lincoln Charter School uses IREADY assessment data, attendance data, student/staff/family culture surveys, and social emotional health screeners to gather data that indicates the general academic, social emotional and operational health of the school. These academic assessments are given 2-3 times per year and annually for the culture surveys, in order to determine students at risk as well as the effectiveness of instruction and interventions given over 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.

Staff attrition over the 2020 school year was 10.9%, the second highest over the last 6 years. Only 50% of new teachers felt they had the appropriate levels of support to impact students needs, especially those in the EC subgroup. 11% of K-11 students are at Risk and categorized Tier 3 for Math and/or Reading. Students scored an average of 13% points lower on the 2021 Math EOG than the previous year. 16% of all K-12 students qualify for free and reduced lunch 15% of High School students at LCS - Denver are currently earning a D or an F as their final grade. Increase to 48 non English speaking families. 33% of economically disadvantaged students are performing below the 50th percentile in Math and Reading according to IREADY assessment data. 57% increase in EC referrals since March of 2020 61% of 2nd - 4th grade students said they felt anxious and worried on the most recent student social emotional screener.

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.

\$ 94,000.00 * 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;

Lincoln Charter School uses IREADY assessment data, attendance data, student/staff/family culture surveys, and social emotional health screeners to gather data that indicates the general academic, social emotional and operational health of the school. These assessments are given 2-3 times per year in order to determine students at risk as well as the effectiveness of instruction and interventions given over time.

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

In partnership with UNCC and the New Teacher Support Program, instructional coaches will now be available and assigned to Lincoln Charter Teachers full time in order to improve CORE instructional practice in the classroom as it relates to student learning loss. The focus around all coaching activity will be to ensure student engagement is high across all K-12 students, real time progress monitoring and feedback are given to teachers to improve overall quality

of instruction to identified subgroups that have shown the greatest deficits. Instructional strategies to be targeted will be aggressive monitoring, behavioral strategies, reteaching and purposeful feedback. In response to the overall performance of students on the 2021 End of Grade Test in the subject of Math, a new curriculum program has been chosen and is in the planning stages to be implemented in the fall of 2022. An Intervention Specialist will also be hired to support students K-5 in the areas of math and reading. A virtual learning lab is available for all students K-12.....

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

School wide parent informational meetings are held annually at the beginning of the year with "Back to school night" and school orientations.. Traditional collaborative problem solving conferences are held at least 1x per year for every family and student lead conferences also are held once a year for Middle School families. Beyond these CORE events, traditional parent/teacher conferences are held regularly whenever there is a concern, from the teacher or the family, about a student either. Communication is provided weekly to parents through the school's adopted learning management programs - Canvas. Should it be necessary for a student to quarantine or stay home for a specific period of time due to the COVID 19 pandemic the school will ensure that the student/family has access to an electronic device, and remote instructional support from a staff member.

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

Powerschool attendance will be done on any student needing to attend distance education for any reason as it relates to the COVID 19 pandemic. If a student must attend school virtually for any circumstance as it relates COVID 19, students will have weekly asynchronous work as well as check in meetings with their teachers to ensure students are understanding the content and getting the skills needed to make progress. If a student is not attending class, the school social worker will partner with the appropriate authorities to determine what is preventing the child from school and helping to rectify those situations as quickly as possible.

* (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 be evaluated and compared to historic data using the IReady assessment system, Powerschool for grades and attendance, and EVAAS for historic testing data. All of this information will be accumulated into the school's Early Warning System so that every student's progress is reviewed regularly and any risk indicators will be identified as quickly as possible for early intervention.

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 response and prevention of COVID 19, a full time School Nurse is necessary. Legal guidance on COVID prevention and response for COVID legislation and grant interpretation.	September 2023 - September 2024		\$ 24,000.00

				- An additional school nurse will increase efficiency of contract tracing, identification of symptoms, communication with appropriate authorities and families to help ensure a safe and healthy school community. - Provides support to PSU to ensure proper understanding of all COVID legislation as it pertains to public charter schools. - Provides assurance of proper planning and implementation when preparing, responding and preventing negative impacts of the pandemic to the school community.	

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 and an increase of economically disadvantage students, a full time social worker will be hired to ensure this subgroup of students receive the support needed in and out of school. In response to as well as preparation of any future pandemic impact, translation services for families and students that are non English speakers is necessary. An increase in non English speaking families has happened over the past year, communication regarding school closure and	Sept 2023 - Sept 2024	It is predicted that the school will have a 2.5% increase in enrollment of economically disadvantaged students each year going forward. During a pandemic situation social worker would ensure access and basic needs of this subgroup were met at all times - in school or at home if virtual learning was put back into place. LCS has a 2% increase in non English speaking families, translation services will improve the schools ability to communicate regarding student needs or emergency situations.	\$ 58,059.97

		opening, safety protocols as well as academic information was very difficult.			
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No	In response to COVID, a professional development series will be programmed and implemented to ensure teachers are reading data and identifying pandemic gaps accurately, leveraging the lessons and experience of the COVID 19 pandemic, and learning strategies for repairing and rebuilding relationships within various school groups.	October 2021 - June 2023	Throughout these training topics, participants will explore strategies for identifying, collecting, and leveraging critical data points in their respective classrooms, and school community. In addition, this training will explore ways to transition lessons learned from the pandemic to the hybrid or in person environment. Lastly the training will have groups I explore strategies for building relationships, empathy, and community.	\$ 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				\$
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	In response to COVID 19 and e-learning, monthly hot spot access for students that do not have internet access is necessary.	Sept 2023 - Sept 2024	-Providing access will allow students that do not have the means to pay for internet access to engage and attend their scheduled online classes, turn in their work, and access information needed for assignments and learning content.	\$ 12,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	In response to the impacts of COVID 19 and an increase in anxiety among our students, hiring a full time School Counselor is necessary.	September 2023 - 2024		\$ 85,689.34

				Due to the COVID 19 closure, an increase in EC referrals requires greater efficiency of doing Psych evaluations for students referred for special education services. There was a 57% increase in referrals from 19/20 to 20/21 as a result of learning loss due the COVID 19 Pandemic and school closure. In response to the COVID 19 pandemic, student social emotional health has declined creating the need for increased efficiency and response for school counseling 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	In response to the learning loss in Math and Reading that happened due to school closure during the the COVID 19pandemic, a summer learning program including is necessary. Funds will pay for: - instructional staff pay, - meals, - Transportation expenses including driver pay and gas. - summer day camp registration fees for families that need additional childcare after summer school hours has ended at noon.	April 2023 - June 2024	This personalized academic intervention opportunity is designed to meet individual students' need to improve proficiency and growth. We predict to see our overall proficiency percentages to improve by 10%.	\$ 29,872.88

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	Due to COVID 19 Pandemic and relief funds made available for charter schools, a Federal Program Director will be hired to write and monitor ESSERIII grant compliance needs.	Sept 2023 - Sept 2024	A federal programs director will ensure all compliance measures of the grant are met and allowable use activities are implemented with fidelity throughout the duration of the grant. --	\$ 34,212.81
Total ESSER III Allotment					\$ 263,835.00

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)

Lincoln Charter School (55A) 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

Lincoln Charter School (55A) 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)]	<u>Tiffany Mocerl</u>

Substantially Approved Dates

Lincoln Charter School (55A) 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	Thursday, September 30, 2021

New Applicant Summary

Lincoln Charter School (55A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Lincoln Charter School (55A) 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

Lincoln Charter School (55A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

124658944

*** Address:**

7834 Galway Lane Denver, NC 28037

*** Superintendent:**

Mr. Jonathan Bryant

Key Personnel:

* Tiffany Mocerì

History Log

West Lake Preparatory Academy (55B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/21/2021 3:09:47 PM	Leonore Ballard	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
	10/21/2021 3:09:46 PM	Leonore Ballard	Status changed to 'Chief Administrator Approved'.	S
☐	10/21/2021 3:09:38 PM	Leonore Ballard	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
	10/21/2021 3:09:38 PM	Leonore Ballard	Status changed to 'Fiscal Representative Approved'.	S
	10/21/2021 3:09:25 PM	Leonore Ballard	Status changed to 'Revision Completed'.	S
	10/20/2021 3:07:50 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

West Lake Preparatory Academy (55B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$23,676.00	\$23,676.00
Carryover	\$43,150.00	\$43,150.00
Total	\$66,826.00	\$66,826.00

Budget

West Lake Preparatory Academy (55B) 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
55B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$23,676.00	\$0.00
Carryover Amount:	\$43,150.00	\$43,150.00
Allotment Plus Carryover:	\$66,826.00	\$43,150.00
Total Budgeted:		\$43,150.00
Total Remaining:	\$23,676.00	\$0.00

Current Budget Status

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

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

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/4/2021 4:45 PM	Approved		Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/4/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 6:43 PM	Approved (Pending)		Popp, James			
9/25/2021 8:15 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Denied		Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
				3-5350-198-000-000-00	0	Budget is being returned for correction (over budgeted)
9/17/2021 2:22 PM	Denied (Pending)		Popp, James			
7/7/2021 8:16 AM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All

**000 - West Lake Preparatory Academy**

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

							Amount	Amount	Amount	Justification	Comments
	Other	3	5350	198	000	00	\$43,150.00	\$0.00	\$43,150.00		
Total:							\$43,150.00	\$0.00	\$43,150.00		

Grant Details

West Lake Preparatory Academy (55B) 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.

"At West Lake Preparatory Academy, we have a team that consists of the Principal, SOA, EC Lead, and CRT that look at school-wide data to determine high needs areas and ways to support the learning of our students. This year, we have used iReady data and NWEA MAP data to target specific academic areas that students need additional support in. Based upon our end of the year NWEA MAP data, our students need the greatest support in math in grades 3-7. Based upon NWEA for reading, students in K-2 need greater support. In order to address the needs to increase student understanding and achievement in math and reading, we would like to employ an interventionist to provide small group instruction that is targeted on specific skills deficits. "

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 End of Year NWEA MAP data our school is less proficient in math for grades 3 and up. Based upon the End of Year NWEA MAP data our school is less proficient in reading for K-2. These students need targeted instructional support to close academic learning gaps that have occurred due to the 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.

\$ 66,826.00 * 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;

WLPA will administer NWEA and iReady assessments in both reading and math to identify students academic gaps. This data will be used to drive differentiated instruction in the classroom learning environment, after school tutoring, and Camp Wildcat (summer school).

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

iReady assessments will drive students individual learning pathways. Teachers and tutors will use research-based instructional strategies in small group and one-on-one instruction.

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

Teachers and tutors will use Schoology to communicate with parents and families student needs. They will also provide additional reading and math supports that parents/families can use to support standards mastery in the classroom.

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

Teachers will take daily attendance in Power School and work with the attendance administrator to address attendance issues that may arise.

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

Historical data (housed in an on-line tracker shared with instructional staff and instructional support staff) will be analyzed to determine learning loss of students in grade-level and whole staff PLC's. Students with a learning loss of 2 or more years will be in MTSS and the MTSS team will work together to provide a learning plan 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				\$
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				\$

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 \$ 0.00

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)

West Lake Preparatory Academy (55B) 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

West Lake Preparatory Academy (55B) 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)]	<u>Leonore Ballard</u>

Substantially Approved Dates

West Lake Preparatory Academy (55B) 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 13, 2021

New Applicant Summary

West Lake Preparatory Academy (55B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

West Lake Preparatory Academy (55B) 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

West Lake Preparatory Academy (55B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

38019502

*** Address:**

1691 Forney Creek Denver, NC 28037

*** Superintendent:**

Mrs. Jennifer G. Wilson

Key Personnel:

* Leonore Ballard

History Log

Queen's Grant Community School (60G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:13 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Queen's Grant Community School (60G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$157,062.00	\$157,062.00
Carryover	\$313,090.00	\$313,090.00
Total	\$470,152.00	\$470,152.00

Budget

Queen's Grant Community School (60G) 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
60G	181	0	No	No	0.76 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$157,062.00	\$0.00
Carryover Amount:	\$313,090.00	\$313,090.00
Allotment Plus Carryover:	\$470,152.00	\$313,090.00
Total Budgeted:		\$313,090.00
Total Remaining:	\$157,062.00	\$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			
8/20/2021 8:18 AM	Approved (Pending)		Dryman, Timothy			
7/27/2021 1:47 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Queen's Grant Community School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$189,382.50	\$0.00	\$189,382.50		
	Salary	3	5110	141	000	00	\$5,400.00	\$0.00	\$5,400.00		
	Salary	3	5110	148	000	00	\$16,920.00	\$0.00	\$16,920.00		
	Other	3	5110	211	000	00	\$17,094.05	\$0.00	\$17,094.05		
	Other	3	5110	221	000	00	\$6,940.48	\$0.00	\$6,940.48		
	Other	3	5110	232	000	00	\$2,025.27	\$0.00	\$2,025.27		
	Other	3	5110	233	000	00	\$3,732.22	\$0.00	\$3,732.22		
	Other	3	5110	235	000	00	\$1,990.37	\$0.00	\$1,990.37		

	Other	3	5110	299	000	00	\$58,126.20	\$0.00	\$58,126.20		
	Other	3	5330	311	000	00	\$500.00	\$0.00	\$500.00		
	Other	3	5330	411	000	00	\$2,000.00	\$0.00	\$2,000.00		
	Other	3	5330	418	000	00	\$4,000.00	\$0.00	\$4,000.00		
	Other	3	6540	311	000	00	\$2,000.00	\$0.00	\$2,000.00		
	Other	3	6540	411	000	00	\$642.35	\$0.00	\$642.35		
	Other	3	8100	392	000	00	\$2,336.56	\$0.00	\$2,336.56		
Total:							\$313,090.00	\$0.00	\$313,090.00		

Grant Details

Queen's Grant Community School (60G) 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 is a need for water filling stations to prevent the spread of COVID-19. - There was a need to increase the air quality within the school to prevent the spread of COVID-19. - There were not sufficient student technology devices and accessories, digital curriculum subscriptions, and connectivity for students to implement remote learning. - Additional instructional materials (non-digital) were needed to address the student learning loss as a result of COVID-19. Remote packets were needed to be sent out to students during school closure. - 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, 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. - 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.

Part C: Address Learning Loss

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

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

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

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

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	Water Filling Stations will be installed to prevent the spread of COVID-19 and reduce the sharing of items during in-person instruction.	Implementation timeline aligns with the grant project period.	Prevention of spreading COVID-19	\$ 8,750.00

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 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	\$ 6,619.20
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		Implementation timeline aligns with the grant project period.	Increased staff retention	\$ 58,126.20

		COVID-19 stipends allocated to employees to compensate them for the new duties they assumed due to COVID-19 pandemic. These duties were outside their regular position and in direct response to preventing, preparing, and responding to COVID-19. School staff will be eligible for COVID-19 stipends in spring 2021 and fall 2021. Maximum stipend per employee is \$3,000.			

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	Sanitation Services are needed to meet sanitation requirements due to COVID-19, additional and more frequent cleaning of the building are needed.	Implementation timeline aligns with the grant project period.	Prevention of spreading COVID-19	\$ 20,917.44
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				\$
		Chromebooks including headphones and			\$ 103,701.55

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	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 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	Implementation timeline aligns with the grant project period.	Increased student achievement due to increased participation in remote learning	

		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.	Implementation timeline aligns with the grant	Increased student achievement	\$ 21,483.61

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

\$

219,598.00

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)

Queen's Grant Community School (60G) 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

Queen's Grant Community School (60G) 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)]	<u>Jena Winters</u>

Substantially Approved Dates

Queen's Grant Community School (60G) 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	Thursday, July 29, 2021

New Applicant Summary

Queen's Grant Community School (60G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Queen's Grant Community School (60G) 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

Queen's Grant Community School (60G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

135162076

*** Address:**

6400 Matthews Mint Hill Road Mint Hill, NC 28227

*** Superintendent:**

Ms. Krista Tolchin

Key Personnel:

* Ashley N. Benton - Grants Manager

History Log

Socrates Academy (60J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:17 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Socrates Academy (60J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$31,146.00	\$31,146.00
Carryover	\$58,267.00	\$58,267.00
Total	\$89,413.00	\$89,413.00

Budget

Socrates Academy (60J) 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
60J	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$31,146.00	\$0.00
Carryover Amount:	\$58,267.00	\$58,267.00
Allotment Plus Carryover:	\$89,413.00	\$58,267.00
Total Budgeted:		\$58,267.00
Total Remaining:	\$31,146.00	\$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			
9/30/2021 10:32 AM	Approved (Pending)		Dryman, Timothy			
8/6/2021 9:04 AM	Received		Admin, NCCCIP			
7/29/2021 10:05 AM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All

**000 - Socrates Academy**

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$40,209.96	\$0.00	\$40,209.96		
	Other	3	5110	211	000	00	\$3,076.01	\$0.00	\$3,076.01		
	Other	3	5110	221	000	00	\$8,717.51	\$0.00	\$8,717.51		
	Other	3	5110	231	000	00	\$6,263.52	\$0.00	\$6,263.52		
Total:							\$58,267.00	\$0.00	\$58,267.00		

Grant Details

Socrates Academy (60J) 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.

After reviewing the potential uses for PRC 181 funds, the Socrates Academy leadership team narrowed the uses to the four items that would have the most impact on mitigating learning loss. The team then asked grade level/departments Chief Communication Officers (CCOs) to bring the four choices to their team and rank the items in order of importance to them. The results were then discussed at the April CCO meeting. The top two items--as voted on by the school staff were then split between the allotted funds. Socrates Academy intends to assess and address student learning gaps by using data from MAP assessments and EOG data (when available).

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.

Socrates Academy will use these funds to pay the salary plus benefits for a full time interventionist for scholars in Kindergarten through 5th grade during the 2022-2023 school year. The COVID-19 pandemic will have lasting effects

on schools, scholars, and staff members and has the potential to put a larger number of scholars at risk for learning loss because of remote or missed instruction. Having a full time interventionist employed for our younger scholars will ensure that at risk scholars are identified in a timely manner and that they are provided with high quality instruction on a consistent basis. Socrates Academy will also use a portion of these funds to provide scholars in Kindergarten and 1st grade with iPads for instruction and assessments. Over the past year, Socrates has successfully obtained 1:1 Chromebooks for scholars in grades 2-8. However, these devices are less appropriate for our youngest scholars due to the devices' sophisticated interface. iPads offer better control because of their touchscreen which provides teachers with less technology issues to resolve and increases scholar independence during assignments.

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.

\$ 58,267.00 * 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;

Socrates Academy will continue to evaluate students' academic needs by administering the MAP assessment in Math, Reading, and Science three times a year (Fall, Winter, and Spring). This test is nationally normed and provides teaching staff an insight into what areas the student needs more instruction in and what skills are emerging. This assessment also shows a scholar's growth between school years. Using a portion of the allotted funds to pay for a full time interventionist will ensure that scholars are being identified for interventions in a timely manner and interventions are delivered on a consistent basis and with fidelity. The interventionist will also be responsible for progress monitoring scholars throughout interventions and reviewing that data with the rest of the scholar's team (teachers, parent, administration) informally and during monthly MTSS meetings.

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

The interventionist will be responsible for meeting frequently with teachers to discuss scholar progress and to help create and implement evidence based activities. Teaching teams also meet by grade level and by content area each quarter to assess scholar progress. These meetings follow the MAP assessment that is given 3 times a year, which provides teachers with relevant information that allows them to make decisions driven by data.

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

Teaching teams will provide frequent communication to families on their scholar's response to intervention. Socrates Academy will also offer a curriculum night to families in the Fall as well as parent/teacher conferences in the Fall and Spring. These conferences allow parents to speak with their scholar's teachers, administration, and school counselor if applicable on what their scholar's strengths are and what their areas of growth are. The team will collaborate on ways to increase scholar engagement, attendance, grades, etc.

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

Student attendance and engagement will be tracked through PowerSchool and communicated frequently during informal check-ins with the school counselor/administrator and Fall/Spring conferences with families. When a scholar has 3, 6 and 10 absences, Socrates Academy sends the family a letter reiterating the attendance policy and works with the family to find a solution to improve the scholar's attendance.

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

Socrates Academy uses MAP data (given 3 times a year) to evaluate and compare a scholar's progress before COVID and throughout the pandemic and remote/hybrid learning. MAP assessments allow teachers to review each score a scholar has ever received on the assessment from year to year and by subject (math, reading, and science). This gives teachers a clear picture on a scholar's rate of progress throughout their academic career. The MAP assessment is also nationally normed so teachers can compare scholars to our district average and to same-age students across the country. Socrates Academy also uses BOG/EOG data when available. If this data is unavailable due to absences or COVID-19 school closures, teachers can use MAP data to estimate what a scholar's projected EOG score would be. Scholars who are identified as "at risk" or have made limited progress in the classroom and interventions are discussed monthly during the school's MTSS meeting. -RTI discussed in MTSS

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				\$

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 \$ 0.00

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)

Socrates Academy (60J) 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

Socrates Academy (60J) 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)]	<u>Lindsay Alpaugh</u>

Substantially Approved Dates

Socrates Academy (60J) 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, September 29, 2021

New Applicant Summary

Socrates Academy (60J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Socrates Academy (60J) 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

Socrates Academy (60J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

606722333

*** Address:**

3909 Weddington Rd Matthews, NC 28105

*** Superintendent:**

Ms. Vanessa Baker

Key Personnel:

* Lindsay Alpaugh

History Log

KIPP: Charlotte (60L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/3/2021 1:37:08 PM	Allie Evans	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	11/3/2021 1:36:49 PM	Allie Evans	The ARPA - ESSER III Application (PRC 181) has been returned as <i>not approved</i> for the following reasons: * The FPMS-ARPA ESSER III PRC 181 budget of \$3,111,364.00 is less than the Adjusted Allocation amount of \$3,115,966.00. Please revise to ensure budget meets adjusted allocation amount. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Allie Evans ESSER Program Administrator NCDPI Federal Programs and Monitoring Division	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/20/2021 10:21:40 AM	Pat Morgan	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 10:21:40 AM	Pat Morgan	Status changed to 'Chief Administrator Approved'.	S
☐	10/20/2021 10:21:24 AM	Pat Morgan	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 10:21:24 AM	Pat Morgan	Status changed to 'Fiscal Representative Approved'.	S
	10/20/2021 10:21:07 AM	Pat Morgan	Status changed to 'Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/16/2021 6:00:48 AM	Pat Morgan	Status changed to 'Revision Started'.	S

Allotments

KIPP: Charlotte (60L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$3,115,966.00	\$3,115,966.00
Carryover	\$0.00	\$0.00
Total	\$3,115,966.00	\$3,115,966.00

Budget

KIPP: Charlotte (60L) 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
60L	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$3,115,966.00	\$3,111,364.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$3,115,966.00	\$3,111,364.00
Total Budgeted:		\$3,111,364.00
Total Remaining:	\$4,602.00	\$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			
10/1/2021 4:32 PM	Approved (Pending)		Perrotta, Paul			
9/20/2021 8:11 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - KIPP Charlotte

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	141	000	00	\$1,275,420.00	\$0.00	\$1,275,420.00		
	Other	3	5110	211	000	00	\$89,279.40	\$0.00	\$89,279.40		
	Other	3	5110	221	000	00	\$38,262.60	\$0.00	\$38,262.60		
	Other	3	5110	231	000	00	\$152,649.90	\$0.00	\$152,649.90		
	Salary	3	5320	131	000	00	\$228,000.00	\$0.00	\$228,000.00		
	Other	3	5320	211	000	00	\$17,442.00	\$0.00	\$17,442.00		
	Other	3	5320	221	000	00	\$6,840.00	\$0.00	\$6,840.00		
	Other	3	5320	231	000	00	\$27,360.00	\$0.00	\$27,360.00		
	Salary	3	5330	121	000	00	\$120,000.00	\$0.00	\$120,000.00		

	Other	3	5330	211	000	00	\$8,400.00	\$0.00	\$8,400.00		
	Other	3	5330	221	000	00	\$3,600.00	\$0.00	\$3,600.00		
	Other	3	5330	231	000	00	\$14,400.00	\$0.00	\$14,400.00		
	Other	3	5330	311	000	00	\$333,506.10	\$0.00	\$333,506.10		
	Salary	3	5840	131	000	00	\$200,000.00	\$0.00	\$200,000.00		
	Other	3	5840	211	000	00	\$14,000.00	\$0.00	\$14,000.00		
	Other	3	5840	221	000	00	\$6,000.00	\$0.00	\$6,000.00		
	Other	3	5840	231	000	00	\$24,000.00	\$0.00	\$24,000.00		
	Other	3	6940	311	000	00	\$552,204.00	\$0.00	\$552,204.00		

Total: \$3,111,364.00 \$0.00 \$3,111,364.00

Grant Details

KIPP: Charlotte (60L) 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) Our committee consisted of KIPP NC Central Office staff, other community partners with experience in closing unfinished learning gaps in students. We brought all of our individual school goals and current student data to the table to review where additional positions and community partnerships would be useful to address the following: (a) address pre-pandemic and pandemic learning loss (especially in reading, humanities, and math), (b) attend to the socio-emotional needs of marginalized populations, and (c) offer differentiated instruction to students—especially those with the most unfinished learning—in all grades. This resulted in us creating a unique staffing model and forging community partnerships for differentiated learning experiences. (2) We reviewed three years of pre-pandemic NC EOG Reading proficiency scores to support the addressing of learning loss caused by COVID. For Charlotte, those data points were: Charlotte: Reading Proficient Non-Proficient 2017 41% 59% 2018 37% 63% 2019 30% 70% If reliable data were available for 2020, we suspect that number would be in the teens for reading proficiency. (3) The review/planning committee decided on the following actions to address the learning loss created by the COVID Pandemic: (a) Hire 15 Teaching Fellows to act as teaching assistants to lower class sizes and create differentiated learning groups. (\$42,514.00 x 15 each, 2 years, Full-time) (b) Hire 2 School Nurses to help address the physical

needs of each student and to monitor COVID incidents.(\$50,000.00 each x 2 years, full-time) (c) Hire 2 Social Workers to help the socio emotional needs of each student.\$57,000.00 each, full-time, 2 years) (d) Hire 2 Reading Interventionists to work exclusively with students who need Tier 3 foundational skills help.(1 at \$50,000.00 (full-time, 2 years) and (1 at \$10,000.00, part- time for 2 years) (e) Additional instructional personnel, professional development, and central office support positions will assist principals, teachers, and student services to accelerate gains in their achievement hurt by the COVID-19 Pandemic. These additions will help our staff and students to address the learning gaps caused by COVID and its' disruptions to their learning environments. Hosting regular professional development sessions for instructional and operational aspects of school: managing the day-to-day operations of schools: connecting schools to curricular resources and assessments that they would not have access to otherwise; connecting schools to best-in-class training resources; authoring interim assessments in reading and math for 2-8 classrooms to use to understand their reading and math gaps; providing data analysis to schools around assessment and demographic data. In the KIPP NC Schools, these positions are shared among all 4 KIPP NC Schools. These are the positions to be shared among the 4 schools: Head of School Primary(\$35,237.00 yearly, 25%, 2 years), Head of School Middle (\$38,056.00 yearly, 25% funded, 2 years), Assistant Director of MS Math (\$23,961.00 yearly, 25% funded,2 year),Director of Support Services (\$24,243.00 yearly, 25% funded, 2 years), Assistant Director of Math (\$23,961.00 yearly, 25% funded, 2 years), Director of Social Work(\$18,605.00 yearly,25% funded, 2 years), and Chief Equity Officer (\$39,466.00 yearly, 25% funded, 2 years). (f)An unbudgeted reserve has been set-aside to address learning loss. Its specific use has yet to be determined.

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.

We brought all of our individual school goals and current student data to the table to review where additional positions and community partnerships would be useful to (1) address pre-pandemic and pandemic learning loss based on the proficiency scores from three previous years (especially in reading, humanities, and math), (2) attend to the socio emotional needs of marginalized populations, and (3) to offer differentiated instruction to students- especially those with the most unfinished learning- in all grades with a focus on the 70% non-proficient students in 2019. The EOGs represent a decline in scores over a 3 year period. Due to the COVID learning disruptions we predict that any 2020 proficiency scores would be in the teens.

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.

\$ 2,687,966.00 * 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 are implementing a series of assessments to help address learning gaps: (1) DIBELS assessment of foundational skills in literacy for all K-8 at Charlotte (will allow us to assess where each middle school student is in the acquisition of foundational skills in literacy: will be administered 4-5 times throughout the year, starting with an early-September administration of the assessment); Interim Assessments in both Reading and Math for all 2-8 graders at Charlotte (will allow us to assess how students are progressing against NC state standards); (3) Curricula assessments (will allow us to assess how students are progressing against Common Core State Standards taught in the Reading and Math curricula).

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

.We will use NC DIBELS data in reading and math achievement to monitor and address the learning needs of our students. With reliable and valid data from iReady as well as classroom progress reports (i.e., grades) we will differentiate instruction based on needs both in small and larger groups. The instruction will be differentiated to meet students current levels and to increase their achievement in a prescribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who brings to school different talents and interests. (Tomlinson and Mc Tighe, 2006, p.13). Strategies for adapting instruction in a differentiated setting include: A. Guided notes with blanks for students to fill in missing information B. Graphic organizers that visually display information and link concepts C. Study guides with questions for students to answer D. Written outline of the lesson E. Use visual aids F. Check for understanding G. Use technology during instruction and for guided and independent practice 1. Instructional Technology - Amongst the innovations and best practices in fostering student learning, especially those in a catch-up status, is the use of various forms of educational technology. The term includes the use of devices and the educational software associated with it (Prather, 2018). Zheng, et al. (2016) conducted a meta-analysis of 10 studies that focused on the effects the use of laptop programs

on students' academic achievement in K-12 schools. Significantly positive average effect sizes were found in all the major content areas (i.e., Math, Language Arts). The researchers also found significantly positive effects in the use of laptops in the standard classroom setting. How the laptops are used determines the effects, however. Ross (2020) after reviewing research over the last 30 years concerning educational technology, recommended these commonalities for use of technology for the increase in student academic as a tool not a different instructional system; communicate with stakeholders as to the intent and purposes of using laptops being realistic in the impact of technology, and evaluate the effectiveness on a continuous bases. such as thinking of educational tech: "(a) conceptualizing technology as an educational tool and delivery system, not as a "treatment" in itself; (b) defining and communicating to stakeholders what proximal and long-term outcomes the technology initiative is (and is not) expected to promote; (c) not over-promising impacts on student achievement on standardized assessments where technology applications are directed primary toward other educational goals; and (d) conducting ongoing evaluation studies to provide evidence of program implementation progress and effectiveness at different phases of the initiative." (p. 2015).

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

We continue to host monthly family meetings for all families (remote and in-person ones), and three report card conference days each year. Those meetings are filled with content that helps families understand the content their students are receiving during the instructional day, and ways that they can continue the learning at home. Our strategic hires listed above will allow us to better support students and their families in the learning.

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

We continue to host monthly family meetings for all families (remote and in-person ones), and three report card conference days each year. Those meetings are filled with content that helps families understand the content their students are receiving during the instructional day, and ways that they can continue the learning at home. Our strategic hires listed above will allow us to better support students and their families in the learning.

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

We are implementing a series of assessments to help address learning gaps: (1) DIBELS assessment of foundational skills in literacy for all K-8 at Charlotte (will allow us to assess where each middle school student is in the acquisition of foundational skills in literacy: will be administered 4-5 times throughout the year, starting with an early-September administration of the assessment); Interim Assessments in both Reading and Math for all 2-8 graders at Charlotte (will allow us to assess how students are progressing against NC state standards); (3) Curricula assessments (will allow us

to assess how students are progressing against Common Core State Standards taught in the Reading and Math curricula).

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				\$
		We will continue to employ 2 School Nurses to support our	2022-2024		\$ 200,000.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No	support our efforts in addressing any COVID issues as soon as possible. These nurses are both a preventive and reactive position that is very valuable in our school. They will work with families whose children have COVID as well as children who are suspected of having COVID. By having these nurses we feel we are better prepared to deal with all children's' health issues, as well as children with COVID. Healthier children mean higher achievement! They will be a liason between our school and our community. They will provide training to our		The continued employment of the 2 School Nurses will support our efforts to address any COVID issues as soon as possible. These nurses will be both a preventive and reactive position. The nurses will work with families whose children have COVID as well as children who are suspected of having COVID. We feel we are better prepared to deal with all children's' health issues, as well as children with COVID. Healthier children mean higher achievement! COVID data will be recorded by the school nurse	

		staff to help them learn how to assess their students for side effects from the COVID disruption to learning. The nurses can also keep updated information concerning issues related to COVID. These positions will be full-time and will be funded 100% by our ESSER III funds.			
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		2022-2024		\$ 228,000.00

		We will continue to employ 2 Social Workers to address the socio-emotional needs of our students and families. Our students and our families need support as we transition back to the "in-person" world from the isolation of the virtual learning environment created by the learning loss caused by the disruption of COVID. These are full-time positions and 100% of their salary will be paid from ESSER II funds.		Having additional support for our students and families to address social and emotional needs will provide a better learning environment for our students effected by the learning loss and disruption caused by COVID 19. It also strengthens skills needed to accelerate and address our learning loss in all subject areas caused by COVID. These social workers focus on increasing our attendance rate. Our goal is 5% proficiency increase in NC EOGs in both Reading and Math in grades 3-8 is our goal	

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 \$ 428,000.00

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)

KIPP: Charlotte (60L) 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

KIPP : Charlotte (60L) 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)]	<u>Rebecca Arroyo</u>

Substantially Approved Dates

KIPP : Charlotte (60L) 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, September 21, 2021

New Applicant Summary

KIPP: Charlotte (60L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

KIPP: Charlotte (60L) 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

KIPP: Charlotte (60L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

868911236

*** Address:**

931 Wilann Dr Charlotte, NC 28215

*** Superintendent:**

Mr. Tim Saintsing

Key Personnel:

* Mr. Tim Saintsing

History Log

Aristotle Preparatory Academy (60N) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:25 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Aristotle Preparatory Academy (60N) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$486,285.00	\$486,285.00
Carryover	\$0.00	\$0.00
Total	\$486,285.00	\$486,285.00

Budget

Aristotle Preparatory Academy (60N) 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
60N	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$486,285.00	\$483,582.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$486,285.00	\$483,582.00
Total Budgeted:		\$483,582.00
Total Remaining:	\$2,703.00	\$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			
9/30/2021 1:16 PM	Approved (Pending)		Mathis, Tammorah			
9/25/2021 8:06 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Aristotle Preparatory Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	126	000	00	\$21,600.00	\$0.00	\$21,600.00		
	Other	3	5110	164	000	00	\$27,000.00	\$0.00	\$27,000.00		
	Other	3	5110	232	000	00	\$3,240.00	\$0.00	\$3,240.00		
	Other	3	5110	233	000	00	\$4,050.00	\$0.00	\$4,050.00		
	Other	3	5110	411	000	00	\$5,000.00	\$0.00	\$5,000.00		
	Salary	3	5310	131	000	00	\$45,000.00	\$0.00	\$45,000.00		
	Other	3	5310	233	000	00	\$6,750.00	\$0.00	\$6,750.00		
	Salary	3	5840	131	000	00	\$65,000.16	\$0.00	\$65,000.16		
	Other	3	5840	232	000	00	\$9,750.00	\$0.00	\$9,750.00		

	Other	3	5840	411	000	00	\$6,000.00	\$0.00	\$6,000.00		
	Other	3	5850	197	000	00	\$49,999.92	\$0.00	\$49,999.92		
	Other	3	5850	232	000	00	\$7,500.00	\$0.00	\$7,500.00		
	Salary	3	5880	113	000	00	\$35,000.16	\$0.00	\$35,000.16		
	Other	3	5880	232	000	00	\$5,250.00	\$0.00	\$5,250.00		
	Other	3	6400	344	000	00	\$24,000.00	\$0.00	\$24,000.00		
	Other	3	6400	411	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Other	3	6400	418	000	00	\$4,500.00	\$0.00	\$4,500.00		
	Equipment	3	6400	462	000	00	\$87,500.00	\$0.00	\$87,500.00		
	Other	3	6540	311	000	00	\$57,600.00	\$0.00	\$57,600.00		
	Other	3	6540	411	000	00	\$8,841.76	\$0.00	\$8,841.76		

Total: \$483,582.00 \$0.00 \$483,582.00

Grant Details

Aristotle Preparatory Academy (60N) 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. 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: a. NC Check in data & NWEA MAP data for BOY, MOY & EOY timelines b. MTSS referrals from Spring 2021 & Fall 2021 c. Fall 2021 subgroup demographics & identified risk factors: EC, EL, FRL, Gifted, 504 plans, Tier 2 & 3. academic at-risk students d. Behavioral & Discipline referrals for continuing & new students e. Attendance data - on campus, hybrid and virtual as applicable 2) 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. a. School climate surveys issued to parents, students and staff to obtain stakeholder input b. Analysis by teachers and administration of pertinent PLC student progress monitoring, at-risk factors, and potential learning loss mitigation c. Review by school leaders, Board members, and EMO on stakeholder feedback, mitigation plans, SEL & academic risk factors & strateic planning sessions on how to address learning loss and risk factors 3) How the PSU intends to assess and address student learning loss resulting from the disruption in educational services. a. Continuous PLC progress monitoring tracking & MTSS plan implementation throughout the

school year b. NC Check in data, NWEA MAP data and other applicable data points that assist with narrowing the root causes and primary concerns surrounding student learning loss c. Review of stakeholder feedback, with the involvement of school leaders, Board members and the EMO create intervention and remediation plans for reducing learning loss. A hybrid instructional model was implemented which offered in-person learning to as many students who were willing to attend, and a virtual remote learning component for students that chose to learn from home. APA has provided synchronous live streamed instruction for all grade levels five days a week. We utilized NWEA's Measure of Academic Progress (MAP) to assess the baseline for our new students as well as projected proficiency at grade level. The school has also utilized iStation, IXL, and MTSS to provide remediation relevant to current in class lessons. For the returning 556 students, we were able to use the MAP data to measure growth or lack thereof from the winter 2020 assessments to the fall 2020 assessments. APA will conduct a summer school and afterschool tutoring program. APA will look to hire certified teachers to provide summer and after-school supplemental tutoring to support the academic needs and growth of at-risk students. The school plans to evaluate the effectiveness of the summer and after-school tutoring through the use of assessment data. A pre-assessment will be given to determine the needs of individual students. Formative and summative assessment data will be used to drive the instruction. To culminate and determine academic growth, a summative assessment will be given.

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. Stakeholder feedback shows high concerns for both academic and SEL risk factors, and how to close the gap in missed instructional time from March 2020 - current school year. 2. Data provided showed concerns around: Sanitization, air quality, and strategic planning for addressing future occurrences/outbreaks of the COVID 19 pandemic and potential variants 3. Plans will be outlined to set up additional supplemental intervention and tutoring sessions during the summer of 2022 to assist with student readiness for the 2022/23 school year

Prioritized Data Points Analyzed to drive Learning Loss initiatives:

	2019-2020	2020-2021	NCCK1	NCCK2	NCCK3	NCCK1	NCCK2	NCCK3
3rd (Lochan)	n/a	n/a	n/a	3rd	43.90%	37.10%	53%	4th(Orr/Strother)
					67.50%	57.20%	COVID	4th
					53.90%	54.40%		
					51.20%	5th (Mason)	57.10%	63.50%
					COVID	5th	51.20%	65.50%
					56.70%	6th (Mason)	59.40%	60%
					COVID	6th	43.30%	46.50%
					43.50%	7th	46.50%	54.60%
					52.50%			

In addition, all grades need math intervention to help close the gap between reading and math proficiencies. Some of the growth that tested grade levels experienced may be attributed to the Summer Jumpstart Camp in which the students participated last summer, with overall math proficiency levels increased in 4 out of 6 EOG tested grade levels, however the gap with reading proficiency still needs to close. Discussion and analysis within grade level PLC's indicated that a lack of small group instruction hindered the

ability to effectively address learning loss for our at-risk students. To address the loss of learning, the school staff will work through the summer of 2022 and offer continued learning to all enrolled students in all grade levels who are willing to participate. The board of directors, school administration and instructional staff have all committed to invest time and resources into our students until we are not only able to recover the academic loss due to school closures.

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.

\$ 96,716.40 * 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;

Learning Loss considerations for special populations will include: Low Income/Economically Disadvantaged, homeless & racial/ethnic minorities: Address access issues for distance learning if the need arises to move again to a hybrid or virtual learning environment. Ensure equal access and address connectivity issues for distance learning platforms
Students with disabilities: Aristotle will review each student's IEP goals and needs, provide any necessary accommodations and/or considerations for academic requirements, and will track progress with assigned teachers and PLCs on a weekly basis
English Learners: Each EL student will receive individualized review of language barriers and academic risk factors. Targeted support will be provided to address fluency gaps and work with the parents to provide meaningful communication in a language that they understand in order to remove barriers to effective instruction
Foster Care: Aristotle will coordinate individual Foster eligible student needs with each student's assigned Foster Care liaison, group home/foster parent(s) and teachers to ensure that any barriers to education success are removed and that any risk factors are targeted appropriately.

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

Aristotle Preparatory Academy will provide two summer learning sessions June & July 2022. The first session will begin on June 8, 2022 and end on June 30, 2022. This portion of the program is to provide remedial instruction for

students who do not pass the first administration of the Math and Science EOG's. Staff will have concentration on teams for differentiated math instruction in grades 3rd-7th. A teacher will be dedicated to the remediation of 5th graders who did not pass the Science EOG. There will also be a staff member who will provide small group remediation and instruction based on formative assessments given during this time. The second session will run for 30 instructional days beginning on July 5th, 2022 and end on July 30, 2022. This program will provide targeted, remedial instruction for at-risk rising first grade students through rising 8th grade students. Just over 20% of funds have been set aside to compensate teachers for summer school time in 2022 and 2023. Priority for summer school seating will be for low income learners, students with disabilities, and other categories of students with measurable gaps in math and reading proficiencies. NWEA Map and other online and in class assessments will be used to measure student progress.

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

Teachers will conference with the parents/guardians of each of their students and outline any identified skill gap areas. In addition, they will provide a list and links to online tools that can be utilized at home to support academic needs, such as Khan Academy, Eureka Math Parent tip sheets, Read Theory, Read Works, Prodigy, and more. In addition, teachers will provide tutorials on the use of Google Classroom and other virtual tools utilized for remote learning and will engage in regular two way communication on a consistent basis to ensure that parents are aware of their child's progress and grades.

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

Our staff will use the end of year NWEA MAP, iStation, IXL, and other relevant data to determine groups for rising 1st through rising 8th graders. All students will be placed into appropriate summer classes to gain missing skills and increase their opportunity for success. Extending our instruction through the summer also nurtures social emotional connections needed during this unprecedented time in our history.

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

Aristotle Prep will review historical, pre-pandemic academic data points for students experiencing learning loss and establish appropriate and reasonable goals towards addressing any achievement gaps noted. This will include a review at the individual student level of pre-pandemic NC Check in data points, End of Year State Achievement scores, as well as NWEA MAP results, report card & attendance information, behavior/discipline data, and any applicable sub group considerations (EL, EC, ED, 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				\$

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	Funds will be used to hire a family outreach coordinator who will assist families with remote learning access and questions, and will coordinate communications with families regarding contact tracing and COVID related questions and concerns. Particular attention will be paid to students and families in these special needs categories.	November 2021-June 2023	Student attendance records will be the primary documentation used to measure the success of family outreach to special needs populations.	\$ 40,250.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No	The school will employ a full-time nurse to help develop and implement appropriate procedures to ensure the school is prepared for timely COVID responses as needed, and to closely monitor student and staff well-being at school. Funds will also be used to purchase PPE to minimize germ transmission.	November 2021-June 2023	Staff, parent, and student surveys will be administered to gauge the effectiveness of a health care professional on school grounds.	\$ 80,750.00
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	Funds will be provided to purchase cleaning and sanitizing products for teacher and custodial staff use. In addition, contracted services with professional cleaning service will provide weekly deep cleaning to ensure a healthy school environment.	January 2022-December 2022	Staff and student attendance records will be used to measure the effectiveness of ensuring clean and sanitized school surfaces.	\$ 66,442.00
	* ☐ 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		January 2022-June 2023	NWEA Map on other in-class and online assessments will be used to measure student academic growth.	\$ 126,000.00

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 school will purchase 250 Chromebooks for student use, particularly during COVID quarantine and absence from school, along with licensing of software. additional funds are provided for continuation of secure cloud-based video conferencing for use during remote learning. Finally, internet hotspots will be purchased for students with inadequate access to high speed internet.			
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		January 2022-June 2023	NWEA Map on other in-class and online assessments will be used to measure student academic growth. Attendance and discipline records will be monitored to measure the effectiveness of these services.	\$ 73,423.60

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.

Funds will be used to hire a reading specialist, a behavior support specialist, and a full-time substitute teacher during the critical recovery years following the pandemic. This additional staff will be time limited to June 2023. These funds are part of the learning loss recovery reserve. (20%)

Total ESSER III Allotment \$ 386,865.60

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.

Grant Award Notification (GAN)

Aristotle Preparatory Academy (60N) 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

Aristotle Preparatory Academy (60N) 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)]	<u>Joe Maimone</u> <u>Ronna Krantzman</u> <u>Jordan Way</u>

Substantially Approved Dates

Aristotle Preparatory Academy (60N) 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	Thursday, September 30, 2021

New Applicant Summary

Aristotle Preparatory Academy (60N) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Aristotle Preparatory Academy (60N) 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

Aristotle Preparatory Academy (60N) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78833409

*** Address:**

8101 Fallsdale Dr Charlotte, NC 28214

*** Superintendent:**

Mrs. Naomi French

Key Personnel:

* Ronna Krantzman

* Joe Maimone

* Jordan Way

History Log

Eastside STREAM Academy (60P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:27 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Eastside STREAM Academy (60P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$145,324.00	\$145,324.00
Carryover	\$289,335.00	\$289,335.00
Total	\$434,659.00	\$434,659.00

Budget

Eastside STREAM Academy (60P) 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
60P	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$145,324.00	\$0.00
Carryover Amount:	\$289,335.00	\$289,335.00
Allotment Plus Carryover:	\$434,659.00	\$289,335.00
Total Budgeted:		\$289,335.00
Total Remaining:	\$145,324.00	\$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			
9/30/2021 10:29 AM	Approved (Pending)		Dryman, Timothy			
7/30/2021 10:40 AM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All ▼

000 - Eastside STREAM Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5210	311	000	00	\$41,400.00	\$0.00	\$41,400.00		
	Other	3	5330	413	000	00	\$120,000.00	\$0.00	\$120,000.00		
	Other	3	5330	418	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	6550	327	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	8200	399	000	00	\$37,935.00	\$0.00	\$37,935.00		

Total: \$289,335.00 \$0.00 \$289,335.00

Grant Details

Eastside STREAM Academy (60P) 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.

When schools were closed due to the COVID-19 pandemic in March 2020, Eastside STREAM Academy (ESA) began, what has continued to be, a process to plan and to provide all students with the means to receive quality remote or in-person instruction. Due to COVID-19 restrictions, ESSER I was remotely planned by Board members, the Principal, teachers, and parents. With the reduction in restrictions, ESA administrative staff have held in-person and remote meetings with Board members, teachers, parents, and third-party providers to discuss student needs and uses of federal funds (Title I, Title IV-B, Title IV, and Covid funds - ESSER II and ESSER III). These needs included summer programming, after school programming, gifted program, additional technology, more engaging curriculum, additional parent supports, mental health supports, BIPOC resources, additional transportation and sanitizing. Eastside STREAM Academy (ESA) uses i-Ready diagnostic results to assess student learning gaps. ESA has i-Ready diagnostic results from the 2019-2020 school year for most of the students and is thus able to track individualized learning gaps tied to the disruption of educational services. Schoolwide, only 32% of students are currently performing on grade level in Reading and 24% in Math compared to 62% in Reading and 51% in Math from MOY 2019-2020. Comparing 2019-2020 MOY data with 2021 also reveals an increase in the number of students performing 2 or more

years below grade level. Attendance has been programmatic, especially among remote learners. In-person factor cause. absenteeism averaged 12% while daily remote absenteeism averaged 17%. Lack of student engagement is given as the major factor. ESA plans to implement a summer program that delivers targeted interventions for students that did not meet yearend expectations in Reading, Math and Science as identified by EOG scores and the i-Ready diagnostic. Students will participate in a full-day camp from June 21, 2021 to August 6, 2021 that provides activities that address Reading/ELA and Math COVID-19 learning loss, social-emotional needs, and strengthens the bonds between the students and teachers. Tutoring will be provided using print and digital resources. Each student will have 1:1 access to all resources, including Chromebooks. In the Fall 2021, ESA will implement an afterschool program. Program will include organized learning/recreational activities (robotics and engineering workshops, earth sciences, arts, organized games/sports), monthly community service project (school based, parent engagement, or community), homework assistance, reading and literacy, and STEAM + Mentorship (design, code, test and deploy simple machines, simple powered machines, Engineering/Arduino - LEGO Mindstorm EV3 Robots). Mentorship will be provided through daily affirmations, positive motivational music, and curriculum based instructional videos.

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.

Eastside STREAM Academy (ESA) uses i-Ready diagnostic results to assess student learning gaps. ESA has i-Ready diagnostic results from the 2019-2020 school year for most of the students and is thus able to track individualized learning gaps tied to the disruption of educational services. Schoolwide, only 32% of students are currently performing on grade level in Reading and 24% in Math compared to 62% in Reading and 51% in Math from MOY 2019-2020. Comparing 2019-2020 MOY data with 2021 also reveals an increase in the number of students performing 2 or more years below grade level. Attendance has been programmatic, especially among remote learners. In-person absenteeism averaged 12% while daily remote absenteeism averaged 17%. Lack of student engagement is given as the major factor.

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.

\$ 120,000.00 * 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;

ESA plans to use Mastery Connect and the i-Ready diagnostic to assess students' academic progress.

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

ESA plans to implement a new curriculum for 2021-2022: Elevate for Science, Envision Math, and MyView Literacy. In addition, ESA will continue using Edgenuity and i-Ready.

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

ESA will continue holding remote and in-person professional development activities to assist parents in supporting their students.

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

ESA will use Class Dojo schoolwide and set PowerSchool to daily inform parents of student's attendance. Additionally, each component of the new curriculum is colorful, available in both print and digital formats, and has individualized notebooks, with the Literacy notebook being interactive.

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

ESA will continue to track student progress using the i-Ready diagnostic and EOG 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				\$
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	ESA will purchase educational software including Mastery Connect, I-Ready, Class DoJo	June 2021 - July 2024	Staff and student usage of software; academic growth	\$ 40,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		Begin August 2021 - June 2022	Students served, reduction in office referrals, reduction in suspensions	\$ 46,500.00

		Contract - Be Well Therapy to provide mental health counseling. Contract - Be Fit Mental Health & Yoga to provide strategies for relaxation, calmness, mindfulness and self-awareness with yoga to enhance cognitive focus, decrease behavioral problems.			

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	ESA will purchase print and digital curriculum - Envision Math, Elevate science, MyView Literacy. ESA will lease additional buses for at least 1 year to ensure students are able to maintain social distancing.	May 2021 ongoing	Curriculum purchased; Buses acquired	\$ 82,835.00

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 \$ 169,335.00

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)

Eastside STREAM Academy (60P) 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

Eastside STREAM Academy (60P) 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)]	<u>Sherida Stevens</u>

Substantially Approved Dates

Eastside STREAM Academy (60P) 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	Thursday, September 30, 2021

New Applicant Summary

Eastside STREAM Academy (60P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Eastside STREAM Academy (60P) 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

Eastside STREAM Academy (60P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

12450650

*** Address:**

8000 Robinson Church Road Charlotte, NC 28215

*** Superintendent:**

Dr. Linda Cruz

Key Personnel:

* Sherida Stevens

History Log

Invest Collegiate (60Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:31 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Invest Collegiate (60Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,470,399.00	\$1,470,399.00
Carryover	\$0.00	\$0.00
Total	\$1,470,399.00	\$1,470,399.00

Budget

Invest Collegiate (60Q) 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
60Q	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$1,470,399.00	\$1,466,985.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$1,470,399.00	\$1,466,985.00
Total Budgeted:		\$1,466,985.00
Total Remaining:	\$3,414.00	\$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 1:01 PM	Approved (Pending)		Dryman, Timothy			
8/7/2021 8:19 AM	Received		Admin, NCCCIP			
7/26/2021 8:24 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Invest Collegiate Transform

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	134	000	00	\$299,999.52	\$0.00	\$299,999.52		
	Other	3	5110	311	000	00	\$132,985.00	\$0.00	\$132,985.00		
	Other	3	5110	312	000	00	\$64,000.00	\$0.00	\$64,000.00		
	Other	3	5110	411	000	00	\$60,000.00	\$0.00	\$60,000.00		
	Salary	3	5830	146	000	00	\$349,999.20	\$0.00	\$349,999.20		
	Salary	3	5840	131	000	00	\$100,000.08	\$0.00	\$100,000.08		
	Other	3	6550	331	000	00	\$200,000.00	\$0.00	\$200,000.00		

	Other	3	7200	311	000	00	\$260,000.00	\$0.00	\$260,000.00		
	Other	3	8200	399	000	00	\$1.20	\$0.00	\$1.20		

Total: \$1,466,985.00 \$0.00 \$1,466,985.00

Grant Details

Invest Collegiate (60Q) 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.

A Team of stakeholders, including the Board members, Collegiate Leaders, the K-6 Principal, the Upper School Principal, personnel over Collegiate Initiatives, the Testing Coordinator, the Beginning Teacher Program Coordinator, and the Technology Coordinator all met together at various times and in multiple groupings over the last few weeks, with the most recent meeting being April 29, 2021. We met in person, over the phone, and via survey to review the potential use of ESSERII & ESSER III funds and determine our 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. According to a recent Collegiate Leaders' survey, almost 90% of Collegiate Leaders identified Academic support in Reading as a top priority. Nearly 85% identified academic support in Math as a second top priority, followed closely by addressing mental health and student service supports. NWEA MAP data further support these priorities: Growth: Math Mean RIT Cohort Grades - Fall 19-20 / Winter 19-20 / Fall 2020-2021 3rd -4th Grade - 183.8 / 187.3 / 202.0 4th -5th Grade - 192.9 / 194.0 / 200.9 5th -6th Grade - 203.9 / 206.7 / 207.9 6th -7th Grade - 208.2 / 216.5 / 218.8 7th -8th Grade - 217.9 / 218.6 / 216.6 8th -9th Grade - 223.0 / 224.2 / 229.4 On the Fall 2020-2021 Math 2-5 NC 2017, Grade 4 had a goal mean of 197.2 for Measurement and Data, which represents a performance that might be

an area of concern. On the Fall 2020-2021 Math 2-5 NC 2017, Grade 5 had a goal mean of 195.1 for Measurement and Data, which represents a performance that might be an area of concern. On the Fall 2020-2021 Math 6+ NC 2017, Grade 6 had a goal mean of 203.8 for Statistics and Probability, which represents a performance that might be an area of concern. On the Winter 2019-2020 Math 6+ NC 2017, Grade 6 had a goal mean of 212.3 for Statistics and Probability, which represents a performance that might be an area of concern. On the Fall 2019-2020 Math 6+ NC 2017, Grade 6 had a goal mean of 203.4 for Statistics and Probability, which represents a performance that might be an area of concern. On the Fall 2020-2021 Math 6+ NC 2017, Grade 7 had a goal mean of 213.7 for Statistics and Probability, which represents a performance that might be an area of concern. On the Winter 2019-2020 Math 6+ NC 2017, Grade 7 had a goal mean of 215.1 for Geometry and a goal mean of 215.3 for Statistics and Probability, both of which represent performances that might be an area of concern. On the Fall 2020-2021 Math 6+ NC 2017, Grade 8 had a goal mean of 212.7 for Statistics and Probability, which represents a performance that might be an area of concern. Grade 9 had a goal mean of 234.1 on the Winter 2019-2020 High School Integrated Math 1 CCSS 2010 in the area of Descriptive Statistics, indicating a possible area of concern. On the Fall 2020-2021 High School Integrated Math 2 CCSS 2010 for Grade 10, the goal mean for Application of Probability was 220.6, indicating a possible area of concern. Growth: Reading Mean RIT Cohort Grades - Fall 2019-2020 / Winter 2019-2020 / Fall 2020-2021 3rd -4th - 183.3 / 189.0 / 198.6 4th -5th - 191.3 / 193.2 / 199.8 5th -6th - 198.1 / 204.1 / 205.2 6th -7th - 207.2 / 211.2 / 213.2 7th -8th - 214.8 / 217.1 / 207.8 8th -9th - 216.6 / 218.8 / 221.4 9th -10th - 221.1 / 225.1 On Fall 2020-2021 Reading 6+ NC 2017, Grade 8 had a goal mean of 204.1 for Literary Text: Key Ideas and Details and a goal mean of 204.0 for Informational Text: Language, Craft, and Structure, both of which represent performances that might be an area of concern. On the Winter 2019-2020 Reading 6+ NC 2017, Grade 9 had a goal mean of 217.4 for Literary Text: Language, Craft, and Structure, which represent a performance that might be an area of concern. Additionally, we discussed the need for a school nurse to support student health in response 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.

Evidence-based research supports the following as strategies to recover from learning loss and observe growth in student achievement: Hands-On Academic Learning Experiences, Character Education, Investing in Quality Teacher Development, High-Intensity tutoring and interventions, and Quality Assessments. These will all be key components on our road to recovery and growth. One point we discussed in our strategic planning sessions relates to our families' economic hardship and its impacts on the school experiences of many of our children. To this point, an article from April 30, 2020, from The Charlotte Observer notes that "As the coronavirus shut down the economy, the number of

unemployed people in Mecklenburg County increased by 11.8% from February to March (2020)." Further, according to the Charlotte Regional Business Alliance, "The Charlotte region's unemployment rate (is) 5.8%. Unemployment rates remain much higher than pre-pandemic levels while employment remains lower than pre-pandemic levels." Families have lost jobs resulting in many families facing housing, transportation, and food insecurity. We will address this by offering child nutrition support and supporting families with the costs of school uniforms. There are a significant number of students in need of school support services as a result of families being impacted financially by COVID. So far, 135 students this year have either been referred or requested financial assistance. Students requesting financial assistance receive support with meals, uniforms, school supplies, etc.. Due to COVID, the school has provided anyone who has claimed a need with a set of uniforms and school supplies, in addition to other student support services indicated. In response to COVID and in addition to items already discussed, we determined that we can best address the needs of the whole child and recover from learning loss to facilitate future growth through the following initiatives to be paid utilizing ESSER funds through the period of availability of funding: - Implement a 1:1 Tutoring Program via FEV - <https://www.fevtutor.com/> - Utilize NC Check-ins to assess gaps and progress - Implement an Intervention Block Each Day - Increase Academic Coaching & Mentoring - Invest in ongoing Professional Development - Invest in ongoing character education in the form of the Leader in Me Program and the myriad of components of this program - Implement Restorative Practices focusing on student health and investing in every student's wellbeing. o This includes addressing mental health and wellness barriers that do already or can potentially impact our students' ability to access the curriculum. These barriers include transportation needs, child nutrition needs, and uniform needs. COVID affected our area and has left an economic chasm in its wake, even as cases recede. Each of these student service areas has been impacted for a large majority of students. - Invest in Academic Learning Experiences and Field Trips to allow students to have hands-on learning experiences and retain at a quicker rate what is being taught and covered via Tutoring and Intervention Programming - Support the salary and benefits of both a school nurse and clinical psychologist - Support a safer and more sanitized learning environment through investment in custodial and sanitation expenditures. We will measure the impact of these initiatives by measuring student growth and performance: By June 2022, 50% of students in Grades 3-11 will demonstrate grade level or higher mastery in Reading, Mathematics, and Science as measured by the NC End of Grade/Course Tests. By June 2022, teachers who receive an EVAAS Score for ELA, Math, and/or Science will demonstrate proficiency or higher, with 25% of teachers scoring above proficient.

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.

\$ 582,985.00 * 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 will use NWEA MAP data as our primary high-quality assessment to track our students' progress, individually and as student cohorts. Students will have plans that will be reviewed at least weekly for those below the proficient level in reading and/or math. A variety of research-based practices, including differentiated instruction will be used to mitigate learning loss.

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

We will use these funds to support the salary and benefits of Instructional Coaches and Mentors as well as support a portion of the salaries of several of our Regular Education teachers taking on extra duties and serving as Interventionists during non-instructional periods of time. "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence was conducted by researchers Matthew A. Kraft, associate professor at Brown University, and David Blazar, assistant professor at the University of Maryland, College Park. The 60 studies examined were randomized controlled trials focused on students' standardized test scores and measures of teachers' instructional practices as rated by outside observers. The researchers found instructional coaching had a greater impact on instruction than almost all school-based interventions including student incentives, teacher pre-service training, merit-based pay, general professional development, data-driven instruction, and extended learning time. In fact, they determined the quality of teachers' instruction improves by as much or even more than the difference in effectiveness between a new teacher and one with five to 10 years of experience. Similarly, student performance improved with instructional coaching regardless of whether a teacher was a novice or veteran." <https://www.tasb.org/services/hr-services/hrx/recruiting-and-hiring/the-impact-of-instructional-coaches.aspx> We will also utilize FEV Tutors. A recent study conducted by Chappell, Arnold, Nunnery, and Grant of Old Dominion University examined the effects of FEV's live, 1-to-1 online tutoring services on struggling middle school math students' achievement. The research suggests that FEV's tutoring contributed to statistically significant gains in student achievement. <https://blog.fevtutor.com/in-case-you-missed-it...fevs-tutoring-was-featured-in-the-olc-online-learning-journal>

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

We provide information to parents and families via weekly online newsletters, daily updates with curricular and instructional ideas and tips including online learning, and monthly ZOOM Sessions to share curriculum information with families.

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

When schools closed in March 2020, we continued to track daily attendance for all students even when this was not a requirement of the North Carolina Department of Public Instruction. We continue to track attendance for all students in all classes including core and elective subject offerings. In addition, our teachers and team members make daily/weekly phone calls to families regarding their child's attendance.

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

We reviewed MAP Testing from the 2019-2020 school year and the 2020-2021 school year as well as End of Grade Scores in Mathematics, Grades 3-8; End of Course Tests Results, Grades 9-10; and End of Grade Reading Results, Grade 3. Results for NC End of Grade Reading, Grades 4-8 will not be available until Fall 2021. We are utilizing this data to inform our class size per grade level/subject; academic support; and instructional schedule.

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	Opportunity Specialists: Counselors Leader In Me Character Education and Social Emotional Learning program	07/01/2021-9/30/2024	A Survey of school community stakeholders at beginning of the grant term and annually thereafter will show a perceived positive impact of our efforts on the mental health of students.	\$ 414,000.00

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		07/01/2021-09/30/2024	As a direct result of having the resources needed to travel to and from school as well as fully participate in school in good health, student attendance will improve over the 2020-2021 school year.	\$ 470,000.00

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.

School Nurse -
The school nurse will help to slow the spread of any COVID cases by routinely evaluating students for symptoms or exposures and coordinating a response with other school leaders as appropriate. Child Nutrition and Student Service support in the form of uniforms.

Total ESSER III Allotment \$ 884,000.00

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)

Invest Collegiate (60Q) 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

Invest Collegiate (60Q) 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)]	<u>Rebecca Arroyo</u>
	<u>Alan Arroyo</u>

Substantially Approved Dates

Invest Collegiate (60Q) 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

New Applicant Summary

Invest Collegiate (60Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Invest Collegiate (60Q) 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

Invest Collegiate (60Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78848148

*** Address:**

2045 Suttle Ave Charlotte, NC 28208

*** Superintendent:**

Dr. Kate Alice Dunaway

Key Personnel:

* Dr. Kate Alice Dunaway

History Log

Commonwealth High School (60U) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/6/2021 10:49:40 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Commonwealth High School (60U) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$431,304.00	\$431,304.00
Carryover	\$868,085.00	\$868,085.00
Total	\$1,299,389.00	\$1,299,389.00

Budget

Commonwealth High School (60U) Charter 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
60U	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$431,304.00	\$0.00
Carryover Amount:	\$868,085.00	\$868,085.00
Allotment Plus Carryover:	\$1,299,389.00	\$868,085.00
Total Budgeted:		\$868,085.00
Total Remaining:	\$431,304.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	10/06/2021 10:49 AM	Admin, NCCCIP



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/6/2021 10:49 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			
8/22/2021 9:35 PM	Approved (Pending)		Mathis, Tammorah			
7/30/2021 10:40 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Commonwealth High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	121	000	00	\$0.00	\$110,000.16	\$110,000.16	Remedial & Suppl K-12 - Salary - Teacher/Early Int	
	Salary	3	5330	141	000	00	\$250,000.08	(\$145,000.08)	\$105,000.00	Remedial & Suppl K-12 - Salary - TA - Other	
	Salary	3	5330	146	000	00	\$194,000.16	(\$89,000.16)	\$105,000.00	Remedial & Suppl K-12 - Workshop Exp/Allowable Travel	
	Other	3	5330	211	000	00	\$35,999.76	\$44,000.08	\$79,999.84		
	Other	3	5840	319	000	00	\$0.00	\$2,750.00	\$2,750.00	Health Services - Other	

										Professional/Technical Svc	
	Other	3	5850	345	000	00	\$0.00	\$750.00	\$750.00	Safety & Security - Security Monitoring	
	Equipment	3	5860	461	000	00	\$750.00	\$19,250.00	\$20,000.00	Instructional Technology - Furniture and Equipment - Inventoried	
	Other	3	5870	311	000	00	\$2,750.00	(\$2,750.00)	\$0.00	Staff Development - Unallocated - Contracted Services	
	Equipment	3	6550	541	000	00	\$70,000.00	(\$70,000.00)	\$0.00	Transportation - Equipment Purchase - Capitalized	
	Other	3	6570	522	000	00	\$0.00	\$290,000.00	\$290,000.00	Facilities Planning, Acq & Con - General Contract	
	Other	3	6570	523	000	00	\$0.00	\$154,585.00	\$154,585.00	Facilities Planning, Acq & Con - HVAC Contract	
	Other	3	6570	532	000	00	\$294,585.00	(\$294,585.00)	\$0.00	Facilities Planning, Acq & Con - Improvements to Existing Sites	
	Other	3	6580	326	000	00	\$20,000.00	(\$20,000.00)	\$0.00	Maintenance - Contracted Repairs - Equipment	

Total: \$868,085.00 \$0.00 \$868,085.00

Grant Details

Commonwealth High School (60U) 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.

The Executive Principal, Principal, and Instructional Coach reviewed and compared the pre-COVID-19 data to the current reality. Data was collected from our student accountability system. The committee reviewed data from May 2019 to May 2021. We determined our most important educational needs are student attendance, number of graduates, credit earning rate, math gains, and reading gains based on the reviewed data. The data indicates there was a three percent decrease in student attendance, a 1.86 percent decrease in credit earning rate, a 27.46 percent decrease in one level reading gains, and a 17.7 percent decrease in two level math gains. Additionally, Commonwealth High School graduated 30 less students than the previous year. In each of these crucial academic measures there was significant learning loss demonstrated as a result of the shift to remote learning. Students and staff were asked to report their access to technology such as a reliable internet connection and a computer. Results from the survey indicated 2 staff members did not have access to reliable internet and all staff had access to a computer. Additionally, it was reported that 36% of students did not have access to reliable internet, a computer, or both. Commonwealth High School provided on-going professional development to staff to address student attendance, retention, and credit earning rate throughout remote learning. These areas were chosen because they indicated an immediate decrease as a direct result of moving to remote learning. Additionally, we surveyed staff and students to identify their comfort level in regards to in-person

learning. In March Commonwealth High School began offering in-person learning five days a week to every student in addition to the remote learning options. The school will progress test student achievement level in reading comprehension and vocabulary every August and March to demonstrate learning gains. Additionally, every 90 days students are progress tested on their math skills to demonstrate learning gains. The school holds a monthly review of the student accountability measures mentioned above to assess areas of growth. During this monthly meeting, stakeholders assess current strategies used to address the student accountability measures and determine if adjustments are needed. In order to address student learning gaps and the effect COVID-19 has had on student learning, Commonwealth High School will provide parents, students, and families an Academic Center to provide parents, students, and stakeholders with resources the school can provide as well as offer a dedicated testing, remediation, and enrichment room. The school will purchase walk through temperature screening metal detectors to reduce the risk of spreading and exposure to COVID-19 and other health risks. To reduce the spread of COVID-19 and other health risks, the school will employ a part-time custodian to clean high traffic areas in the school during high volume hours. Commonwealth High School will purchase additional technology to provide every student will a hot spot device, a laptop, and a calculator.

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 the data demonstrates significant learning loss directly due to COVID-19 and subsequent shift to remote learning. In comparing 2019 student attendance data to our current reality, we see a three percent decrease in overall student attendance indicating students either were uncomfortable with attending in-person instruction, could not find reliable transportation, or could not easily penetrate our COVID-19 safety protocols when entering the school. In 2019 students were in the building with close monitoring of their academic progress and had daily in-person encouragement to complete their courses. During the remote learning shift, students were working independently. Teachers reported students had lower engagement and motivation. Although we prioritize student engagement with our literacy program because it was not directly related to their core graduation requirements, students only utilized this program to meet their daily attendance requirement. Student math growth is showing a significant decrease due to the difficulty of students having access to compatible technology required for the program as well as it not being directly related to their graduation requirements. Commonwealth High School is expecting to graduate significantly less graduates due to a combination of all the factors discussed previously. The decrease in credit earning rate was a significant factor in student's ability to meet graduation requirements.

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.

\$ 420,000.00 * 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;

Commonwealth High School will construct an Academic Center for students to use for reading and math pre-assessments, progress assessments, individual tutorials, and small group tutorials. The current staff as well as the Instructional Coach will use this space to give assessments to students and the analyze the results for placing students into appropriate learning groups based on skill level. The Academic Center will also be used to assess students on ASVAB, ACT, Pre-ACT, and other placement tests for their future post-secondary plans. The Academic Center will also serve as small group or individual testing setting as required by IEP/504 plans during mandatory testing such as the EOCs, Pre-ACT, ACT, and Workkeys.

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

Commonwealth High School will employ an Instructional Coach and an Attendance Coordinator and an Instructional Assistant to analyze assessment data to place students into appropriate skill level groups for small group and individual remediation or enrichment lessons. Current Interventionists will assist in giving lessons using the new Academic Center as well by providing additional specialized instructional lessons in math and reading. Additionally, the Instructional Assistants who work with our special populations such as our EC and ELL students will use the space to provide students with individualized lessons and one-on-one tutorials.

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

The Academic Center will be used by current staff to hold meetings with parents, students, families, and other stakeholders regarding student achievement, attendance, and retention as well as a place to connect them with additional services the school offers such as mental health services, physical health services, and other community resources such as food banks, shelters, and resources for homelessness.

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

Commonwealth High School will track student attendance and engagement by reviewing data regarding student retention, attendance and ensuring the Instructional Assistant, Attendance Coordinator, Instructional Coach and current retention team connect with students who are struggling to maintain adequate academic progress and attendance. The school will track this data with our 5 or more consecutive absence list. The current retention team, along with the new Instructional Assistant and Attendance Coordinator, will review the list weekly and make outreach attempts such as making phone calls, writing letters, and making home visits. The team will then log those contacts in our local system to track the progress and success of the outreach efforts.

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

Commonwealth High School will track student academic progress and achievement by reviewing data regarding student credit earning rate, student engagement and progress on the reading program we use, and student scores on progress testing on a monthly basis. Additionally, the school will track bi-weekly progress monitoring of students by reviewing the number of assignments students have completed in comparison with pre-pandemic data. The new Instructional Assistant, Instructional Coach, Attendance Coordinator and current staff will work to communicate the data with students, other staff members, and families in an effort to close the learning gaps students may have experienced during remote 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	Commonwealth High School will construct an Academic Center for the purposes of testing students in smaller groups, offering one-on-one or small group tutorials, and a space to meet with parents and students to discuss academic plans and transitional	Academic Center by August 2022, windows by August 2022, patio & plumbing by October 2021	The school will classify this measure as successful due to the reduction in the spread of germs around the school to staff and students which will decrease the amount of absences due to illness.	\$ 290,000.00

plans. Additionally, the school will install windows to improve air movement and ventilation in the school. The school will build an outdoor seating area for students to work in allowing for safer safe distancing and fresh air. Lastly, Commonwealth will repair the plumbing and install new auto-flush toilets in the bathrooms.

Furthermore, the school will consider this measure successful when all upgrades have been completed and installed to reduce the overall risk of COVID-19 and other health risks to students and staff.

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	Commonwealth High School will repair, replace, and upgrade the entire HVAC system in the school in an effort to increase air flow, quality, and ventilation.	Upgrade/repair/replace by August 2021	The school will deem this measure successful once all necessary repairs and upgrades are completed and there is a improved air flow and ventilation in the school to help minimize the risk of spreading COVID-19 and other airborne health risks.	\$154,585.00

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	The school will install call buttons on staff members desks in an effort to more quickly alert security staff about a medical emergency or other emergency. This will allow for a faster response time in comparison to the staff member having to call down to the office and then call the security personnel to their rooms.	Install by August 2021	The school will determine this measure successful when the response time of security is reduced by up to 1 minute.	\$ 750.00
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 to be completed August 2021 upon return to school		\$ 2,750.00

		The school will train all staff members in CPR and transmission of bloodborne pathogens. This will allow all staff to be responsive to a potential health risk to students. With COVID-19 and it's variants, it is especially important now to reduce the risk of spread of other germs and illnesses. This training will allow staff members to respond appropriately.		The school will classify this measure as successful when all school staff have been successfully trained in CPR and the transmission of bloodborne pathogens.	

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 \$ 448,085.00

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)

Commonwealth High School (60U) 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

Commonwealth High School (60U) 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)]	<u>Jonathan Kay</u>

Substantially Approved Dates

Commonwealth High School (60U) 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	Thursday, August 5, 2021

New Applicant Summary

Commonwealth High School (60U) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Commonwealth High School (60U) 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

Commonwealth High School (60U) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79401458

*** Address:**

5112 Central Ave Charlotte, NC 28205

*** Superintendent:**

Dr. Jonathan Kay

Key Personnel:

* Lakoya Yarborough

History Log

Pioneer Springs Community School (60Y) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:35 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Pioneer Springs Community School (60Y) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1)	<u>PRC181</u> CFDA: 84.425U	Total
Allotment		\$21,541.00	\$21,541.00
Carryover		\$38,832.00	\$38,832.00
Total		\$60,373.00	\$60,373.00

Budget

Pioneer Springs Community School (60Y) Charter 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
60Y	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$21,541.00	\$21,541.00
Carryover Amount:	\$38,832.00	\$38,832.00
Allotment Plus Carryover:	\$60,373.00	\$60,373.00
Total Budgeted:		\$60,373.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	11/06/2021 08:32 AM	Admin, NCCCIP

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/6/2021 8:32 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			
10/12/2021 8:59 PM	Approved (Pending)		Dryman, Timothy			
10/1/2021 8:34 AM	Received		Admin, NCCCIP			
9/27/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☒		3-5110-411-000-000-00	0	Budget is denied due to over budgeting the funds.
9/27/2021 2:22 PM	Denied (Pending)		Charles, Alex			
7/12/2021 2:17 PM	Received		Dryman, Timothy			
7/12/2021 1:50 PM	Approved (Pending)		Dryman, Timothy			
6/16/2021 8:14 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Pioneer Springs Community School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	141	000	00	\$0.00	\$21,541.00	\$21,541.00	personnel to support individualized instruction	
	Other	3	5110	411	000	00	\$7,800.00	\$0.00	\$7,800.00		
	Other	3	5840	317	000	00	\$9,032.00	\$0.00	\$9,032.00		
	Equipment	3	5860	462	000	00	\$12,000.00	\$0.00	\$12,000.00		
	Other	3	6540	311	000	00	\$10,000.00	\$0.00	\$10,000.00		
Total:							\$38,832.00	\$21,541.00	\$60,373.00		

Grant Details

Pioneer Springs Community School (60Y) 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.

Through benchmarking data, parent and staff surveys, and MTSS and performance data, the Needs Assessment Team, which convened on 4/20/21, determined that funds would be invested to address student learning loss through both the acquisition of high quality materials as well as the installation of resources to support student needs and minimize obstacles to growth. The team, comprised of administrators and teachers, determined that we would invest in three core areas with these funds: support services in the form of mental health personnel to address social and emotional needs, educational technology to expand access for all students and facilitate high-leverage instructional strategies and ongoing assessment of progress, and cleaning/ disinfecting the environment to ensure a safe atmosphere in which to learn that promotes continued and regular attendance. Pioneer Springs intends to address learning loss through a decided focus on instructional gains through quality, high-engagement strategies sustained over the course of the year and personalized to students' unique learning 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.

MTSS overview: Number of students in K-5 per grade level (44 students total) on Tier 2 or higher interventions for reading, math, behavior, or a combination-- K 10; 1st 17; 2nd 28; 3rd 19; 4th 19; 5th 27; iReady benchmark data trends: Percentage of students K-9 below grade level at mid-year mark: 2nd- 4%; 3rd-5%; 4th- 10%; 5th- 16%; 6th- 24%; 7th- 42%; 8th- 30%; 9th-12%

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.

\$ 7,800.00 * 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;

Pioneer Springs will use benchmarking data to write personalized learning goals for all students at least three times a year. Students in grades K-10 will be formally assessed in reading and math through the benchmarking tools including iReady and Raz Kids and will set goals for improvement through conferencing with teachers. This data will also be used to determine personalized and differentiated grouping instruction, including the assignment of companion learning modules through the aforementioned instructional software.

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

In tandem with benchmarking efforts, PSCS will leverage resources and strategies to address unique learning needs, including personalized learning modules through the iReady instrument based on benchmarking data. The school will also utilize workshop-style instructional modalities to group students in dynamic pairings toward more individualized instruction.

* (C) Providing information and assistance to parents and families on how they can effectively support students,

including in a distance learning environment;

As it did this past year, the school will host information sessions for parents at the beginning of the school year to train parents and support family members (i.e., grandparents) with regard to how to access and utilize instructional information and tools at home to support students growth, including ongoing tutelage for technology skills to access online instruction or content.

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

Part of these funds will be invested in mental health personnel to support social and emotional needs toward mitigating issues that may detract or minimize instructional engagement, including irregular attendance or participating in online virtual instruction. This includes increasing access for students and families throughout the school day.

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

Pioneer Springs will continue to monitor student growth through the comparison of benchmarking over assessment periods within a year as well as to historical performances. So, too, running records for MTSS purposes document a student's growth in various academic domains and are maintained as a long-view picture of a student's progression.

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	invest in cleaning and disinfecting supplies to promote an optimal environment for learning in 7 buildings on campus.	August, 2021-June, 2022	Students will be able to attend school on campus safely.	\$ 10,000.00
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	In both anticipation of retiring both staff and student devices after the 2021-22 school year as well as a continued reliance on virtual instruction to promote greater access for all students on campus and at home, we'll use the funds to invest in appropriate hardware and software.	July, 2021-22	Increased access for students; more consistent individualized instruction.	\$ 12,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	In tandem with mental health services that will be funded through PRC 172, PSCS will seek to provide this component of support for students toward social and emotional health and well being.	August, 2021-June, 2022	Less referrals for depression, other mental health issues; increased and regular attendance for students.	\$ 9,032.00

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				\$

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 \$ 31,032.00

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)

Pioneer Springs Community School (60Y) 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

Pioneer Springs Community School (60Y) 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)]	<u>Rebecca Friend</u>

Substantially Approved Dates

Pioneer Springs Community School (60Y) 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	Monday, July 19, 2021

New Applicant Summary

Pioneer Springs Community School (60Y) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Pioneer Springs Community School (60Y) 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

Pioneer Springs Community School (60Y) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79168674

*** Address:**

9232 Bob Beatty Rd. Charlotte, NC 28269

*** Superintendent:**

Ms. Rebecca Friend

Key Personnel:

* Rebecca Friend

History Log

Niner University Elementary School (60Z) 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
☐	10/29/2021 1:56:06 PM	Pamela Broome	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
	10/29/2021 1:56:06 PM	Pamela Broome	Status changed to 'Chief Administrator Approved'.	S
☐	10/29/2021 1:55:59 PM	Pamela Broome	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
	10/29/2021 1:55:59 PM	Pamela Broome	Status changed to 'Fiscal Representative Approved'.	S
	10/20/2021 11:53:04 AM	Pamela Broome	Status changed to 'Revision Completed'.	S
	10/20/2021 11:52:28 AM	Pamela Broome	Status changed to 'Fiscal Representative Returned Not Approved'.	S
	10/20/2021 11:52:16 AM	Pamela Broome	Status changed to 'Revision Completed'.	S
	10/20/2021 3:08:37 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Niner University Elementary School (60Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$324,955.00	\$324,955.00
Carryover	\$0.00	\$0.00
Total	\$324,955.00	\$324,955.00

Budget

Niner University Elementary School (60Z) 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
60Z	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$324,955.00	\$324,955.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$324,955.00	\$324,955.00
Total Budgeted:		\$324,955.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	10/22/2021 08:16 AM	Admin, NCCCIP

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

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/22/2021 8:16 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			
9/13/2021 9:37 PM	Approved (Pending)		Mathis, Tammorah			
6/28/2021 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
	Salary	3	5110	141	000	00	\$11,088.00	\$0.00	\$11,088.00		
	Salary	3	5330	121	000	00	\$26,500.00	\$0.00	\$26,500.00		
	Salary	3	5330	141	000	00	\$280,080.00	\$0.00	\$280,080.00		
	Other	3	5500	411	000	00	\$0.00	\$4,700.00	\$4,700.00	Inquiry based reading	

										books and math interv materials	
	Other	3	5850	411	000	00	\$0.00	\$2,587.00	\$2,587.00	PPE and cleaning supplies for safety	
	Other	3	8200	399	000	00	\$4,700.00	(\$4,700.00)	\$0.00	Rounding Difference	

Total: \$322,368.00 \$2,587.00 \$324,955.00

Grant Details

Niner University Elementary School (60Z) 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 instructional leadership team, Care team, and Cato College of Education faculty members supporting NUE discussed various options for supporting our students to assist with learning loss. We reviewed literacy and math data, as well as information secured through behavior tracking. The team discussed anecdotal data regarding our experiences with students since the return to in-person learning on March 8, 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 data analysis revealed that our SEL needs are as significant as our academic needs across all grade levels. Providing each teacher with a trained teacher assistant to promote a better trauma-invested learning environment and consistent opportunities for small group, "prescriptive" learning will result in stronger outcomes for our population. For this reason, we will dedicate most of this money towards providing that additional personnel to support our young

learners and allow for more individualized instruction. Purchasing evidence-based assessment and intervention materials will provide us with resources to better understand specific learning needs and options for responding to those needs. Additionally, we want to increase our classroom libraries, so that students will have access to appropriately leveled, high-interest, diverse books that are representative of various cultures.

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.

\$ 284,780.00 * 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;

NUE will hire six additional teacher assistants to provide every K-3 classroom with a full time TA for the 2021-22 school year. Teacher assistants will be trained to utilize trauma invested practices and evidence-based strategies for reading and math. They will utilize skills to work with students in small groups to provide individualized instruction as needed. Teachers will direct planning for these groups via data from various assessments. Teacher assistants will participate in planning to be certain that they understand student needs and goals. Every K-3 class will have daily literacy and math small group instruction. Students will move fluidly across groups depending on instructional/ skill-specific needs identified via weekly assessments. This will result in significant growth from the beginning of the year to end of the year in both math and literacy. Additionally, NUE will purchase inquiry-based literacy/intervention books and materials for small group instruction to improve literacy schools and math intervention materials as well.

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

Grade level teams will implement evidence-based strategies with the training, support and guidance of the principal, curriculum coordinator, and faculty members from the Cato College of Education. Teachers will receive ongoing professional development, coaching, support, and feedback to make informed decisions regarding instructional practices and individual 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 have opportunities to engage with teachers during curriculum night events to help them understand key concepts that students will be working to master during the quarter. We will provide at-home activities to promote learning.

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

Should we have distance learners next year, NUE will continue to monitor attendance in a number of ways. Teachers will mark in PowerSchool and contact parents if students are absent. Repeated absences will result in a referral to the Care Team. A Care Team member will call family and/or make a home visit if attendance problems persist. Care Team will contact social services and/or police for care checks as needed.

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

NUE will administer and analyze universal screeners, common formative assessments, and benchmarks to measure student progress. Teachers will meet in weekly PLCs to analyze data from core instruction and tiered interventions. Grade level teams will meet with colleagues, curriculum coordinator, and faculty experts from the Cato College of Education to analyze data, draft and implement individualized learning plans. Teacher assistants will be trained alongside teachers on the effective use of various strategies, so that they can consistently work with small groups to provide instruction and support to identified students. Each grade level team will develop yearlong, semester, and quarterly SMART goals for the grade and students. We will measure progress and make informed decisions regarding the evidence-based instructional strategies and materials that will be used to meet the needs of every student. Additionally, we are utilizing DiBels and STAR math to track year long growth. We will make adjustments to learning plans at mid-year assessments if data indicates a need.

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				\$
					\$ 11,088.00

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	NUE will employee tutors to serve identified groups of students requiring targeted assistance. Tutors will focus primarily on literacy to build foundational skills.	January 2022-June 2022	I*At least 85% of Kindergarten students will meet phoneme segmentation and nonsense word fluency mid and end of year benchmarks. *At least 85% of 1st grade students will meet or exceed mid and post year oral reading fluency and nonsense word fluency benchmarks. *At least 85% of 2nd and 3rd grade students will meet or exceed mid and post year oral reading fluency benchmarks. * at least 85% of all K-3 students will meet or exceed mastery of identified/focused math standards on CFA's and STAR Math	

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	NUE will purchase PPE and cleaning supplies to minimize the risk of transmission.	August 2021-June 2022	Precautions for COVID contamination will result in fewer cases and time out of school.	\$ 2,587.00

**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				\$
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	NUE will host a 4-week summer camp next year to focus primarily on literacy and some math learning loss. Due to the school calendar, the camp will be two weeks shorter than the 2021 session, but will allow students additional individualized instructional time to improve skills.	June-July 2022	Data will show improvement in literacy skills after 4 weeks of individualized instruction.	\$ 26,500.00
	* ☐ 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 \$ 40,175.00

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)

Niner University Elementary School (60Z) 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

Niner University Elementary School (60Z) 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>Pamela Broome</u>

Substantially Approved Dates

Niner University Elementary School (60Z) 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 29, 2021

New Applicant Summary

Niner University Elementary School (60Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Niner University Elementary School (60Z) 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

Niner University Elementary School (60Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

15592590

*** Address:**

2414 Lester Street Charlotte, NC 28208

*** Superintendent:**

Ms. Pamela Tanner Broome

Key Personnel:

* Lisa Pickett

History Log

United Community School (61K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:44 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

United Community School (61K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$56,755.00	\$56,755.00
Carryover	\$110,096.00	\$110,096.00
Total	\$166,851.00	\$166,851.00

Budget

United Community School (61K) 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
61K	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$56,755.00	\$0.00
Carryover Amount:	\$110,096.00	\$110,096.00
Allotment Plus Carryover:	\$166,851.00	\$110,096.00
Total Budgeted:		\$110,096.00
Total Remaining:	\$56,755.00	\$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			
8/26/2021 3:16 PM	Approved (Pending)		Dryman, Timothy			
7/22/2021 8:48 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - United Community School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	143	000	00	\$39,999.96	\$0.00	\$39,999.96		
	Other	3	5110	211	000	00	\$3,060.00	\$0.00	\$3,060.00		
	Other	3	5110	221	000	00	\$1,200.00	\$0.00	\$1,200.00		
	Salary	3	5130	121	000	00	\$39,999.96	\$0.00	\$39,999.96		
	Other	3	5130	211	000	00	\$3,060.00	\$0.00	\$3,060.00		
	Other	3	5130	221	000	00	\$1,200.00	\$0.00	\$1,200.00		
	Equipment	3	6580	541	000	00	\$21,576.08	\$0.00	\$21,576.08		
Total:							\$110,096.00	\$0.00	\$110,096.00		

Grant Details

United Community School (61K) 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.

A Team of stakeholders, including school leaders, classroom educators, and other stakeholders met on April 27, 2021, to review the potential use of ESSERIII funds and determine our 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. According to our most recent i-Ready Math diagnostic results, 21% of our students are at risk for Tier 3. 41% of our students are at Tier 2. Only 38% are at Tier 1. Grades 4, 6, 7, and 8 show the highest percentages of students at risk of needing Tier III support in Math. Each of these classes has 33%, 42%, 46%, and 42% of students at risk of Tier III, respectively. Presently, 20% of students continue to be served through an entirely virtual learning environment. If this number drops and more students are served on-campus, we may have a need to expand our facilities and may consider using these funds for this purpose to meet social distancing requirements.

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 response to COVID, and in order to specifically address learning loss we determined that our key priority will be to hire an MTSS Coordinator who can better organize and administrate our MTSS program to address learning needs and any behavioral concerns that may emerge. Data also supports the purchasing of an Interactive Digital Playground and salary and benefits for a Computer Science/PE Teacher. Our plan is to maximize the required 30 minutes of PE time by integrating learning activities via the Interactive Digital Playground. These will be managed by the Computer Science/PE Teacher and occur within the gymnasium. The specific program we are looking at investing in is from PowerUpEDU. The Lu Interactive Playground combines Gaming, Academics & Physical Activity. We will specifically target Math skills. It is in response to the learning loss that has occurred and is directly tied to Math in that the digital playground offers the students an opportunity to improve on their Math & Science as well as their ELA skills within the PE environment, facilitated the Instructor. It involves giant projectors that project whole-body experience learning games. These Giant Video Games and interactive lightings create an engaging experience for players. It is a unique system that integrates interactive learning lessons and pedagogical games. We will also maintain an unbudgeted reserve to either support this program beyond the 2021-2022 academic year or to support the purchase of a modular unit if it is determined one is needed to address the social distancing 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.

\$ 44,258.96 * 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;

We will use i-Ready and benchmark data as high-quality assessments to track our students' progress, individually and as a group. Students will have plans that will be reviewed at least weekly for those below the proficient level in reading and/or math. A variety of research-based practices, including differentiated instruction will be used to mitigate learning loss.

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

Our primary means of addressing learning loss is through our support of a higher quality MTSS Program supported by a salaried MTSS Coordinator. According to the Handbook of Response to Intervention by Karen Stoiber and Maribeth Gettinger, "Evidence-based practices (EBPs) emerge as inherent to the successful implementation of a comprehensive and combined multi-tiered system of support (MTSS) model. The intended result of multi-tiered intervention progression combined with EBP is a validated, data-based approach to understanding students' needs along with a description of what promotes or inhibits their academic and social-emotional and behavioral performance." The MTSS Coordinator will be creating the evidence-based scaffolding for us to implement a myriad of evidence-based interventions in order 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;

We provide information and assistance to parents and families on how they can effectively support students, including in a distance environment through benchmark printouts sent home to parents with student-specific strategies. These are sent home quarterly. We also have three opportunities throughout the year for parents and families to meet with teachers at our Covenant Conferences. Lastly, we host an annual Curriculum day to train parents on our curriculum and provide them with opportunities to engage with what their students are learning as well as be informed of additional ways they can provide support within the home environment.

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

For those students engaged in distance learning, we track student attendance and seek to improve student engagement through a multi-faceted approach to interaction and communication. Our students participate in both asynchronous and synchronous learning environments, giving them different types of opportunities to engage with learning materials and content being covered. Also, in order to be marked present, each student must log in daily and communicate with his or her teacher. Teachers regularly reach out to students who are showing a lack of engagement based on these interactions.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. the i-Ready and benchmark data will be monitored at least weekly and interventions will occur as necessary.

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	We are leaving an unbudgeted reserve to put towards a modular unit in the case it is needed to further social distance students. This is yet to be determined.	2021-2022, if needed.	If funds are needed for a modular unit, we will measure impact by ensuring compliance with DHHS, CDC, and other local health guidelines requiring social distancing of students	\$ 1.00

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				\$
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	Interactive Digital Playground- The digital playground is in response to the learning loss that has occurred	As soon as funds are released		\$ 21,576.08

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 has occurred and is directly tied to Math in that the digital playground offers the students an opportunity to improve on their Math & Science as well as their ELA skills within the PE environment, facilitated the Instructor. The program creates immersive and stimulating learning environments using giant interactive projections, powerful light and sound effects and engaging, curriculum-based activities to make kids active, curious and passionate about learning. Every single lesson of physical activity have been		Increase in student achievement as evidenced by a decrease in the percentage of students at risk of Tier III, based on their iReady Math diagnostic.	

		associated with learning outcomes in mathematics, reading, and writing, better scores on academic tests, improved concentration, memory, and retention.			
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	Salary & benefits for a Program Enhancement teacher to provide both Computer Science & Math instruction integrated with Physical Education	July 1, 2021-June 30, 2022	Increase in student achievement as evidenced by a decrease in the percentage of students at risk of Tier III, based on their iReady Math diagnostic.	\$ 44,259.96

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.

Total ESSER III Allotment \$ 65,837.04

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)

United Community School (61K) 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

United Community School (61K) 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)]	<u>Rebecca Arroyo</u>

Substantially Approved Dates

United Community School (61K) 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

Thursday, July 22, 2021

New Applicant Summary

United Community School (61K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

United Community School (61K) 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

United Community School (61K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79267024

*** Address:**

1406 Suther Road Charlotte, NC 28213

*** Superintendent:**

Mrs. Erika Hedgepeth

Key Personnel:

* Mrs. Erika Hedgepeth

History Log

Stewart Creek High School (61L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:46 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Stewart Creek High School (61L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$164,532.00	\$164,532.00
Carryover	\$328,206.00	\$328,206.00
Total	\$492,738.00	\$492,738.00

Budget

Stewart Creek High School (61L) 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
61L	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$164,532.00	\$0.00
Carryover Amount:	\$328,206.00	\$328,206.00
Allotment Plus Carryover:	\$492,738.00	\$328,206.00
Total Budgeted:		\$328,206.00
Total Remaining:	\$164,532.00	\$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 3:09 PM	Approved (Pending)		Mathis, Tammorah			
7/30/2021 10:40 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Stewart Creek High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5210	141	000	00	\$83,200.08	\$0.00	\$83,200.08		
	Other	3	5210	211	000	00	\$6,399.92	\$0.00	\$6,399.92		
	Salary	3	5330	146	000	00	\$119,204.16	\$0.00	\$119,204.16		
	Other	3	5330	211	000	00	\$16,199.84	\$0.00	\$16,199.84		
	Equipment	3	5860	461	000	00	\$750.00	\$0.00	\$750.00		
	Other	3	5870	311	000	00	\$2,200.00	\$0.00	\$2,200.00		
	Other	3	6570	532	000	00	\$100,252.00	\$0.00	\$100,252.00		

Total: \$328,206.00 \$0.00 \$328,206.00

Grant Details

Stewart Creek High School (61L) 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.

The Executive Principal, Principal, and Academic Facilitator reviewed and compared the pre-COVID-19 data to the current reality. Data was collected from our student accountability system. The committee reviewed data from April 2019 to April 2021. We determined our most important education needs are student attendance, number of graduates, credit earning rate, math gains and reading gains based on the reviewed data. The data indicates there was a six percent decrease in student attendance, a 2.3 percent decrease in credit earning rate, a 29 percent decrease in one level reading gains, and a 38 percent decrease in two level math gains. Additionally, Stewart Creek High School graduated 23 less students than the previous year. In each of these crucial academic measures there were significant learning loss demonstrated as a result of the shift to remote learning. Students and staff were asked to report their access to technology such as a reliable internet connection and a computer. Additionally, we surveyed staff and students to identify their comfort level in regards to in-person learning. In March Stewart Creek High School began offering in-person learning five days a week to every student in addition to the remote learning options. The school will progress test student achievement level in reading comprehension and vocabulary every August and March to demonstrate learning gains. Additionally, every 90 days students are progress tested on their math skills to

demonstrate learning gains. The school holds a monthly review of the student accountability measures mentioned above to assess areas of growth. During this monthly meeting, stakeholders assess current strategies used to address the student accountability measures and determine if adjustments are 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.

An analysis of the data demonstrates significant learning loss directly due to COVID-19 and subsequent shift to remote learning. In comparing 2019 student attendance data to our current reality, we see a six percent decrease in overall student attendance indicating students either were uncomfortable with attending in-person instruction, could not find reliable transportation, or could not easily penetrate our COVID-19 safety protocols when entering the school. In 2019 students were in the building with close monitoring of their academic progress and had daily in-person encouragement to complete their courses. During the remote learning shift, students were working independently. Teachers reported students had lower engagement and motivation. Although we prioritize student engagement with our literacy program because it was not directly related to their core graduation requirements, students only utilized this program to meet their daily attendance requirement. Student math growth is showing a significant decrease due to the difficulty of students having access to compatible technology required for the program as well as it not being directly related to their graduation requirements. Stewart Creek High School is expecting to graduate significantly less graduates due to a combination of all the factors discussed previously. The decrease in credit earning rate was a significant factor in student's ability to meet graduation requirements.

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.

\$ 155,000.00 * 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;

Stewart Creek High School will build-out an Academic Center for students to go to for academic counseling and testing such as EOCs, local math testing, local reading testing, ASVAB, ACT, and Pre-ACT testing. All students entering our program take a pre-assessment in reading and math to assess their skill levels. The Reading Specialist and Math Interventionist evaluate the results to drive the student's individualized academic plan. The Academic Center will also be used to house presentations for students on local colleges, trade schools, military presenters, and other student presentations and related entrance exams.

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

Stewart Creek High School will build-out an Academic Center for students to go for academic counseling, testing, and small group instruction. All incoming students will be pre-tested using our local reading literacy program and math program. The Reading Specialist and Math Interventionist evaluate the results to drive the student's individualized academic plan. Small group and individual tutorial sessions will be used to enrich or remediate student achievement according to their pre-assessment and progress assessments.

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

The School will employ and retain a part-time Student Services Coordinator who will increase communication with families, parents, and students regarding events and news at the school and services the school can provide to students. This Coordinator will maintain regular contact with students and parents regarding attendance, schedule appointments to meet with support personnel, and connect them with the appropriate staff member on campus. They will also aide in recruitment, enrollment, and retention of students in the community.

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

Stewart Creek High School will track student attendance and engagement by reviewing data regarding student retention, attendance and ensuring the Student Services Coordinator and Instructional Assistant connect with students who are struggling to maintain adequate academic progress and attendance. The school will track this data with our 5 or more consecutive absence list. The current retention team, along with the new Student Services Coordinator and Instructional Assistant, will review the list weekly and make outreach attempts such as making phone calls, writing letters, and making home visits. The team will then log those contacts in our local system to track the progress and success of the outreach efforts.

* (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to

identify students that experienced learning loss.

Stewart Creek High School will track student academic progress and achievement by reviewing data regarding student credit earning rate, student scores on progress testing on a monthly basis. Additionally, the school will track bi-weekly progress monitoring of students by reviewing the number of assignments students have completed in comparison with pre-pandemic data. The new Instructional Assistant and current staff will work to communicate the data with students, other staff members, and families in an effort to close the learning gaps students may have experienced during remote 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	The school will install windows to improve air movement and ventilation in the school.	Windows installed by August 2022	The school will classify this measure as successful due to the reduction in the spread of germs around the school to staff and students which will decrease the amount of absences due to illness.	\$ 110,256.00
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	Stewart Creek High School will hire and retain an ESOL teacher to increase attendance, retention, and academic success of ELL students.	Hire by August 2021	The school will determine this measure successful if there is up to a 15% increase in ELL student retention and attendance rate.	\$ 60,000.00

IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No	The school will install call buttons on staff members desks in an effort to more quickly alert security staff about a medical emergency or other emergency. This will allow for a faster response time in comparison to the staff member having to call down to the office and then call the security personnel to their rooms.	Install in July 2021	The school will determine this measure successful when the response time of security is reduced by up to 1 minute.	\$ 750.00
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		All staff trained by August 16, 2021	The school will classify this measure as successful when all school staff have been successfully trained in CPR and the transmission of bloodborne pathogens.	\$ 2,200.00

		The school will train all staff members in CPR and transmission of bloodborne pathogens. This will allow all staff to be responsive to a potential health risk to students. With COVID-19 and it's variants, it is especially important now to reduce the risk of spread of other germs and illnesses. This training will allow staff members to respond appropriately			
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 \$ 173,206.00

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)

Stewart Creek High School (61L) 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

Stewart Creek High School (61L) 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)]	<u>Tamara Wynn</u>

Substantially Approved Dates

Stewart Creek High School (61L) 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

Thursday, August 5, 2021

New Applicant Summary

Stewart Creek High School (61L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Stewart Creek High School (61L) 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

Stewart Creek High School (61L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79835753

*** Address:**

2701-F Freedom Dr Charlotte, NC 28208

*** Superintendent:**

Ms. Tamara Wynn

Key Personnel:

* Sabrina Johnson

History Log

Charlotte Lab School (61M) Charter 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 9:38:18 AM	Jeannie O'Brien	I cannot add an amendment to the budget in LINQ because it's showing submitted by not open, closed or unapproved. Will you please change the status in LINQ so I can submit an amendment. Thank you!	C
	11/8/2021 9:30:25 AM	Cindy Hogston	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	11/8/2021 9:30:03 AM	Cindy Hogston	Please add the carryover amount of \$46,085 to your PRC181 budget and resubmit.	C
☐	11/4/2021 11:31:13 AM	Jeannie O'Brien	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 11:31:13 AM	Jeannie O'Brien	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/4/2021 11:31:05 AM	Jeannie O'Brien	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 11:31:05 AM	Jeannie O'Brien	Status changed to 'Fiscal Representative Approved'.	S
	11/4/2021 11:30:39 AM	Jeannie O'Brien	Status changed to 'Revision Completed'.	S
	10/20/2021 3:08:48 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Charlotte Lab School (61M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$46,085.00	\$46,085.00
Carryover	\$84,500.00	\$84,500.00
Total	\$130,585.00	\$130,585.00

Budget

Charlotte Lab School (61M) 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
61M	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$46,085.00	\$0.00
Carryover Amount:	\$84,500.00	\$84,500.00
Allotment Plus Carryover:	\$130,585.00	\$84,500.00
Total Budgeted:		\$84,500.00
Total Remaining:	\$46,085.00	\$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 3:20 PM	Approved (Pending)		Mathis, Tammorah			
7/30/2021 10:40 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Charlotte Lab School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	418	000	00	\$6,136.96	\$0.00	\$6,136.96		
	Equipment	3	5110	462	000	00	\$10,877.00	\$0.00	\$10,877.00		
	Salary	3	5210	121	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Salary	3	5210	142	000	00	\$24,999.96	\$0.00	\$24,999.96		
	Salary	3	5830	131	000	00	\$9,258.96	\$0.00	\$9,258.96		
	Other	3	7200	311	000	00	\$3,227.12	\$0.00	\$3,227.12		

Total: \$84,500.00 \$0.00 \$84,500.00

Grant Details

Charlotte Lab School (61M) 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.

Charlotte Lab School will use funds from PRC 181 to address learning loss for students showing needs based off End of Year (EOY) assessments. Charlotte Lab School will use 20 percent of PRC 181 funds to create a robust Summer Program to address this learning loss. In addition, Charlotte Lab School will employ Teachers and Teacher Assistants for Exceptional Children to continue to support children throughout the year. Also, Charlotte Lab School will employ a full time Family Support Coordinator to assist families with receiving assistance with breakfast, lunch, and financial assistance for athletics, field trips, and extra curricular activities. In addition, Charlotte Lab School will use funds from PRC 181 to employ full time school counselors.

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.

Charlotte Lab School uses MAP, EOY and/or EOGs / EOCs / NFEs to assess students' academic achievement and growth in K-10 math, reading, language usage, and science. The assessments provide teachers, EC teachers, counselors and interventionists with accurate, and actionable evidence to help target instruction for each student.

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.

\$ 41,400.00 * 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;

Charlotte Lab School uses MAP, EOY and/or EOGs / EOCs / NFEs to assess students' academic achievement and growth in K-10 math, reading, language usage, and science. The assessments provide teachers, EC teachers, counselors and interventionists with accurate, and actionable evidence to help target instruction for each student. Charlotte Lab School will provide the 2021 Summer Program for approximately 100 students who are the most vulnerable and have been identified with additional needs to address learning loss. There will be 9 teachers, 3 teacher assistants and 1 director who will support the program. Lunch and snack will be provided daily. The Summer Program will address learning loss for students and give students the instruction needed to ready them for the upcoming school year.

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

Charlotte Lab School uses assessments and IEPs to create instruction which is individualized based on the student's needs. The School uses evidence-based instructional practices and interventions that have been shown by research to be most effective. These research-based practices are then matched with a student's unique needs and skills when developing a student's education program. This process is documented on what works so that evidence can emerge over time which offers new insights into teaching and learning for the School's EC students.

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

Charlotte Lab School employees counselors and a Family Service Coordinator to provide information and assistance to families on how they can support students academically, emotionally, and also how to receive assistance for breakfast and lunch through the Federal Nutrition Program.

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

Charlotte Lab School will continue to track and take attendance in the homeroom and advisory classes. Attendance is recorded in PowerSchool and reports to state and local agencies once per month. Attendance records are used by Advisors, School Counselors, and Teachers to increase student engagement including during distance education.

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

Charlotte Lab School uses MAP Growth testing and End of Year assessments to assess students' academic achievement and growth in K-10 math, reading, language usage, and science. The assessments provide teachers, EC teachers, counselors and interventionists with accurate, and actionable evidence to help target instruction for each 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				\$

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	Due to increased EC student population, Charlotte Lab School will use funds from PRC 181 to employ a new licensed EC teacher who develop and provide specialized instruction to meet the unique needs of EC students. EC teacher will evaluate and assess student progress against instructional objectives, follows State mandated due process procedures, and functions as IEP manager to assigned students.	July 2021-July 2022	EC teachers will evaluate and assess student progress against instructional objectives, follows State mandated due process procedures, and functions as IEP manager to assigned students.	\$ 54,999.84

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	Charlotte Lab School will use PRC 181 funds to purchase Chromebooks for students who qualify for free and reduced lunch as per the Federal Nutrition Program. In addition, the school will purchase software to address learning loss.	July 2021-July 2022	By providing chromebooks and software for students in need, students will be able to work in classroom and at home and address learning loss.	\$ 12,326.16
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	Charlotte Lab School will use PRC 181 funds to employ a school counselor to support mental health and wellness of our students.	July 2021-June 2022		\$ 9,259.00

				The counselor will support with counseling sessions, work with students on social-emotional learning during Advisory, conduct peer groups, provide executive functioning support, advise with long-term social-emotional, academic, short-term and long-term goals, and work with teachers on creating students' personalized learning plans for academic and behavioral 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	Charlotte Lab School will be providing a summer program to address learning loss and will need to provide lunch and snacks to the students.	July 2021-June 2022	By providing lunch and snacks for the students in the summer program ensures students will have the nourishment needed during the day to focus on learning.	\$ 9,600.00
	* ☒ Yes ☐ No	Charlotte Lab School will use PRC 181 funds to continue hire staff to clean the buildings during the summer program.	July 2021-June 2022	By continuing to clean and sanitize the building we are ensuring a safe place for students and teachers during the summer program.	\$ 3,000.00

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.

Total ESSER III Allotment \$ 89,185.00

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)

Charlotte Lab School (61M) 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

Charlotte Lab School (61M) 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)]	<u>Jeannie O'Brien</u>

Substantially Approved Dates

Charlotte Lab School (61M) 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	Monday, August 9, 2021

New Applicant Summary

Charlotte Lab School (61M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Charlotte Lab School (61M) 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

Charlotte Lab School (61M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79453755

*** Address:**

301 E 9th Street Charlotte, NC 28202

*** Superintendent:**

Dr. Mary Moss

Key Personnel:

* Dr. Mary Moss

History Log

VERITAS Community School (61P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:52 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

VERITAS Community School (61P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$84,500.00	\$84,500.00
Carryover	\$151,283.67	\$151,283.67
Total	\$235,783.67	\$235,783.67

Budget

VERITAS Community School (61P) 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
61P	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$84,500.00	\$0.00
Carryover Amount:	\$151,283.67	\$151,283.67
Allotment Plus Carryover:	\$235,783.67	\$151,283.67
Total Budgeted:		\$151,283.67
Total Remaining:	\$84,500.00	\$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			
9/9/2021 9:29 AM	Approved (Pending)		Dryman, Timothy			
8/4/2021 9:00 AM	Received		Admin, NCCCIP			
7/28/2021 9:34 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - VERITAS Community School, CFA

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	142	000	00	\$46,446.72	\$0.00	\$46,446.72		
	Other	3	5110	211	000	00	\$3,553.18	\$0.00	\$3,553.18		
	Other	3	5110	418	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Equipment	3	5110	462	000	00	\$41,302.50	\$0.00	\$41,302.50		
	Other	3	6550	311	000	00	\$49,981.27	\$0.00	\$49,981.27		
Total:							\$151,283.67	\$0.00	\$151,283.67		

Grant Details

VERITAS Community School (61P) 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.

Throughout the Covid-19 Pandemic our leadership team has been monitoring the struggles our families are encountering. The Leadership team is built with teachers and staff members from all areas of our school to ensure all teams are spoken for in our discussion and decisions for moving our school forward. Staff members have been strategically checking in with their families and then sharing up the support needed to ensure barriers impeding our students learning were being removed. In the 2021-2022 school year we are going to be assessing our students via NWEA MAP, running records, SchoolNet, and Leveled Literacy Intervention. The listed assessments will be used to determine the most effective course of action to address students' needs in all core subject areas.

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.

Overall, we have found that our families have struggled with access to initial items to make teaching and learning successful. (technology, internet, food, transportation) As a school, we leverage funds to support our families during the pandemic which has caused us to not be able to focus our attention on much-needed upgrades of important components to our physical plant and tools for teaching. For the past 12 months, we have dedicated funds to supporting families and tracking students' needs both basic and academic. In the upcoming school year, we will need to continue to track those items ramping up our focus on academics while not losing touch with their basic needs while also bring our plant upgrade to the forefront.

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.

\$ 50,000.00 * 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 school will monitor student growth using: Reading MAP NWEA Math MAP NWEA Leveled Literacy Intervention

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

Utilizing these funds to add a teacher assistant will provide the classroom teachers with the ability to conduct instruction to smaller groups of students increasing the capacity of differentiating the content more appropriately 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;

Veritas Community School will conduct quarterly information sessions for parents providing them with information on how to support their student's learning.

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

Our school tracked student attendance via PowerSchool and teacher feedback. For students and families struggling to attend instructional sessions were provided outside of the scheduled instructional sessions. The goal of our instructional leadership team was to ensure we provided families to multiple times to increase the chances their personal schedule and school schedule would work together.

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

In the 2021-2022 school year we will be pulling as much data from prior school years to develop our plan of action to support our students. While we are all anticipating our students returning to traditional learning settings in the upcoming school year our team is already planning for remediation and acceleration of the standards our students have shown issues grasping during distance 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
			2020-2022		\$ 0.00

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	Funds will be used to improve our ability to contact trace Covid-19 exposures on school grounds. Due to the Covid-19 pandemic/closure, we leveraged all funds into providing instruction for our students over upgrades such as this. We are located in a Charlotte Mecklenburg School District building with an outdated campus monitoring system. Without updating our monitoring systems we will struggle to accurately and adequately support our families as we return to a more normal school setting in the upcoming school year.		School leadership will be able to more effectively track and determine interactions outside of the classroom setting.	

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	Funds will be used to update and maintain the HVAC system.	2020-2023	School leadership will assess the efficiency and quality of our classroom air quality.	\$ 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				\$

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	Funds will be utilized to provide a food box program to our at-risk families. Additionally, the funds will be utilized to purchase technology to support at-risk students off-campus.	2021-2022 and 2022-2023 School Year	The Food Box program will provide a report and spreadsheet detailing the funds spent and who was affected by the program.	\$ 0.00

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	Funds will be used to purchase devices and online resources.	2021-2022 and 2022-2023 School Year	School leadership will label and track the devices to ensure they are effective in increasing access.	\$ 25,000.00
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	Funds will be used to support at-risk families with food, transportation, and technology to support learning in the upcoming school year.	2021-2022 and 2022-2023 School Year	School leadership will increase bus routes, increase the amount of technology, and increase access to food for students compared to during the pandemic.	\$ 76,283.67

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 \$ 101,283.67

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.

Grant Award Notification (GAN)

VERITAS Community School (61P) 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

VERITAS Community School (61P) 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)]	<u>Michael Silver</u>

Substantially Approved Dates

VERITAS Community School (61P) 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, September 8, 2021

New Applicant Summary

VERITAS Community School (61P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

VERITAS Community School (61P) 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

VERITAS Community School (61P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79364255

*** Address:**

2600 Grimes Street Charlotte, NC 28206

*** Superintendent:**

Mr. Michael Silver

Key Personnel:

* Michael Silver

History Log

Mallard Creek STEM Academy (61Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:54 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Mallard Creek STEM Academy (61Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$163,464.00	\$163,464.00
Carryover	\$326,047.00	\$326,047.00
Total	\$489,511.00	\$489,511.00

Budget

Mallard Creek STEM Academy (61Q) 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
61Q	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$163,464.00	\$0.00
Carryover Amount:	\$326,047.00	\$326,047.00
Allotment Plus Carryover:	\$489,511.00	\$326,047.00
Total Budgeted:		\$326,047.00
Total Remaining:	\$163,464.00	\$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			
8/23/2021 8:49 AM	Approved (Pending)		Dryman, Timothy			
8/3/2021 8:11 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Mallard Creek STEM Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	121	000	00	\$208,969.14	\$0.00	\$208,969.14		
	Other	3	5330	211	000	00	\$15,986.10	\$0.00	\$15,986.10		
	Other	3	5330	229	000	00	\$10,448.46	\$0.00	\$10,448.46		
	Other	3	5330	231	000	00	\$25,433.76	\$0.00	\$25,433.76		
	Salary	3	5830	131	000	00	\$52,242.47	\$0.00	\$52,242.47		
	Other	3	5830	211	000	00	\$3,996.52	\$0.00	\$3,996.52		
	Other	3	5830	229	000	00	\$2,612.11	\$0.00	\$2,612.11		
	Other	3	5830	231	000	00	\$6,358.44	\$0.00	\$6,358.44		

Total: \$326,047.00

\$0.00 \$326,047.00

Grant Details

Mallard Creek STEM Academy (61Q) 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.

Mallard Creek STEM Academy is a K-8 charter school serving almost 950 students. Of these 950 students, at least 60% elected to work remotely since March 2020 which has significantly impacted their academic progress and social/emotional well-being. Of the remaining 40% of students, they participated in a hybrid schedule so they have had limited access to continuity in support and special services as well interventions. Of the 950 students, 78 students are EC. Of those 70 students, only 16 students have made growth and progress towards grade level proficiency in Reading and/or Math. Multiple groups have met to review student performance data, attendance data, behavioral data, special education, ell data, and climate and culture survey data to determine critical areas of support that are needed. The participants in these meetings have included: general education teachers, curriculum coaches, Title 1 coordinator, testing coordinator, leadership team, Child Study Team, governing board members, and parents. We have utilized our weekly admin team meetings, our child study team meetings, governing board meetings, and our parent/community outreach committee meetings. We have also reviewed climate survey data from teachers, parents, staff. We have identified multiple gaps in performance and significant increases in our at-risk population. We intend to use ESSER ii funds to address the most critical gaps in our students most at-risk for failure/retention from this school

year and those who have failed to make any progress in the IEP goals and ELP goals. The first action is to provide a 6-week summer school program that is designed to remediate academics in grades K-8 in core courses Reading/Math and Science for half of the day and will provide physical activities and enrichments the other half of the day. The School will offer bus transportation and food service for all students who attend. Additional funds from ESSER II were appropriated to provide an intensive and purposeful summer camp program for 6 weeks to help remediate our most at-risk students academically in the core subjects of Reading and Math, and Science when appropriate. The summer camp also was designed to include physical activity and enrichments in STEM, ART, Music, and computer labs. The ESSER II funds also included funds for some additional resources and professional development for staff to implement more effective instruction in the middle school in particular for the 2021-2022 School year. MCSA recognizes the critical need to support so many students (well over 60% of our 950 student body) who have been learning remotely since March 2020 and many of whom have had personal crises and other disruptions to the home and educational environment that challenged their ability to attend, to engage and to develop a successful path forward in learning. In addition to the remote learners, the Hybrid schedules and inability to deliver our educational model with one on one and small group learning has decreased the normal learning gains we see from our students year over year. Finally, our school has dramatically increased the number of students that are economically disadvantaged and struggling with new challenges at home making them more at risk for failure and for mental health resources. Academic learning loss is a huge concern for all stakeholders. MCSA is concerned that the past 15 months of disrupted learning has led to years worth of academic learning loss and will result in academic achievement gaps across subgroups of students similar to those from 5-10 years ago. The learning gaps and lack of progress are most noticeable in our at-risk population including EDS, EC, ELL, and interestingly, the AIG students who have continued to show proficiency. but have not had the same opportunities to show increased growth or progress towards their EP goals. Most of our data that shows huge learning gaps for our subgroups of students will be our primary focus for the next two years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness after.

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 multiple teams who have met to discuss and develop a long term recovery plan for these students agree that the most important resources needed are certified intensives/remediation instructors who can work with small groups of students daily, a mental health counselor to specifically work with those students who have suffered additional challenges at home due to the pandemic and other critical challenges. The data shows increased achievement gaps

year over year for our most at-risk students. The learning loss has been prevalent across our EDS students, EC students, and a few of our ELL students. Our EDS students who have come to our school from local LEA's are historically one or more grade levels behind upon their enrollment and this has exacerbated those gaps. Our assessment tools and progress monitoring tools have demonstrated significant gaps in specific skills/standards that require direct instructional support and scaffolding and during instruction where students were not fully engaged and lacked support at home. MCSA recognizes the critical need to support so many students (well over 60% of our 950 student body) who have been learning remotely since March 2020 and many of whom have had personal crises and other disruptions to the home and educational environment that challenged their ability to attend, to engage and to develop a successful path forward in learning. In addition to the remote learners, the Hybrid schedules and inability to deliver our educational model with one on one and small group learning has decreased the normal learning gains we see from our students year over year. Finally, our school has dramatically increased the number of students that are economically disadvantaged and struggling with new challenges at home making them more at risk for failure and for mental health resources. Academic learning loss is a huge concern for all stakeholders. MCSA is concerned that the past 15 months of disrupted learning has led to years worth of academic learning loss and will result in academic achievement gaps across subgroups of students similar to those from 5-10 years ago. The learning gaps and lack of progress are most noticeable in our at-risk population including EDS, EC, ELL, and interestingly, the AIG students who have continued to show proficiency. but have not had the same opportunities to show increased growth or progress towards their EP goals. Most of our data that shows huge learning gaps for our subgroups of students will be our primary focus for the next two years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness after. MCSA intends to use the ESSER iii funds to staff critical positions to support this fragile cohort of students. These positions include an additional EC teacher, Reading and Math intensives staff to work in small groups throughout the day, a social worker/dean to manage and monitor attendance, tardies, truancies, and to conduct well-checks and home visits as needed. The staffing also includes at a minimum an additional licensed Counselor to support high-needs students and staff and to provide the mental health plans and workshops for the community. This person will assist and work with our mental health counselor who sees students daily. MCSA will develop a larger CST membership where each member specializes in critical areas to support an intentional MTSS model to improve Tier 1 instruction daily and to improve the interventions used in Tier 2 and Tier 3 to help move students out of MTSS and back into general education when possible. The positions who will be tapped to lead the comprehensive team are: Admin, Counselor, Reading Coach, Math Coach, EC Director, Dean, and Mental Health Counselor. This team will work on documenting student academic and social/emotional growth over the next two years that is believed to be necessary to move our students back into grade level proficiency and work towards grade level college and career readiness.

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.

\$ 326,047.00 * 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;

MCSA will continue to use high-quality assessments to measure students' baseline level of performance in Math, Reading, Science, and other areas as appropriate. These include IReady, IXL, NC EOG/EOC, and other internal benchmarking tools such as Reading and Math inventories, running records, and other digital assessments as well as unit tests from the core curriculum. As assessments are disaggregated, students will be moved into small groups based on content knowledge and mastery so that teachers can scaffold and remediate deficiencies. The School will provide supplemental learning materials and resources for the EC students, ELL students, and AIG students as well as those students moving through Tier 2 or 3 in MTSS. The differentiation will occur during the class in a workshop-style method, and in pull-out groups when appropriate. Students on an IEP, ELP or EP will have supplemental time and resources as dictated in their plans. The additional staff funded through the ESSER iii grant will be able to provide this level of one on one and small group support for all students in the lowest quartile as well as other students performing one or 2 grade levels below their expectations. The inclusion of academic and non-academic staff will help ensure that learning loss is examined and remediated through a full lens of needs including a school-home connection. Many students will need academic support coupled with social/emotional support. Our parent and community outreach committee will continue to work with the school administration to help support parents and identify what measures the school can take to meet the needs of all struggling students. This committee also provides additional connections to outside resources in the community for families if needed for those who also qualify for McKinney Vento/Homeless/Foster support. All of these various assessments will provide different data points to help the administration and instructional support team to develop differentiated instructional groups for teachers to implement in the classroom and for remediation and intensive teachers to utilize during small group pull-outs and one on one remediation support. MCSA anticipates at least 2 years of targeted and focused remediation and interventions will be

needed for close to 55% of students who have been identified as at-risk for a variety of reasons and differentiation in the classroom is expected in addition to resource rooms, pull out sessions and summer camps and extended day academic programming.

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

MCSA will continue to operate its workshop model of instructional delivery which naturally allows for differentiation in all core subjects and will increase the protected block in the master schedule for interventions during MTSS blocks. During this time, students will work in small groups at their ability level on specific skills and standards found to be deficient based on the assessment results. These activities may include small group remediation, intensive tutoring with certified staff funded with this grant, skill and drill activities using research-based and approved digital resources (IXL, Achieve 3000) and scaffolded learning activities led by certified staff, EC teachers, ELL teachers, and AIG teachers to provide effective, appropriate differentiation for the students guided by their assessment data and supported by social-emotional-wellness data that show attendance, behavior, and other non-academic needs. Some students, especially in middle school will have intensive reading and math courses, or electives that are designed to improve skills, studying, and test-taking strategies. MCSA plans to first identify the students' academic weaknesses, identify the root cause for those weaknesses, and then ameliorate them based on those informational inputs. Some students will need remediation and tutoring for instructional time lost during the pandemic. Others may need a more comprehensive approach that includes social and emotional support before the academic supports will be valuable.

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

MCSA will continue to utilize Parent Square as the primary communication tool for parents. Parent Square is an effective tool to share information, alerts, and live links to other sources of information. In addition to that, Parent Square can deliver communication in any language the parent selects, so all families of other home languages have equal access to important information. Teachers will utilize the classroom version of the parent square to deliver daily updates or information. MCSA has become a full Google Education platform, so all parents have access to student information, assignments, and grades through a log-in as well. MCSA's website is connected to multiple forms of social media to find the broadest reach to the parents and community as needed. These various forms of communication include information on how to best support students in their personal learning and provide confidential reports that go directly to parents and general information including at-home resources, links to supportive curriculum, links to foodservice options, links to the counselors, links to staff emails, and links to other support services that they may require. Parents also have access to their own child's teacher during remote learning via teacher "virtual" office hours which includes a community chat room, private emails, and phone calls. Different school personnel reaches out to families regarding student attendance, grades and behavior. The new grant funds will support additional staffing positions to create a comprehensive child study team to provide more information and more support resources for

families for at-risk students. provide free breakfast and lunch as well as free transportation and a scaled early and after care program to ensure students' basic needs are met every day so that learning can occur in the classroom. The school will continue to provide home technology for families who need it and supply kits for non-digital curriculum for families who require it.

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

Although MCSA was able to track attendance and student engagement this year, it became a cumbersome task with parents changing their students' learning environment often from live to remote and remote to live. Many also experienced frequent health scares or long-term health issues and elected to keep their students home even though COVID was not the issue. In this grant request, we have included numerous remedial and support staff to address learning loss. Our current AP and Counselor will work together to manage daily attendance, truancy issues, tardiness issues and to conduct home visits when needed to ensure the well-being of the students. Each month the comprehensive CST will review school-wide attendance data and identify trends by grade level if any, and focus on individual students and families who are struggling with daily attendance. Our social workers and admin team will help confirm if these families require additional social services, transportation, food, or other support and if they qualify for McKinney Vento programs, etc. Attendance data will be tracked and outcome measures should include that increased attendance results in improved academic performance. Should students operate in a remote learning environment, staff will be tasked with monitoring student ENGAGEMENT, beyond attendance to ensure students have access to the support and resources they need to complete assignments, understand the work, and find academic success in the remote environment. Additional staffing funded with this grant will provide additional avenues of support for struggling learners who remain in a remote learning environment.

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

MCSA has created a detailed data tracking tool to monitor historical student achievement by grade level and cohort. Although many charter schools have students who transition in and out of the school, we have found a way to track student cohorts in each grade level whenever reasonable. Our comprehensive CST will review student data from IReady, IXL, and internal benchmarking and progress tools to track student achievement, growth, and progress. These data points will most importantly, help the team ensure student progress is occurring. Secondly, the multiple data points will help drive decision-making in determining which supports and resources have had the greatest impact and which if any, have negligible impact. From there, the team will make future decisions to continue or increase the methods having the greatest positive impact on student growth and phase out any activities, strategies, and staffing that does not show a positive, correlation to student growth. Secondly, the CST will disaggregate the data across known cohorts of students in each grade level to demonstrate learning progress and growth for students who had previously demonstrated proficiency at grade level but experienced learning loss during the pandemic that represents

current levels of performance. The goal is to show a positive correlation between previously successful students finding new academic gains and proficiency using the programs and resources implemented through this specific grant. A comparative study of report cards, EOG/EOC Assessments, and other internal benchmarking tools will be used to compare and contrast former performance, pandemic performance and current levels of performance over the 3 year implementation of these funds.

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				\$

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 \$ 0.00

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)

Mallard Creek STEM Academy (61Q) 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

Mallard Creek STEM Academy (61Q) 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)]	<u>Jennifer Lucas</u>

Substantially Approved Dates

Mallard Creek STEM Academy (61Q) 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, August 4, 2021

New Applicant Summary

Mallard Creek STEM Academy (61Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Mallard Creek STEM Academy (61Q) 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

Mallard Creek STEM Academy (61Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

80261268

*** Address:**

9142 Browne Rd Charlotte, NC 28269

*** Superintendent:**

Ms. Deanna Smith

Key Personnel:

* Raheem Roberts

History Log

Matthews Charter Academy (61R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:08:57 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Matthews Charter Academy (61R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$157,062.00	\$157,062.00
Carryover	\$313,090.00	\$313,090.00
Total	\$470,152.00	\$470,152.00

Budget

Matthews Charter Academy (61R) 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
61R	181	0	No	No	0.51 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$157,062.00	\$0.00
Carryover Amount:	\$313,090.00	\$313,090.00
Allotment Plus Carryover:	\$470,152.00	\$313,090.00
Total Budgeted:		\$313,090.00
Total Remaining:	\$157,062.00	\$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			
8/21/2021 12:30 PM	Approved (Pending)		Dryman, Timothy			
7/27/2021 1:47 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Matthews Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$109,494.40	\$0.00	\$109,494.40		
	Salary	3	5110	141	000	00	\$23,040.00	\$0.00	\$23,040.00		
	Salary	3	5110	148	000	00	\$12,120.00	\$0.00	\$12,120.00		
	Other	3	5110	211	000	00	\$12,039.63	\$0.00	\$12,039.63		
	Other	3	5110	221	000	00	\$4,793.21	\$0.00	\$4,793.21		
	Other	3	5110	231	000	00	\$19,580.00	\$0.00	\$19,580.00		
	Other	3	5110	232	000	00	\$1,134.42	\$0.00	\$1,134.42		
	Other	3	5110	233	000	00	\$1,472.33	\$0.00	\$1,472.33		

	Other	3	5110	234	000	00	\$1,460.00	\$0.00	\$1,460.00		
	Other	3	5110	235	000	00	\$1,139.96	\$0.00	\$1,139.96		
	Other	3	5110	299	000	00	\$119,435.80	\$0.00	\$119,435.80		
	Other	3	5330	311	000	00	\$5,815.02	\$0.00	\$5,815.02		
	Other	3	8100	392	000	00	\$1,565.23	\$0.00	\$1,565.23		
Total: \$313,090.00								\$0.00	\$313,090.00		

Grant Details

Matthews Charter Academy (61R) 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.

- 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. - 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 learning. - Additional instructional time was needed to combat the impact of COVID-19. To provide this time summer learning will be offered and a tutoring program during the school year will be 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.

\$ 93,492.00 * 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 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		Implementation timeline aligns with the grant project period.	Increased staff retention	\$ 119,435.80

		COVID-19 stipends allocated to employees to compensate them for the new duties they assumed due to COVID-19 pandemic. These duties were outside their regular position and in direct response to preventing, preparing, and responding to COVID-19. School staff will be eligible for COVID-19 stipends in spring 2021 and fall 2021. Maximum stipend per employee is \$3,000.			

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	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.	Implementation timeline aligns with the grant project period.	Increased student achievement	\$ 91,416.20

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.	Increased student achievement	\$ 8,746.00
	* ☐ 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 \$ 219,598.00

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)

Matthews Charter Academy (61R) 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

Matthews Charter Academy (61R) 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)]	<u>Jena Winters</u>

Substantially Approved Dates

Matthews Charter Academy (61R) 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	Thursday, July 29, 2021

New Applicant Summary

Matthews Charter Academy (61R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Matthews Charter Academy (61R) 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

Matthews Charter Academy (61R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

80270463

*** Address:**

2332 Mount Harmony Church Rd. Matthews, NC 28104

*** Superintendent:**

Ms. Christy Spurrier

Key Personnel:

* Ashley N. Benton - Grants Manager

History Log

UpROAR Leadership Academy (61U) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:09:01 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

UpROAR Leadership Academy (61U) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$437,886.00	\$437,886.00
Carryover	\$0.00	\$0.00
Total	\$437,886.00	\$437,886.00

Budget

UpROAR Leadership Academy (61U) 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
61U	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$437,886.00	\$435,218.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$437,886.00	\$435,218.00
Total Budgeted:		\$435,218.00
Total Remaining:	\$2,668.00	\$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 9:52 PM	Approved (Pending)		Mathis, Tammorah			
9/13/2021 10:16 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - UpROAR Leadership Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	135	000	00	\$169,995.60	\$0.00	\$169,995.60		
	Other	3	5110	211	000	00	\$13,004.40	\$0.00	\$13,004.40		
	Salary	3	5400	151	000	00	\$98,467.68	\$0.00	\$98,467.68		
	Other	3	5400	211	000	00	\$7,532.32	\$0.00	\$7,532.32		
	Salary	3	6550	171	000	00	\$33,644.16	\$0.00	\$33,644.16		
	Other	3	6550	211	000	00	\$2,573.84	\$0.00	\$2,573.84		
	Other	3	6550	327	000	00	\$110,000.00	\$0.00	\$110,000.00		
Total:							\$435,218.00	\$0.00	\$435,218.00		

Grant Details

UpROAR Leadership Academy (61U) 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 Board of Directors, which received input from other stakeholders (classroom educators and school leaders) met on July 29, 2021 to review the potential use of ESSER III funds and determine our most important educational needs as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19 and the return to in-person instruction. We reviewed the needs of scholars such as social emotional, academics, along with additional safety measures to keep scholars safe, for example: additional busses to properly social distance scholars. Academic data from the previous school year to include EOG/EOC and summer school data were evaluated to determine needs of additional academic facilitators. During the review process, we analyzed data points from stakeholders, staff, and faculty, including two separate surveys, one that was sent to parents and one that was sent to staff. All of this was discussed along with the needs of our scholars. Several key points of discussion follow: Based on community survey results, there is definitely a need for support in the area of social emotional learning. Hiring a community liaison will assist us in addressing the needs. The community liaison will assist the school social worker in meeting various needs of identified students and families. They will act as a liaison between schools and community to further the academic success of student Data reviewed shows ULA's 2018-2019 proficiency well below

the state proficiency average in all areas. During our discussion teacher turnover was another key point of discussion. Prior to the pandemic, UpROAR has been able to obtain new hires for open positions prior to the school year starting. In the occasion an employee resigns, UpROAR was able to obtain a replacement quickly for the remainder of the school year. During the pandemic, UpROAR faced challenges of being able to fill all open positions that were not Remote. Also, when an instructor resigned due to fear of the pandemic, the school was only able to fulfill positions with long-term substitute teachers due to applicants seeking Remote learning teaching positions. This challenge is one we continue to be faced with even now. Another key area of discussion relates to transportation. Prior to the pandemic, scholars were able to sit two to a seat, one behind the other. Conversely, during the pandemic, and at present, siblings are the only ones allowed to sit two to a seat. The remaining scholars sit one to a seat to prevent spread and assist with contact tracing. This has created a burden on our transportation system. (2) Looking at the benchmark data, areas where ULA consistently improved over the school's prior performance are 5th grade ELA, 7th grade ELA and 5th grade Sci. In all other areas, the school either improved or was within a 10% deficit on each benchmark with the exception of 6th grade ELA which has fluctuated over all 3 benchmark assessments. When comparing ULA's 2020-2021 proficiency percentages on benchmarks to the state averages, ULA consistently falls short of the state averages. Areas of considerable gains towards the state averages include 5th grade ELA, 7th grade ELA, Math III, and Biology. COVID continues to skew data at some levels as we continue to see an estimated 10% of middle school students absent from assessments. In high school, that average increases to nearly 50%. As a result of the data provided by our assessments and surveys ULA plans to use our ESSER III funds for the following: (a) Community Liaison 2021- 2023 (b) Math Curriculum Coach 2021-2023 (c) ELA Curriculum Coach 2021-2022 (d) Lease Busses and Hire Bus Drivers to address social distancing

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 reveal that we need a multi-faceted approach to respond to the various needs presented by COVID and prevent the spread among our students and staff. Data this is typically reviewed is quarterly benchmark data and average of weekly assessments. This year we would have also been able to evaluate end of year assessment data for mathematics, reading and science. We have access to the initial data reports that were created by Blount for benchmark 1 and then mastery-connect data by teachers and EOG data that can be compiled into a spreadsheet for review.

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.

\$ 183,000.00 * 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 Curriculum and Instruction team evaluated previous methods of assessments and determined that the rigor and accuracy of assessments across the school were not equal. We have decided to adopt CASE assessment testing from MasteryConnect to be able to assist with providing standard-based assessment that meets the needs that we have as a school. These assessments are based upon state pacing guides and will be able to provide administration with accurate data in regards to relation to scoring for end of year assessments. MasteryConnect allows for the instant feedback once the exam is finished and then provides data based on standards and concepts to be able to assist with driving instruction to what the scholars need in the classroom. These assessments are issued quarterly and are giving in a mock testing environment in order to prepare the scholars for their end of year assessments.

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

Instructional coaches will review lesson plans on a weekly basis and provide coaching on instructional content on a weekly basis. Classes did conducted baseline data assessments which encompassed skills from the previous two school years to be able to determine where the gaps areas are for each student. This data is reviewed with the Curriculum and Instruction Team as well as the instructors, scholars and their families so everyone is aware of where the student currently stands, the goals that have been set in place for each individual, and what everyone can do to make sure the scholar meets the goals that are set for them for the next couple of years. Lesson plans are innately developed to prepare for each type of learner (below-grade level, on grade level, above grade level) for all content areas. This allows the groups of scholars that are working together to be fluid between topics and allow for scholars to learn theirr own strengths and areas they need to continue to work on . Activities that are practiced in the classroom involve a variety of methods such as internet-based project-based learning, hands-on activities, foldables for notes, guided notes, etc. to meet the needs of all scholars. Instructional coaches will assist teachers in using a variety of instructional techniques as part of their instructional delivery.

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

Instructors utilize a variety of methods in regards to communicate with parents/families for assistance. Instructors can communicate via email, text and phone call. Instructors also have online website/web pages(Google Classroom Pages) that parents/families are invited to join to stay on top of topic notes, projects, and/or assignments that are issued in the classroom. We also utilize a virtual learning platform for our scholars that are virtual and provides weekly progress updates on their courses to the parents/families emails. Our Community Liaison can also assist teachers, students and their families in receiving the necessary support they need to address their learning goals. The students who are virtual are also given the opportunity to participate in blended learning in which they are invited to come on site twice a week so they are able to get instruction on topics and further support for their online work.

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

For those scholars that are i distance learning, attendance is still taken daily. We provide live lesson Zoom meetings for ELA, Math and Science for the grade levels. Our policy is to take attendance in regards to their physical attendance during the Zoom meetings as well as monitoring their progress on their online work. We do know that some scholars are unable to attend live lessons therefore our instructors reach out to the parents/families in regards to progress, course work grades and assignment submission. Scholars that are actively working in their online classes, submitting work and maintaining communication with the school and instructors are present for classes. Student engagement methods that hav been used are creating of interactive Zoom lessons/activities and inviting the scholars to attend school face to face twice a week to be able to get assistance in their learning and have them engaged with their peers.

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

Grades are taken/updated weekly for scholars and progress reports are given to parents/families (for face to face instruction) bi-weekly for scholars. Progress reports are given to parents/families (for face to face instruction) bi-weekly. The Community Liaison will work with families who do not respond to the school communications concerning academic support, as well as find resources in our community to assist these families. Virtual learners have updates weekly in regards to their classes. The Testing Coordinator evaluates previous year's testing data, previous years grades, and attendance data to determine academic progress. In addressing our learning loss of instruction, as a result of COVID-19, we will involve key concept spiral reviews by our Curriculum and Instruction Committee, as well as provide interventions and targeted instruction/education plans based upon progress by scholars in the classroom.

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		Community Liaison, Math Curriculum Coach 2021-2023; ELA Curriculum Coach & Lease Buses 2021-2022	These actions will provide academic and social emotional support for our students. Leasing the buses will provide a safer option to transport our students to school.	\$ 252,218.00

		ULA will hire a Community Liaison to address the academic needs of our students in both ELA and Math. The Community Liaison will assist the social worker in addressing the needs of our students and their families that are preventing them from meeting their academic and social emotional learning goals. We are also leasing buses and hiring bus drivers to assist with the required social distancing needed to address COVID virus transmission among our students.			

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				\$

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 \$ 252,218.00

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)

UpROAR Leadership Academy (61U) 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

UPROAR Leadership Academy (61U) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

UPROAR Leadership Academy (61U) 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	

	Monday, September 13, 2021

New Applicant Summary

UpROAR Leadership Academy (61U) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

UpROAR Leadership Academy (61U) 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

UpROAR Leadership Academy (61U) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

56888281

*** Address:**

5500 North Tryon St Charlotte, NC 28213

*** Superintendent:**

Ms. Genesis K. Newsome

Key Personnel:

* Ms. Genesis K. Newsome

History Log

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:09:04 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$146,391.00	\$146,391.00
Carryover	\$291,495.00	\$291,495.00
Total	\$437,886.00	\$437,886.00

Budget

Bonnie Cone Classical Academy (61V) 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
61V	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$146,391.00	\$0.00
Carryover Amount:	\$291,495.00	\$291,495.00
Allotment Plus Carryover:	\$437,886.00	\$291,495.00
Total Budgeted:		\$291,495.00
Total Remaining:	\$146,391.00	\$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 8:15 PM	Approved (Pending)		Mathis, Tammorah			
7/27/2021 2:23 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Bonnie Cone Classical Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$40,500.00	\$0.00	\$40,500.00		
	Salary	3	5110	135	000	00	\$119,999.88	\$0.00	\$119,999.88		
	Other	3	5110	411	000	00	\$14,795.12	\$0.00	\$14,795.12		
	Other	3	5110	418	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Equipment	3	5110	462	000	00	\$21,200.00	\$0.00	\$21,200.00		
	Salary	3	5830	146	000	00	\$45,000.00	\$0.00	\$45,000.00		
Total:							\$291,495.00	\$0.00	\$291,495.00		

Grant Details

Bonnie Cone Classical Academy (61V) 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.

Included in the analysis of the data and discussion of where the funds should be expended to mitigate the learning loss due to the shift from in-person to remote, to hybrid learning were the Board of Directors, the Director, Assistant Director, Instructional Coach, and grade level PLC teams. BCCA began the 2021 academic year with the addition of 500 new students. We utilized NWEA's Measure of Academic Progress (MAP) to assess the baseline for our scholars as well as projected proficiency at grade level. For the returning 280 scholars, we were able to use this data to measure growth or lack thereof from the winter 2020 assessments to the fall 2020 assessments. In addition, we administered and analyzed the results of the Grade 3 Beginning of Grade Assessment. Finally, we compared the projected proficiency from MAP with historical test data to determine if there was a significant decline from the 2018-2019 academic year to the current year. Although this last measure may be somewhat speculative, it did provide a frame of reference for where our students should have performed had we been able to administer EOG's in 2019. In order to address the learning loss that has been determined from the analysis of our data, and due to the significantly low performance in math, BCCA will employ a math coach to assist with differentiating lessons for our scholars and modeling effective small-group instruction. We will also utilize current staff to provide additional small-group instruction

specifically addressing skill gaps and learning loss in reading, math, and science. We will purchase an online assessment system that provides comprehensive assessment tools to deeply understand each student's learning and needs, to align the right instruction and intervention supports at the right time, and to accelerate learning for all. This system also evaluates the social and emotional health of students. Understanding the social and emotional aspects of the scholar will allow us to tailor instruction that empowers the scholar to achieve in a safe learning environment. We will hire a full-time Mental Health Counselor to assist with providing strategies to scholars and our educators for reducing the stress and anxiety associated with the periods of uncertainty, isolation, and loss experienced through the shift to remote learning. In addition, as a part of the response to student learning loss due to COVID, we will fund the necessary supplies and teacher compensation to implement a cross-curricular intervention program in ELA, Math and Science. This remediation curriculum has been developed by our Kenan Fellows in partnership with 100 Gardens and utilizes an aquaponics lab to support the lessons. Additionally, funds will be utilized to support our summer learning program available to all scholars who demonstrate below grade level performance in reading, math, and science as a result of the shift from in-person to remote learning during the pandemic. Finally, ESSER III funds will be set aside for a school-wide technology refresh over the period of the funding to support student access to on-line remediation tools and assessments.

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 analysis of the data indicated the following: At the beginning of the 2019-2020 academic year, 40% of our population was represented by minorities, 24% were economically disadvantaged as represented by the number of students qualifying free or reduced lunches, and 11% were identified as needing Exceptional Children services. Due to the impact of COVID 19, we did not have End of Grade assessment data. However, in a review of the historic test data, we noted that 30% of our fourth-grade students came to us not proficient in reading and 33.3% of our third-grade students came to us unprepared to pass the Beginning of Grade Reading assessment. In addition, only 42% of our students had been proficient in math at the prior grade level. At the start of the academic year, we were looking at 46% of our students not projected to be proficient in reading and math if they were to have performed as they had the previous year. As of the winter administration of the Northwest Evaluation Association's Measure of Academic Progress (MAP) assessments, we noted that 73 % of our students were predicted to be proficient on the EOG in reading with 60.3% predicted to score at the college and career ready level. And in math, 53.6% were projected to be proficient and 45.6% were predicted to score at the college and career ready level. The fall administration of the MAP assessments did show that there was "COVID slide" or learning loss from the winter of 2020. Grade level proficiency

in reading was predicted to be: 68% in grade 3, 57% in grade 4, 66% in grade 5, 49% in grade 6 and 74% in grade 7. In math the numbers were lower: 58% in grade 3, 45% in grade 4, 55% in grade 5, 76% in grade 6 and 56% in grade 7. The challenge we face is that 500 of our students were not enrolled in the previous year and we had no data on what their remote learning environment and structure was. In a comparison of returning student data to newly enrolled students we did see a measurable difference in performance. For example, in third grade math, the returning students 72% were projected to be proficient in math compared to the 50% of new students. The first round of NC Check-in Data did show that overall, we are performing worse in math than reading. With all tested grade levels scoring below 40% in math and 58%-68% in reading. The second round of Check-ins indicated that scores in math ranged from 52%-63% in math and 53% - 59% in reading. Discussion and analysis within grade level PLCs indicated that lack of differentiated and effective small-group instruction hindered the ability to effectively address learning loss for our at-risk students. Also of note is the number of scholars who have been referred to our Mental Health provider. We currently contract for these services and the cost of these services has gone from an estimated \$30,000 in 2019-2020 to over \$51,000 for the current academic year. Referrals for student services has doubled and the number of reports to the Department of Social Services has doubled from last year to this. As a second-year school, BCCA lacked a sufficient amount of student technology to allow all students access to devices on a daily basis. In addition, BCCA, in order to stretch its budget, purchased a number of used devices. Additionally, BCCA enrolled 150 more students than funded for in response to the demand for an in-person learning experience. Lacking the funding for those students prohibited the school from becoming a one-to-one 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.

\$ 104,999.96 * 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;

BCCA will utilize a norm referenced online assessment system to assess student academic progress and to identify and strategically target students' individual academic needs. These assessments will be administered a minimum of three times annually to all students, to measure growth and projected proficiency as well as to identify skill gap areas. The cost over the duration of the ESSER III funds is \$20,000.

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

A combination of direct, small-group instruction and online remediation programs will be implemented by certified teachers. Remediation will be conducted during the academic year supported by the Interventionist (\$54,999.96). In addition, online remediation programs such as i-Ready or IXL will be purchased and used during W.I.N. (What I Need) time that is strategically scheduled during the instructional day. (\$30,000 over two years).

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

Teachers will conference with the parents/guardians of each of their students and outline any identified skill gap areas. In addition, they will provide a list and links to online tools that can be utilized at home to support academic needs, such as Khan Academy, Zearn, Eureka Math Parent tip sheets, Read Theory, Read Works, Prodigy, IXL and more. In addition, teachers will provide tutorials on the use of Google Classroom and other virtual tools utilized for remote learning.

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

BCCA takes daily attendance regardless of the mode of instructional delivery (in-person or remote). Unexcused absences are documented through "Yellow Cards". After every two yellow cards, learning concern meetings are conducted by the Administration. Required attendance at these meetings include an administrator, the teacher of record, and a parent or guardian. During such meetings, an action plan is created and a follow up check-in meeting is scheduled. As a part of increasing student engagement, grade level teams identify instructional tools that support active engagement such as Nearpod, FlipGrid, Kahoot and electronic interactive notebooks. Teacher leaders provide professional development on effective digital tools for increasing student engagement.

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

BCCA began evaluating learning loss due to COVID utilizing the Northwest Evaluation Association's Measure of Academic Progress (MAP) data during the summer of 2020. Initial measures compared Winter 2020 to fall 2020 growth data. BCCA continued the administration of MAP assessments and compared the growth from Fall 2020 to Winter 2021, and then Spring of 2021, in all grades K-7. In addition, BCCA administered NC Check-ins in grades 3-7, this permitted us to measure mastery of standards. It also allowed us to compare the achievement of our in-person

versus remote learners. BCCA will continue to use these measures to identify the learning gaps and the progress towards bridging those gaps over the life of these funds.

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	BCCA will employ and academic coach who will provide staff development with regards to differentiated teaching strategies focused on low-performing students as well as low-income, ELL, and children with special needs.	Between September 2021 and September 2023	Pre and post assessment data as well as progress reports will measure the effectiveness of differentiated strategies implemented.	\$ 64,999.92

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		July 2022-Sept 2024		\$ 21,200.00

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 utilized to purchase and refresh student devices. The goal is to provide devices on a one-to-one basis, thus allowing equitable access. In addition, software will be purchased to specifically address student learning loss through targeted interventions utilizing programs such as i-Ready and IXL.		Pre and post survey data will be utilized to determine equitable access to technology. In addition, online assessments will be utilized to measure 21st century digital competencies. Pre and post assessment data will be utilized to measure the effectiveness of online remediation programs.	
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	Mental Health: The pandemic has increased the need for Mental Health counseling. Students have experienced isolation, academic loss	July 2022-Sept 2024		\$ 45,000.00

		academic loss, financial uncertainty and loss due to loved ones succumbing to the virus. The impact of these adverse events is seen not only in behaviors, but in the scholar's abilities to access the curriculum and to make up for learning loss. Having a full-time mental health counselor will assist with preparing our scholars for learning and providing them with coping strategies.		Impact measures will consist of tracking the reduction in office referrals and the need for learning concern meetings with parent/guardian. Tracking the increase in attendance as students understand the support available at school.	
	* ☒ Yes ☐ No	BCCA will provide a minimum of three weeks of summer school (out side of the Summer Reading Camp	July 2022-Sept 2024		\$ 55,295.12

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.		Reading Camp monies) to support small-group, intensive instruction in reading, math and science. Monies will pay for teacher salaries, and supplies. BCCA will implement the cross-curricular curriculum developed by the Kenan Fellows in collaboration with 100 Gardens. In addition, funds will also be utilized to install and maintain the aquaponics lab (the basis for the cross curricular program.		Impact measures will include pre and post assessment data, Spring to Fall standardized assessments using the online assessment tools.	

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

\$

186,495.04

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)

Bonnie Cone Classical Academy (61V) 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

Bonnie Cone Classical Academy (61V) 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)]	<u>Joan Roman</u>

Substantially Approved Dates

Bonnie Cone Classical Academy (61V) 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

New Applicant Summary

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Bonnie Cone Classical Academy (61V) 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

Bonnie Cone Classical Academy (61V) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

117064686

*** Address:**

10700 Asbury Chapel Road Huntersville, NC 28078

*** Superintendent:**

Mrs. Joan Roman

Key Personnel:

* Joan Marie Roman

* Sandra Brighton

History Log

East Voyager Academy (61W) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:09:06 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

East Voyager Academy (61W) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$41,817.00	\$41,817.00
Carryover	\$79,862.00	\$79,862.00
Total	\$121,679.00	\$121,679.00

Budget

East Voyager Academy (61W) 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
61W	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$41,817.00	\$0.00
Carryover Amount:	\$79,862.00	\$79,862.00
Allotment Plus Carryover:	\$121,679.00	\$79,862.00
Total Budgeted:		\$79,862.00
Total Remaining:	\$41,817.00	\$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			
9/9/2021 12:57 PM	Approved (Pending)		Dryman, Timothy			
9/9/2021 12:41 PM	Received		Dryman, Timothy			
9/8/2021 8:20 AM	Approved (Pending)		Dryman, Timothy			
8/4/2021 9:00 AM	Received		Admin, NCCCIP			
7/29/2021 8:46 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - East Voyager Academy of Charlotte

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	121	000	00	\$20,623.32	\$0.00	\$20,623.32		
	Other	3	5330	411	000	00	\$3,238.96	\$0.00	\$3,238.96		
	Equipment	3	5330	461	000	00	\$4,000.00	\$0.00	\$4,000.00		
	Salary	3	5350	121	000	00	\$27,000.00	\$0.00	\$27,000.00		

	Salary	3	6540	173	000	00	\$14,000.04	\$0.00	\$14,000.04		
	Other	3	6540	311	000	00	\$7,999.68	\$0.00	\$7,999.68		
	Other	3	6580	422	000	00	\$3,000.00	\$0.00	\$3,000.00		

Total: \$79,862.00 \$0.00 \$79,862.00

Grant Details

East Voyager Academy (61W) 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.

East Voyager Academy was fully remote from May 2020 to March 2021. Based on teacher feedback and student records reviews, the administrative team and teaching staff determined that an after school program and additional support for struggling students during the school day is necessary to make up for COVID-19 learning loss. After school sessions will focus on reading, math, and writing.

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.

East Voyager Academy uses iReady testing to measure reading and math growth in students. During Beginning of the Year (BOY) and Middle of the Year (MOY) diagnostic testing, EVA was completely remote due to COVID-19. Based on iReady growth reports, there are multiple students who showed negative growth. On the iReady Reading diagnostic,

27 out of 100 total students showed negative growth on their scores from BOY to MOY. On the iReady Math diagnostic, 26 out of 100 total students showed negative growth on their scores from BOY to MOY.

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.

\$ 15,972.40 * 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;

East Voyager Academy will address learning loss through the implementation of an after school program and hiring additional staff to provide interventions to struggling students. During the school year, EVA uses iReady to measure academic progress. For the after school program and response to interventions, the iReady benchmark scores will be used to measure academic growth throughout the year.

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

All curriculum, strategies, and assessments chosen will be evidence- and research-based (i.e. iReady, CBMs, PBL, MobyMax, etc)

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

Communication with parents will be provided in their native language to ensure it is effective. After school groups will be designed to be intentionally small in size. When parents come to pick up their students, teachers will be available to speak with parents about how their students are growing and what they can do at home to continue practicing. In the event the school must return to distance learning, the after school program can continue virtually.

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

Student attendance is not taken through PowerSchool after school; however, a master spreadsheet will be used to mark attendance.

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

Before the pandemic, EVA used the NWEA MAP tests throughout the year to monitor student progress. Beginning in 2020-2021, we switched to the iReady curriculum and diagnostic testing. Unfortunately, MAP and iReady are not comparable; however, we have been able to determine which students were one grade level on MAP and which were on grade level on iReady to help us get a glimpse of our degree of learning loss. We have also been able to monitor our students' iReady growth throughout the year to determine the degree of learning loss. Students with special needs will also be monitored for progress, or lack thereof, toward annual 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

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 response to COVID-19, EVA had to block off access to the school water fountains. Students have been bringing water bottles, but there is nowhere to fill them up. EVA will use these funds to purchase water bottle refill stations so students have somewhere to refill their bottles without the threat of cross-contamination.	9/30/2024	Total number of confirmed COVID cases within the school within a school year.	\$ 4,000.00

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 response to COVID-19, EVA began contracting with an HVAC company that provides COVID-specific air filters and yearly maintenance.	9/30/2024	Total number of confirmed COVID cases within the school within a school year.	\$ 3,000.00
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	In response to COVID-19, EVA is hiring a full-time custodian and a contracted after-hours custodial company to deep clean in the evenings specifically for the specialized cleaning required to prevent the spread of COVID-19.	9/30/2024	Total number of confirmed COVID cases within the school within a school year.	\$ 42,000.00

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				\$

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	To address the learning needs in reading and writing we hired a veteran teacher that specializes in literacy education to teach out first and second grade classes.	9/30/2024	Using iReady benchmarks we will show growth in writing and literacy.	\$ 14,889.60

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.

Total ESSER III Allotment \$ 63,889.60

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.

Grant Award Notification (GAN)

East Voyager Academy (61W) 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

East Voyager Academy (61W) 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)]	<u>Constance Hill</u>
	<u>Renee Mathews</u>
	<u>Frederic Policastro</u>

Substantially Approved Dates

East Voyager Academy (61W) 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

Friday, July 30, 2021

New Applicant Summary

East Voyager Academy (61W) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

East Voyager Academy (61W) 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

East Voyager Academy (61W) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

81234822

*** Address:**

7429 Tuckaseegee Rd. Charlotte, NC 28214

*** Superintendent:**

Renee Mathews

Key Personnel:

* Frederic Policastro

History Log

Jackson Day School (61X) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/28/2021 3:15:43 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Jackson Day School (61X) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$103,117.00	\$103,117.00
Carryover	\$0.00	\$0.00
Total	\$103,117.00	\$103,117.00

Budget

Jackson Day School (61X) 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
61X	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$103,117.00	\$103,117.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$103,117.00	\$103,117.00
Total Budgeted:		\$103,117.00
Total Remaining:	\$0.00	\$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 10:44 AM	Approved (Pending)		Dryman, Timothy			
8/30/2021 8:02 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Mountain Island Day Community Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	135	000	00	\$96,120.00	\$0.00	\$96,120.00		
	Other	3	5110	211	000	00	\$6,997.00	\$0.00	\$6,997.00		
Total:							\$103,117.00	\$0.00	\$103,117.00		

Grant Details

Jackson Day School (61X) 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.

A Team of stakeholders, including Administrators, and Board of Directors, met on July 22, 2021, to discuss the use of these funds and determine our most important educational needs 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 instruction. Other stakeholders offered input as well. We specifically discussed our immediate and mid-range priorities in order to address student learning gaps resulting from the disruption in educational services. Our immediate priority to support learning loss recovery is to run a summer school program this summer. We determined that our mid-range priority is building technology capacity so that students can access the various programs they need while at school. We reviewed MAP scores from MOY, along with attendance in supplemental programs, including programs like Dreambox. MAP scores were limited in data, as not all students were able to take their assessments due to COVID. Also, attendance in these programs was low, because of limited devices for implementation. For example, during the period of March -April 2021, attendance in Dreambox for all classes ranged from 0% participation to 33% participation. Mountain Island Day Community Charter School MOY Scores 2020-2021 School Year were as follows: Kindergarten Reading 146-Below: 25.45% 146-154: 18.12% 155-up: 52.73% Math 149-Below: 23.64% 150-158: 20.00% 159-up: 49.09% 1st Grade

Reading 164-Below: 32.00% 165-171: 18.00% 172-up: 36.00% Math 170-Below: 34.00% 170-176: 22.00% 177-up: 30.00% 2nd Grade Reading 179-Below: 17.19% 180-186: 7.81% 187-up: 62.50% Math 182-Below: 31.25% 183-189: 32.81% 190-up: 26.56% 3rd Grade Reading 192-Below: 12.90% 193-197: 9.68% 198-up: 59.68% Math 195-Below: 41.94% 196-201: 14.52% 202-up: 29.03% 4th Grade Reading 200-Below: 20.00% 201-205: 10.91% 206-up: 63.64% Math 205-Below: 36.36% 206-211: 32.73% 212-up: 27.27% 5th Grade Reading 208-Below: 24.56% 209-212: 5.26% 213-up: 42.11% Math 213-Below: 29.82% 214-219: 14.04% 220-up: 24.56%

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 reveal that attendance in online programs such as Dreambox is low such that the program cannot possibly be measuring, supporting, and impacting student achievement with fidelity. When inquiring about why this is the case, it became apparent in our discussion that the primary reason this effort is hampered is the lack of access to up-to-date technology devices for both students & teachers. Data also reveal that for those who participated in the MOY MAP assessments, In grades 1, 2, and 5, most students did not meet their growth projection for Mathematics. In grades 1, 3, and 5, most students did not meet their growth projection for Language Arts. The majority of students in all grades except kindergarten and 6th grade scored below average on Mathematics MOY assessments. The majority of 7th-grade students scored below average for MOY assessments in Reading as well. In response to COVID and to address these areas of concern, MIDCC plans to offer a Summer Jumpstart program for students rising into grades 1-8. The program will offer literacy, math, and science instruction in person and include various technology programs. Students will be assessed for a baseline score, and students will be assessed again at the end of the jumpstart program so the effectiveness can be tracked. Additionally, we plan to invest in technology hardware and additional educational technology to increase access to technology and offer differentiated instruction for our 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.

\$ 103,117.00 * 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 will use benchmark data as high quality assessments to track our students' progress, individually and as a group. Students will have plans that will be reviewed at least weekly for those below the proficient level in reading. A variety of research-based practices, including differentiated instruction will be used to mitigate learning loss.

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

We will use PRC 181 funds for a literacy facilitator. The facilitator will use research based methods to work with students most impacted by the COVID restrictions. Some of the evidence based activities include systematic and intensive instruction in decoding, vocabulary, fluency, and comprehension skills. Small groups and individualized instruction will be the main format for the student learning loss activities.

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

We will continue to use a combination of text messages, email communication, letters, phone calls, the website, and meetings if needed. We will use virtual means when necessary. We will continue to support students who now or in the future need to learn in a virtual, distance education environment with live chats between parent(s), teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards.

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

We will use attendance software to track student attendance in both in-person and virtual environments as need. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of answer that is correct). The teachers are responsive and immediate when it comes to student performance and parent questions., thus reducing the psychological gap that often comes from distance learning.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. Benchmark data will be monitored at least weekly and interventions will occur as necessary.

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				\$

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 \$ 0.00

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)

Jackson Day School (61X) 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

Jackson Day School (61X) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

Jackson Day School (61X) 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, August 31, 2021

New Applicant Summary

Jackson Day School (61X) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Jackson Day School (61X) 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

Jackson Day School (61X) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

933296894

*** Address:**

1209 Little Rock Rd Charlotte, NC 28214

*** Superintendent:**

Ms. Tammy Winstead

Key Personnel:

* Ms. Tammy Winstead

History Log

Steele Creek Preparatory Academy (61Y) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/21/2021 3:13:14 PM	Leonore Ballard	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
	10/21/2021 3:13:14 PM	Leonore Ballard	Status changed to 'Chief Administrator Approved'.	S
☐	10/21/2021 3:13:02 PM	Leonore Ballard	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
	10/21/2021 3:13:02 PM	Leonore Ballard	Status changed to 'Fiscal Representative Approved'.	S
	10/21/2021 3:12:54 PM	Leonore Ballard	Status changed to 'Revision Completed'.	S
	10/20/2021 3:09:08 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Steele Creek Preparatory Academy (61Y) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$101,573.00	\$101,573.00
Carryover	\$200,795.00	\$200,795.00
Total	\$302,368.00	\$302,368.00

Budget

Steele Creek Preparatory Academy (61Y) 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
61Y	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$101,573.00	\$0.00
Carryover Amount:	\$200,795.00	\$200,795.00
Allotment Plus Carryover:	\$302,368.00	\$200,795.00
Total Budgeted:		\$200,795.00
Total Remaining:	\$101,573.00	\$0.00

Current Budget Status

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



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/4/2021 4:45 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/4/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 6:36 PM	Approved (Pending)		Popp, James			
9/27/2021 8:20 AM	Received		Admin, NCCCIP			
9/17/2021 4:47 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Popp, James
		☒		3-5110-462-000-000-00	0	Budget is being returned for correction (over budgeted)
9/17/2021 2:26 PM	Denied (Pending)		Popp, James			
7/7/2021 8:16 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Steele Creek Preparatory Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Equipment	3	5110	462	000	00	\$27,333.33	\$0.00	\$27,333.33		
	Other	3	5210	411	000	00	\$20,000.00	\$0.00	\$20,000.00		

	Other	3	5350	198	000	00	\$40,929.68	\$0.00	\$40,929.68		
	Salary	3	5360	126	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Salary	3	5830	146	000	00	\$31,333.33	\$0.00	\$31,333.33		
	Salary	3	5840	131	000	00	\$31,333.33	\$0.00	\$31,333.33		
	Other	3	5840	411	000	00	\$16,532.00	\$0.00	\$16,532.00		
Total: \$200,795.00								\$0.00	\$200,795.00		

Grant Details

Steele Creek Preparatory Academy (61Y) 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.

At Steele Creek Prep we will use a variety of data including our assessments (iReady and NWEA); attendance and teacher input. Admin, grade level teacher teams along with our EC and ESL and SSS we will review students performance data to include participation specifically for the students who were online, attendance, and other factors that may have contributed to them not being able to fully access learning (family emergencies due to COVID etc.) SCPA will host a 5-week summer program for students in grades K-7 to provide intensive reading and math instruction to students based on the data collected. Students will attend in person five days a week from 8:30-2:30. During this time, we will not only address their academic needs but their SEL as well. There will be informal assessments throughout to assess if learning gaps are closing. Lastly, we also intend to address student learning loss by providing mental health services for our students by adding a guidance counselor for 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.

We are looking at iReady, NWEA benchmark data from the BOY, MOY and EOY to check for growth or regression. We are looking at attendance and participation as an indicator of access to learning. In addition to this, we are taking teacher input as they informally assess students through questions and assignments as a means to see if they are learning and can provide a first hand account of how the student performed in their class. The educational needs as a result of the disruption in educational service are ELA, Math, Science, Sanitation and Cleaning, School-wide PD, and school identity. We will purchase additional computer equipment and software to decrease the learning loss and ultimately increase student achievement and engagement. We will also continue the employment of a full-time nurse to complete temperature logs daily, care for sick students, communicate with parents for health related topics, and monitor the possible cases of COVID-19 within our school. We will also hire a full-time guidance counselor to provide mental health services and support for our 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.

\$ 62,570.00 * 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;

Students will take the iReady, NWEA as well as common assessments to assess how they are progressing academically and to help us plan to meet their individual needs. Teachers will take the data to form groups to support students in the areas of remediation and enrichment. Since our school is so diverse, the data will be broken down to address the subgroup deficits based on the standards and help teachers to create lesson plans for our students with disabilities, ESL, our African American population as well as all other minority groups.

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

We use the standards to plan lessons that are both hands-on and engaging. In addition to this, we will continue to utilize the MTSS process that includes evidence-based activities specifically designed for individual students. The team has a consistent meeting schedule to review the fidelity of interventions, their progress and next steps.

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

Using both assessments, there are several reports that are used to support students. One of the reports, is a Parent Report. Both assessments inform families about their performance, as well as things that can be done at home to strengthen learning. Teachers communicate weekly giving parent tips on how they can support their child through newsletters and emails. In addition to this, teachers also research best practices that provide suggestions to families about areas that directly affect gaps in student learning and share this information with parents (this year via zoom with parent meetings and conferences).

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

Families will be informed of the attendance expectations. Students should log in on time and remain online until the end of the lesson. Attendance will be taken daily by the classroom teacher at the beginning and end of class. Teachers will communicate with families weekly to include information them about attendance and student participation. We will use Power School to track school-wide attendance. The school will notify families of attendance concerns. This information will be used to ensure we are engaging our distance education students. To support all families, we purchased hot spots and offer devices to ensure all students have access.

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

We have a master data tracker that has historical as well as current assessment information to triangulate data to show pre- to post-pandemic progress. Teachers will continue to utilize their class data trackers to conference with students about their performance and discuss future goals and address the evident learning loss. This data as well as classroom observation data will be used to provided daily interventions with teacher support as needed for students who have experienced 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	We will address the unique needs of special populations through additional supplies and materials, online resources, curriculum, PD and contracted services.	Summer 2021 - June 30, 2024	decrease learning loss for special populations in above mentioned data analysis section by up to 5%.	\$ 30,000.00
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	We will provide additional sanitizing supplies and materials to our classroom teachers, nurse, front office workers, custodial staff, cafeteria staff and maintenance department.	Summer 2021 - June 30, 2024	reduce amount of virus and germ transmission throughout the school	\$ 24,798.00
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	We will provide additional computer, software, computer supplies to support students and teachers during day-to-day instruction. This includes, but not limited to, replacing damage, lost or stolen devices and purchasing additional devices to support student/teacher population.	Summer 2021 - June 30, 2024	Increase student engagement by up to 20%	\$ 41,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	We will hire a fulltime nurse and a fulltime Counselor to provide mental health services and support for our school	Summer 2021-June 30, 2024	Increase student attendance.	\$ 94,000.00

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	We will support learning loss through the implementation of a summer learning plan. Details of this plan will be as a result of FY 21/22	Summer 2022	Decrease learning loss in above mentioned data analysis section by up to 5%.	\$ 50,000.00
	* ☐ 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 \$ 239,798.00

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)

Steele Creek Preparatory Academy (61Y) 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

Steele Creek Preparatory Academy (61Y) 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)]	<u>Leonore Ballard</u>

Substantially Approved Dates

Steele Creek Preparatory Academy (61Y) 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 13, 2021

New Applicant Summary

Steele Creek Preparatory Academy (61Y) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Steele Creek Preparatory Academy (61Y) 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

Steele Creek Preparatory Academy (61Y) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

116989057

*** Address:**

2200 Shopton Road Charlotte, NC 28217

*** Superintendent:**

Ms. Kimberly L. Alexander

Key Personnel:

* Leonore Ballard

History Log

Tillery Charter Academy (62A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:09:13 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Tillery Charter Academy (62A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$111,999.00	\$111,999.00
Carryover	\$0.00	\$0.00
Total	\$111,999.00	\$111,999.00

Budget

Tillery Charter Academy (62A) 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
62A	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$111,999.00	\$109,566.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$111,999.00	\$109,566.00
Total Budgeted:		\$109,566.00
Total Remaining:	\$2,433.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/24/2021 04:45 PM	Admin, NCCCIP



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/24/2021 4:45 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Townsend, Dr. LaTricia
9/24/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/21/2021 8:03 PM	Approved (Pending)		Letchworth, Tina			
8/18/2021 8:45 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Tillery Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$8,000.00	\$0.00	\$8,000.00		
	Other	3	5110	411	000	00	\$5,500.00	\$0.00	\$5,500.00		
	Other	3	5330	411	000	00	\$23,913.00	\$0.00	\$23,913.00		
	Other	3	6540	311	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	6580	411	000	00	\$5,153.00	\$0.00	\$5,153.00		
	Equipment	3	6580	461	000	00	\$27,000.00	\$0.00	\$27,000.00		
Total:							\$109,566.00	\$0.00	\$109,566.00		

Grant Details

Tillery Charter Academy (62A) 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. Faculty, staff, parents, and board members were instrumental in developing these plans for the school. 2. In all areas, TCA will continue to address learning loss in all aspects of the curriculum to ensure that all needs are being met. Data and assessments will continue to drive these decisions as we overcome the learning loss areas and 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.

All allowable funds will directly support the use of these funds. Areas marked for continued improvement include, but are not limited to: increase in attendance, addressing learning loss, tracking learning loss, and comparing 2020-2021 data to support and improve areas of learning loss across the curriculum.

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.

\$ 23,913.00 * 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;

Tillery Charter Academy (TCA) will use a variety of assessment tools centered around reading and math development and growth. These tools will be used to address learning loss across all curricular areas and subjects. Students that will benefit from this include the demographic areas of low-income, EC, and minority students.

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

TCA will progress monitor and review data and growth to effectively meet the needs of students and learning loss.

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

TCA will host in person and virtual parent nights throughout the year to familiarize parents and families with what is being taught and how learning can be enhanced through a virtual platform, in-person, and during a hybrid approach if and when needed.

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

Virtual and in-person attendance will continue to be tracked throughout the year and while addressing learning loss. Technology tools will be in place to accommodate students that are learning remotely to make sure they are present and engaged both in and out of school.

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

Pre and post pandemic grades will continue to be tracked and monitored while learning loss is addressed. Grades will be tracked with progress reports, report cards, and data. These grades and progress will help develop interventions

necessary for appropriate students while using tools that address these 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	Current air filters in use will be able to be maintained. Other areas of improvement will include drinking fountains.	September 2021-September 2024	Students, faculty, and staff will continue to stay healthy and virus transmission will remain low due to these efforts.	\$ 5,153.00
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	TCA has continued to grow throughout this pandemic. As a result, indoor air quality needed to be improved as we expanded in our current space. To help with expansion, HVAC systems needed to be added to new rooms that we began to occupy.	September 2021-September 2024	Students and teachers in these rooms are directly affected due to better air quality in these classrooms and spaces.	\$ 27,000.00

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	Learning supplies and materials will be purchased for students. This will allow students to have individual supplies for learning, minimizing the spread of COVID. Students will have their own materials and will not share items.	September 2021-September 2024	Students and staff will feel safe and at ease knowing that each student has their own supplies. Supplies will continue to be cleaned and sanitized regularly.	\$ 5,500.00
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.	* ☐ 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	Supplies and contracted services will be used to clean and sanitize the building nightly.	September 2021-September 2024	Due to this continued effort of cleaning and sanitizing, students, faculty, and staff can stay healthy and reduce virus transmission.	\$ 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				\$
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	TCA will continue to employ existing staff while addressing learning needs for individual students when needed.	September 2021-September 2024	Students will benefit from more effective teaching and smaller groups while addressing learning loss areas.	\$ 8,000.00

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.

Total ESSER III Allotment \$ 85,653.00

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)

Tillery Charter Academy (62A) 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

Tillery Charter Academy (62A) 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)]	<u>Teresa Harrison</u>

Substantially Approved Dates

Tillery Charter Academy (62A) 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, September 21, 2021

New Applicant Summary

Tillery Charter Academy (62A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Tillery Charter Academy (62A) 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

Tillery Charter Academy (62A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

62447838

*** Address:**

204 Lambert Rd. Biscoe, NC 27209

*** Superintendent:**

Ms. Teresa Harrison

Key Personnel:

* Teresa Harrison

History Log

Southwest Charlotte STEM Academy (62J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:09:15 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Southwest Charlotte STEM Academy (62J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$183,739.00	\$183,739.00
Carryover	\$367,078.00	\$367,078.00
Total	\$550,817.00	\$550,817.00

Budget

Southwest Charlotte STEM Academy (62J) 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
62J	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$183,739.00	\$0.00
Carryover Amount:	\$367,078.00	\$367,078.00
Allotment Plus Carryover:	\$550,817.00	\$367,078.00
Total Budgeted:		\$367,078.00
Total Remaining:	\$183,739.00	\$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 3:09 PM	Approved (Pending)		Mathis, Tammorah			
7/30/2021 10:41 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Southwest Charlotte STEM Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5320	131	000	00	\$52,241.94	\$0.00	\$52,241.94		
	Other	3	5320	211	000	00	\$3,997.03	\$0.00	\$3,997.03		
	Other	3	5320	221	000	00	\$2,612.10	\$0.00	\$2,612.10		
	Other	3	5320	231	000	00	\$6,358.45	\$0.00	\$6,358.45		
	Salary	3	5330	121	000	00	\$208,967.75	\$0.00	\$208,967.75		
	Other	3	5330	211	000	00	\$15,986.05	\$0.00	\$15,986.05		
	Other	3	5330	221	000	00	\$10,448.40	\$0.00	\$10,448.40		
	Other	3	5330	231	000	00	\$25,433.80	\$0.00	\$25,433.80		

	Salary	3	5840	131	000	00	\$32,873.11	\$0.00	\$32,873.11		
	Other	3	5840	211	000	00	\$2,514.77	\$0.00	\$2,514.77		
	Other	3	5840	221	000	00	\$1,643.64	\$0.00	\$1,643.64		
	Other	3	5840	231	000	00	\$4,000.96	\$0.00	\$4,000.96		
Total: \$367,078.00								\$0.00	\$367,078.00		

Grant Details

Southwest Charlotte STEM Academy (62J) 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.

Southwest Charlotte STEM Academy is a K-8 charter school serving almost 650 students. Of these 650 students, at least 60% elected to work remotely since March 2020 which has significantly impacted their academic progress and social/emotional well-being. Of the remaining 40% of students, they participated in a hybrid schedule so they have had limited access to continuity in support and special services as well interventions. Of the 650 students, 45 students are EC. Of those 45 students, only 6 students have made growth and progress towards grade level proficiency in Reading and/or Math. Our greatest concern with the data shared above is that we were unable to get more participation through the beginning of the year on internal benchmark assessments. Therefore, the leadership team is concerned that the academic regression and learning loss are much more critical than the data already shows. Those students who refused to come to campus for assessments are the ones least likely to have made progress and have not attended tutoring sessions and small group interventions that have been offered through the year. SCSA will continue to identify its at-risk students using formal assessment data, but will also include EDS data, attendance data, engagement and completion data, and behavioral/social/emotional data. SCSA will also prioritize students known to be in transition for housing and qualify under McKinney Vento for additional support and services. Our coordinator is

working directly with those families to ensure attendance in the summer program. Multiple groups have met to review student performance data, attendance data, behavioral data, special education, ell data, and climate and culture survey data to determine critical areas of support that are needed. The participants in these meetings have included: general education teachers, curriculum coaches, Title 1 coordinator, testing coordinator, leadership team, Child Study Team, governing board members, and parents. We have utilized our weekly admin team meetings, our child study team meetings, governing board meetings, and our parent/community outreach committee meetings. We have also reviewed climate survey data from teachers, parents, staff. We have identified multiple gaps in performance and significant increases in our at-risk population. We intend to use ESSER ii funds to address the most critical gaps in our students most at-risk for failure/retention from this school year and those who have failed to make any progress in the IEP goals and ELP goals. The first action is to provide a 6-week summer school program that is designed to remediate academics in grades K-8 in core courses Reading/Math and Science for half of the day and will provide physical activities and enrichments the other half of the day. The School will offer bus transportation and food service for all students who attend. Additional funds from ESSER II were appropriated to provide an intensive and purposeful summer camp program for 6 weeks to help remediate our most at-risk students academically in the core subjects of Reading and Math, and Science when appropriate. The summer camp also was designed to include physical activity and enrichments in STEM, ART, Music, and computer labs. The ESSER II funds also included funds for some additional resources and professional development for staff to implement more effective instruction in the middle school in particular for the 2021-2022 School year. SCSA recognizes the critical need to support so many students (well over 60% of our 650 student body) who have been learning remotely since March 2020 and many of whom have had personal crises and other disruptions to the home and educational environment that challenged their ability to attend, to engage and to develop a successful path forward in learning. In addition to the remote learners, the Hybrid schedules and inability to deliver our educational model with one on one and small group learning has decreased the normal learning gains we see from our students year over year. Finally, our school has dramatically increased the number of students that are economically disadvantaged and struggling with new challenges at home making them more at risk for failure and for mental health resources. Academic learning loss is a huge concern for all stakeholders. SCSA is concerned that the past 15 months of disrupted learning has led to years worth of academic learning loss and will result in academic achievement gaps across subgroups of students similar to those from 5-10 years ago. The learning gaps and lack of progress are most noticeable in our at-risk population including EDS, EC, ELL, and interestingly, the AIG students who have continued to show proficiency. but have not had the same opportunities to show increased growth or progress towards their EP goals. Most of our data that shows huge learning gaps for our subgroups of students will be our primary focus for the next two years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness after.

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 multiple teams who have met to discuss and develop a long-term recovery plan for these students agree that the most important resources needed are certified intensives/remediation instructors who can work with small groups of students daily, a mental health counselor to specifically work with those students who have suffered additional challenges at home due to the pandemic and other critical challenges. The data shows increased achievement gaps year over year for our most at-risk students. The learning loss has been prevalent across our EDS students, EC students, and a few of our ELL students. Our EDS students who have come to our school from local LEA's are historically one or more grade levels behind upon their enrollment and this has exacerbated those gaps. Our assessment tools and progress monitoring tools have demonstrated significant gaps in specific skills/standards that require direct instructional support and scaffolding and during instruction where students were not fully engaged and lacked support at home. SCSA recognizes the critical need to support so many students (well over 60% of our 950 student body) who have been learning remotely since March 2020 and many of whom have had personal crises and other disruptions to the home and educational environment that challenged their ability to attend, to engage and to develop a successful path forward in learning. In addition to the remote learners, the Hybrid schedules and inability to deliver our educational model with one on one and small group learning has decreased the normal learning gains we see from our students year over year. Finally, our school has dramatically increased the number of students that are economically disadvantaged and struggling with new challenges at home making them more at risk for failure and for mental health resources. Academic learning loss is a huge concern for all stakeholders. SCSA is concerned that the past 15 months of disrupted learning has led to years worth of academic learning loss and will result in academic achievement gaps across subgroups of students similar to those from 5-10 years ago. The learning gaps and lack of progress are most noticeable in our at-risk population including EDS, EC, ELL, and interestingly, the AIG students who have continued to show proficiency. but have not had the same opportunities to show increased growth or progress towards their EP goals. Most of our data that shows huge learning gaps for our subgroups of students will be our primary focus for the next two years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness after. SCSA intends to use the ESSER iii funds to staff critical positions to support this fragile cohort of students. These positions include an additional EC teacher, Reading and Math intensives staff to work in small groups throughout the day, a social worker/dean to manage and monitor attendance, tardies, truancies, and to conduct well-checks and home visits as needed. The staffing also includes at a minimum an additional licensed Counselor to support high-needs students and staff and to provide the mental health plans and workshops for the community. This person will assist and work with our mental health counselor who sees students daily. SCSA will develop a larger CST membership where each member specializes in critical areas to support an

intentional MTSS model to improve Tier 1 instruction daily and to improve the interventions used in Tier 2 and Tier 3 to help move students out of MTSS and back into general education when possible. The positions who will be tapped to lead the comprehensive team are Admin, Counselor, Reading Coach, Math Coach, EC Director, Dean, and Mental Health Counselor. This team will work on documenting student academic and social/emotional growth over the next two years that is believed to be necessary to move our students back into grade level proficiency and work towards grade level college and career readiness.

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.

\$ 367,078.00 * 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;

SCSA will continue to use high-quality assessments to measure students' baseline level of performance in Math, Reading, Science, and other areas as appropriate. These include IReady, IXL, NC EOG/EOC, and other internal benchmarking tools such as Reading and Math inventories, running records, and other digital assessments as well as unit tests from the core curriculum. As assessments are disaggregated, students will be moved into small groups based on content knowledge and mastery so that teachers can scaffold and remediate deficiencies. The School will provide supplemental learning materials and resources for the EC students, ELL students, and AIG students as well as those students moving through Tier 2 or 3 in MTSS. The differentiation will occur during the class in a workshop-style method, and in pull-out groups when appropriate. Students on an IEP, ELP or EP will have supplemental time and resources as dictated in their plans. The additional staff funded through the ESSER iii grant will be able to provide this level of one on one and small group support for all students in the lowest quartile as well as other students performing one or 2 grade levels below their expectations. The inclusion of academic and non-academic staff will help ensure that learning loss is examined and remediated through a full lens of needs including a school-home connection. Many students will need academic support coupled with social/emotional support. Our parent and community outreach

committee will continue to work with the school administration to help support parents and identify what measures the school can take to meet the needs of all struggling students. This committee also provides additional connections to outside resources in the community for families if needed for those who also qualify for McKinney Vento/Homeless/Foster support. All of these various assessments will provide different data points to help the administration and instructional support team to develop differentiated instructional groups for teachers to implement in the classroom and for remediation and intensive teachers to utilize during small group pull-outs and one on one remediation support. SCSA anticipates at least 2 years of targeted and focused remediation and interventions will be needed for close to 55% of students who have been identified as at-risk for a variety of reasons and differentiation in the classroom is expected in addition to resource rooms, pull out sessions and summer camps and extended day academic programming.

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

SCSA will continue to operate its workshop model of instructional delivery which naturally allows for differentiation in all core subjects and will increase the protected block in the master schedule for interventions during MTSS blocks. During this time, students will work in small groups at their ability level on specific skills and standards found to be deficient based on the assessment results. These activities may include small group remediation, intensive tutoring with certified staff funded with this grant, skill and drill activities using research-based and approved digital resources (IXL, Achieve 3000) and scaffolded learning activities led by certified staff, EC teachers, ELL teachers, and AIG teachers to provide effective, appropriate differentiation for the students guided by their assessment data and supported by social-emotional-wellness data that show attendance, behavior, and other non-academic needs. Some students, especially in middle school will have intensive reading and math courses, or electives that are designed to improve skills, studying, and test-taking strategies. SCSA plans to first identify the students' academic weaknesses, identify the root cause for those weaknesses, and then ameliorate them based on those informational inputs. Some students will need remediation and tutoring for instructional time lost during the pandemic. Others may need a more comprehensive approach that includes social and emotional support before the academic supports will be valuable.

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

SCSA will continue to utilize Parent Square as the primary communication tool for parents. Parent Square is an effective tool to share information, alerts, and live links to other sources of information. In addition to that, Parent Square can deliver communication in any language the parent selects, so all families of other home languages have equal access to important information. Teachers will utilize the classroom version of the parent square to deliver daily updates or information. SCSA has become a full Google Education platform, so all parents have access to student information, assignments, and grades through a log-in as well. SCSA's website is connected to multiple forms of social media to find the broadest reach to the parents and community as needed. These various forms of communication

include information on how to best support students in their personal learning and provide confidential reports that go directly to parents and general information including at-home resources, links to supportive curriculum, links to foodservice options, links to the counselors, links to staff emails, and links to other support services that they may require. Parents also have access to their own child's teacher during remote learning via teacher "virtual" office hours which includes a community chat room, private emails, and phone calls. Different school personnel reaches out to families regarding student attendance, grades, and behavior. The new grant funds will support additional staffing positions to create a comprehensive child study team to provide more information and more support resources for families for at-risk students. The school will continue to provide home technology for families who need it and supply kits for nondigital curriculum for families who require it. Most importantly, SCSA will continue to provide parent conference opportunities to discuss student achievement each quarter and as needed for unique student monitoring. As a Title 1 School, SCSA also provides whole group and small group parent sessions that help parents understand how the School supports the childrens' needs and what the parent can do at home to share the responsibility and success in supporting student engagement and growth. The School also works with a committee comprised of leadership, parents and community members to support the home-school connection and to develop specific programs and activities that best meet the needs of our families and best support the learning process for our students.

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

Although SCSA was able to track attendance and student engagement this year, it became a cumbersome task with parents changing their students' learning environment often from live to remote and remote to live. Many also experienced frequent health scares or long-term health issues and elected to keep their students home even though COVID was not the issue. In this grant request, we have included a funded position for a Dean of students to manage daily attendance, truancy issues, tardiness issues and to conduct home visits when needed to ensure the well-being of the students. Each month the comprehensive CST will review school-wide attendance data and identify trends by grade level if any, and focus on individual students and families who are struggling with daily attendance. Our social workers and admin team will help confirm if these families require additional social services, transportation, food, or other support and if they qualify for McKinney Vento programs, etc. Attendance data will be tracked and outcome measures should include that increased attendance results in improved academic performance. Should students operate in a remote learning environment, staff will be tasked with monitoring student ENGAGEMENT, beyond attendance to ensure students have access to the support and resources they need to complete assignments, understand the work, and find academic success in the remote environment. Additional staffing funded with this grant will provide additional avenues of support for struggling learners who remain in a remote learning environment.

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

SCSA has created a detailed data tracking tool to monitor historical student achievement by grade level and cohort. Although many charter schools have students who transition in and out of the school, we have found a way to track student cohorts in each grade level whenever reasonable. Our comprehensive CST will review student data from IReady, IXL, and internal benchmarking and progress tools to track student achievement, growth, and progress. These data points will most importantly, help the team ensure student progress is occurring. Secondly, the multiple data points will help drive decision-making in determining which supports and resources have had the greatest impact and which if any, have negligible impact. From there, the team will make future decisions to continue or increase the methods having the greatest positive impact on student growth and phase out any activities, strategies, and staffing that does not show a positive, correlation to student growth. Secondly, the CST will disaggregate the data across known cohorts of students in each grade level to demonstrate learning progress and growth for students who had previously demonstrated proficiency at grade level but experienced learning loss during the pandemic that represents current levels of performance. The goal is to show a positive correlation between previously successful students finding new academic gains and proficiency using the programs and resources implemented through this specific grant. A comparative study of report cards, EOG/EOC Assessments, and other internal benchmarking tools will be used to compare and contrast former performance, pandemic performance, and current levels of performance over the 3-year implementation of these funds. Beginning in the summer of 2021 using ESSER ii funds to build a focused academic summer program with competency-based activities and student portfolios, the leadership team will continue to build and add to the student portfolios of performance and create new competency-based portfolios for students who did not attend camp but are being tracked for academic progress. These school-wide data archives and student-centered portfolios will help SCSA represent the effectiveness of this program and appropriate usage of these grant funds to support 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				\$

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 \$ 0.00

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)

Southwest Charlotte STEM Academy (62J) 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

Southwest Charlotte STEM Academy (62J) 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)]	<u>Jennifer Lucas</u>

Substantially Approved Dates

Southwest Charlotte STEM Academy (62J) 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, August 4, 2021

New Applicant Summary

Southwest Charlotte STEM Academy (62J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Southwest Charlotte STEM Academy (62J) 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

Southwest Charlotte STEM Academy (62J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

117196403

*** Address:**

5203 Shopton Rd Charlotte, NC 28278

*** Superintendent:**

Mrs. Shekeria Barnes

Key Personnel:

* Teddy McElwain

History Log

Movement School Eastland (62K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:09:18 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Movement School Eastland (62K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$783,132.00	\$783,132.00
Carryover	\$0.00	\$0.00
Total	\$783,132.00	\$783,132.00

Budget

Movement School Eastland (62K) Charter 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
62K	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$783,132.00	\$780,215.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$783,132.00	\$780,215.00
Total Budgeted:		\$780,215.00
Total Remaining:	\$2,917.00	\$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			
9/16/2021 9:50 PM	Approved (Pending)		Mathis, Tammorah			
6/15/2021 8:13 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Movement School Eastland

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	142	000	00	\$377,527.68	\$0.00	\$377,527.68		
	Other	3	5110	162	000	00	\$3,200.00	\$0.00	\$3,200.00		
	Other	3	5110	211	000	00	\$31,521.72	\$0.00	\$31,521.72		
	Other	3	5110	312	000	00	\$65,000.00	\$0.00	\$65,000.00		
	Other	3	5110	333	000	00	\$16,000.00	\$0.00	\$16,000.00		
	Other	3	5110	411	000	00	\$125,000.00	\$0.00	\$125,000.00		
	Salary	3	5330	121	000	00	\$99,411.36	\$0.00	\$99,411.36		
	Other	3	5330	143	000	00	\$46,175.04	\$0.00	\$46,175.04		

	Other	3	5330	211	000	00	\$8,045.60	\$0.00	\$8,045.60		
	Other	3	5330	418	000	00	\$4,100.00	\$0.00	\$4,100.00		
	Other	3	5840	411	000	00	\$1,233.60	\$0.00	\$1,233.60		
	Other	3	6400	418	000	00	\$3,000.00	\$0.00	\$3,000.00		

Total: \$780,215.00 \$0.00 \$780,215.00

Grant Details

Movement School Eastland (62K) Charter 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.

65% of Families Qualifying for Free or Reduced Lunch 7.5% of students receive special education services 100% of Students Receiving a School-Issued Electronic Device \$Cost for contracted technology support 20% Families Requesting School-Issued Hot-Spots % of students performing below grade-level benchmarks in reading and math Racial and cultural demographics of student population \$ Cost of instructional manipulatives and materials \$ Cost of Health, Cleaning, and Sanitation Supplies The Principal and Director of Operations looked closely at our budget to determine the areas that have seen the greatest impact due to COVID-19. We then projected the impact on our 2021-2022 budget. We developed a proposal of how to use ESSER III funds to support these areas of impact for this school year and next year. This proposal was discussed with Board/Network leadership, and school partners. To assess students' learning gaps and progress towards closing gaps, Movement School Eastland uses STEP Reading, Network interim benchmark assessments and quizzes, and students' performance on classroom projects and assignments to formally assess their learning. Informally, we use parent and teacher observations and anecdotal notes, as well as students' self-assessments. To address students' learning gaps, Movement School Eastland will focus on increasing students' engagement through culturally relevant and responsive curriculum, increased student learning experiences

through field trips, targeted small group support using teaching assistants and interventionists, specialized teachers for ELLs, and tutoring.

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.

To ensure equity, and given the nature of our academic program and the expectations for growth and development of our students, Movement School Eastland instated a 1:1 electronic device initiative for all students. As part of this initiative, students received an electronic device, case, and charger. For families without reliable wi-fi, a hot spot is also provided. The impact of this 1:1 initiative has been positive. We recognize the need to purchase chrome books for students to use, as they are most compatible with the various instructional apps and programs we use. Additionally, teachers and staff need updated laptops and video cameras to support our instructional program. With the addition of this technology, we recognize the need to purchase an assessment management software system to assist with cyber safety and maintaining established device protocols. Our academic data shows that our students need more direct and intentional instruction through smaller groups to help eliminate learning gaps, and expedite their learning progress. Movement School Eastland has shifted our instructional model to include full-time Teacher Assistants in each classroom, and would like to use ESSER III funds to support this shift. We would also like to use funds to hire an interventionist who will provide targeted individual and small group interventions throughout the year. We will purchase NWEA MAP to formally assess our students throughout the year. This assessment is nationally normed, which helps to give us an understanding of where our students are in relation to state and national benchmarks. This data is critical as we work to ensure the readiness of our students for EOG exams beginning in 3rd grade. Close to 10% of our students are considered ELL. Movement School Eastland would like to use ESSER III funds to support the academic and social-emotional development of our ELL students through hiring an ELL teacher for the 2021-2022 school year. Movement School Eastland beautifully reflects the diversity of East Charlotte, and is comprised of students from over nine different countries. We deeply believe in providing a culturally responsive curriculum where students to see themselves reflected in the books they read and the content taught. We will use funds to purchase curriculums that reflect this priority and the materials and trainings that accompany them. To further support our students' engagement, and to help foster a joy for learning, we recognize the importance of giving students opportunities to experience learning through shared experiences and exploration. In conjunction with our curriculums, we will have student experiences through field trips, special assemblies, and focused enrichment classes. We would like to use funds to support these experiences, which will help make learning more personal and applicable for students. Health and safety is a top priority. Movement School Eastland has followed the health and sanitation

guidance of the CDC and NC Department of Health. Additionally, we have solicited the medical consultative services of Novant Health. The guidance we've received required us to increase our cleaning services throughout the school day, as well as purchase additional cleaning and sanitation supplies (i.e. hand sanitizer dispensers, floor markers, signage, etc.). We will maintain our focus on health and safety as we move into the 2021-2022 school year, and plan to use ESSER funds to support the purchasing of health, nursing, and cleaning supplies. In an effort to support teachers and staff mental and physical health, Movement School Eastland will use funds towards substitutes throughout the 2021-2022 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.

\$ 717,382.40 * 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;

We will purchase NWEA MAP to formally assess our students throughout the year. This assessment is nationally normed, which helps to give us an understanding of where our students are in relation to state and national benchmarks. This data is critical as we work to ensure the readiness of our students for EOG exams beginning in 3rd grade. Our academic data shows that our students need more direct and intentional instruction through smaller groups to help eliminate learning gaps, and expedite their learning progress. Movement School Eastland has shifted our instructional model to include full-time Teacher Assistants in each classroom, and would like to use ESSER III funds to support this shift. We would also like to use funds to hire an interventionist who will provide targeted individual and small group interventions throughout the year. The Teacher Assistants will support instruction through individual and small groups that specifically target learning gaps. The Interventionist will use data from NWEA MAP and other formal assessments to inform the interventions provided. Close to 10% of our students are considered ELL. Movement School Eastland would like to use ESSER III funds to support the academic and social-emotional development of our ELL students through hiring an ELL teacher for the 2021-2022 school year.

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

Hiring of TAs Hiring of an Interventionist Hiring of an ELL Teacher Tutoring Purchase of and training on culturally-responsive curriculum, Insight Humanities Curriculum instructional materials Incorporating student experiences aligned to the curriculum

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

Movement School Eastland will host family Commitment to Excellence sessions for all new and returning families. One of the goals of these sessions is to give parents/guardians clear information regarding what their child(ren) is expected to know before school begins in August. Within this information is a packet of resources parents/guardians should use to help their child(ren) acquire these skills over the summer. We provide explanation videos and digital resources as well.

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

Movement School Eastland plans to increase student engagement through purchasing culturally-responsive curriculums and materials and incorporating participation incentives for students through assemblies, recognitions, etc. Students' attendance will continue to be tracked through PowerSchool, and we will continue to follow our attendance intervention procedures to support families of students with attendance concerns.

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

Movement School Eastland uses STEP Reading Assessment tool as well as Network interim assessments to evaluate students' progress and growth towards benchmarks. We currently serve grades K-1, so our students' formal education has only been in pandemic 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				\$

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	Hiring an ELL Teacher	2021-2022 SY	ELL students' progress towards goals on their language plans, academic progress, and social-emotional progress (as measured by a survey).	\$ 55,399.00
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	Health and Cleaning Supplies	2021-2022 SY	Health/Safety Comfort/Satisfaction Surveys	\$ 1,233.60
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				\$

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 an assessment management software system	2021-2022 SY	Adherence to AUP and safety protocols	\$ 3,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		2021-2022 SY	Additional mental health support will provide long and short term SEL and academic goals to support instruction.	\$ 3,200.00

		Due to the impact of Covid-19, support needed for counseling (SEL programming and counseling). Nurse needed for Covid testing and contact tracing. Funds will be used to employ additional staff to support mental health and support to students. The additional staff conduct peer groups, academic support, work with teachers on personalized learning plans for academic and behavior intervention.			

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 \$ 62,832.60

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.

Grant Award Notification (GAN)

Movement School Eastland (62K) Charter 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

Movement School Eastland (62K) Charter 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)]	<u>Barbara Robinson</u>

Substantially Approved Dates

Movement School Eastland (62K) Charter 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

New Applicant Summary

Movement School Eastland (62K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

There are no new applicants.

Movement School Eastland (62K) Charter 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

Movement School Eastland (62K) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

080690012

*** Address:**

5249 Central Ave. Charlotte, NC 28212

*** Superintendent:**

Ms. Barbara Robinson

Key Personnel:

* Chelsea Hobbing

History Log

Sandhills Theatre Arts Renaiss (63B) Charter 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 8:55:17 AM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/9/2021 8:55:11 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
☐	11/8/2021 9:56:54 AM	Wes Graner	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 9:56:54 AM	Wes Graner	Status changed to 'Chief Administrator Approved'.	S
☐	11/8/2021 9:56:46 AM	Wes Graner	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 9:56:46 AM	Wes Graner	Status changed to 'Fiscal Representative Approved'.	S
	11/8/2021 9:56:39 AM	Wes Graner	Status changed to 'Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/20/2021 8:27:46 AM	Wes Graner	I understand the errors. However, when I submitted the grant the total amount of funds available were different than the total amount of funds that are now being referenced. Also, I have already spent almost \$50,000 on what I wrote my initial grant for regarding learning loss. Please tell me how to proceed.	C
☐	10/20/2021 8:22:50 AM	Wes Graner	I understand the comment regarding the 20% learning loss. However, I submitted the grant	C
	10/20/2021 3:09:23 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Sandhills Theatre Arts Renaiss (63B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$150,659.00	\$150,659.00
Carryover	\$236,695.50	\$236,695.50
Total	\$387,354.50	\$387,354.50

Budget

Sandhills Theatre Arts Renaiss (63B) Charter 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
63B	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$150,659.00	\$150,659.00
Carryover Amount:	\$236,695.50	\$236,695.50
Allotment Plus Carryover:	\$387,354.50	\$387,354.50
Total Budgeted:		\$387,354.50
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 08:54 AM	Letchworth, Tina

 Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 8:54 AM	Approved (Pending)		Letchworth, Tina			
11/5/2021 8:42 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 8:49 PM	Approved (Pending)		Letchworth, Tina			
9/21/2021 8:28 AM	Received		Admin, NCCCIP			
9/1/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☒		3-6570-532- 000-000-00	0	Budget returned to LEA at the request of Alexis Weddings on 9/1/2021
9/1/2021 3:57 PM	Denied (Pending)		Eddy, Melissa			
8/26/2021 8:21 AM	Received		Admin, NCCCIP			
8/23/2021 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 Alexis Weddings on 8/24/21
8/23/2021 3:30 PM	Denied (Pending)		Hinson, Tina			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/6/2021 9:04 AM	Received		Admin, NCCCIP			
7/29/2021 10:06 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - STARS Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$47,339.21	\$30,131.77	\$77,470.98	ADDITIONAL FUNDS	
	Salary	3	5210	121	000	00	\$137,599.92	\$0.00	\$137,599.92		
	Other	3	5210	211	000	00	\$10,526.40	\$0.03	\$10,526.43		
	Other	3	5210	221	000	00	\$29,831.67	\$0.00	\$29,831.67		
	Salary	3	5350	121	000	00	\$0.00	\$69,669.96	\$69,669.96	ADDITIONAL FUNDS	
	Other	3	5350	211	000	00	\$0.00	\$5,330.04	\$5,330.04		
	Equipment	3	6580	541	000	00	\$11,398.30	\$45,527.20	\$56,925.50	ADDITIONAL FUNDS	

Total: \$236,695.50 \$150,659.00 \$387,354.50

Grant Details

Sandhills Theatre Arts Renaiss (63B) 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.

Education: Before the disruption in educational services due to COVID-19 STARS Students With Disabilities (SWD) already had learning gaps. Since all students were remote learners from March 13 2020 through the end of the 2019-2020 school year, and many exceptional children's services were disrupted at times, we were even more concerned about the potential negative educational impacts on our SWD. During the summer of 2019-2020 school year STARS had discussions with grade level educators, grade level administrators, and parents to discuss the benefits of utilizing an assessment system created by Northwest Evaluation Association (NWEA). NWEA is a research based, high level assessment program, and it would allow us to benchmark all of our students, including SWD, four times a year. This benchmarking process would allow us to compare where our students are at with same age/grade peers across the nation, and most importantly it would help us identify learning opportunities for our students. Facilities: Prior to the disruption in educational services due to COVID-19 STARS was in the middle of a campus wide renovation. The school was constructing a new building to house our Kindergarten- 6th Grade classrooms. This would allow us to move all our older students into our first building, also our oldest building. Our master plan was to add a new wing to our oldest building for more classrooms for our older students and then connect all our buildings with a series of

covered walkways. We would renovate heating and air units in our oldest building during this process as these units are 15 years old. Upon completion of our newest building for our Kindergarten-6th Grade students, we were going to remove 4 modular units from our campus, which would have been the summer of 2021. This plan had been worked on, and developed by, our leadership team, Grade level Principals, parents, and our Board of Directors. Our plan was to move onto the addition of the newest wing, and the connecting walkways, within the next 5 years. However, in response to, and to reduce the potential spread of COVID-19, or any of its variants, the STARS Board of Directors, parents, and school leadership have decided we must alter our timeline, and plans. Recognizing that older students are most at risk for contracting COVID-19, and for potentially spreading the virus, we felt it prudent to examine our current housing plan for our oldest students. Originally, all our 7th-12th grade students would be housed in one building, with one central hallway. This would make classrooms not as socially distanced as possible, and our hallways would be more congested since we have not completed our outdoor walkways. After examining our older plans through the lens of these new considerations it was decided that to reduce the potential spread of COVID-19, or any of its variants, we should keep one of the four modular units we were going to remove during the Summer of 2021. The removal of three of these modular units will allow for more greenspace for students during recess. More greenspace will allow for better distancing of students and classes during recess to reduce the potential spread of COVID-19. The Executive Director of the school will work out the new lease agreement with the leasing agency. The next step was to move up the completion date of the covered walkways which will connect our campus. The new completion date will be August 1, 2021. These covered walkways will allow us to route all our students, especially our older ones, in ways that will promote social distancing, and alleviate hallway congestion. The last tenet of our plan was to begin discussions to construct our next wing, which will connect to our oldest building, as soon as possible. We will begin the engineering plans and necessary permitting by August 1, 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.

Education: Our analysis of data gathered from benchmarking our students with NWEA indicates major gaps in the Math knowledge of our SWD when compared to national norms. Our students benchmarked in the Fall 2020, Winter 2021, and Spring 2021. Close analysis of our Math data indicates a school level gap in the following three areas: 1) operations and algebraic thinking, 2) statistics and probability, and 3) Geometry. Geometry is our largest area of need, as 74% of our SWD scored in the Low Average-Low range on our Geometric math strand. Facilities: The square footage loss until our next phase of construction can begin, a new wing built off of our oldest building, would be roughly 6,500 square feet, and with no other improvements to our campus our oldest students will travel in one

congested hallway in our oldest building. However, if we keep one of the four modular units we intended to remove during the summer of 2021 we are to add 2,300 square feet of classroom space, and office space, to spread our older, and more vulnerable, students from one central location. By adding these classrooms back via the modular we are also able to reduce the congestion of students in the central hallway of our oldest building. By completing our covered walkways during the summer of 2021 and renovating heating and air units in our oldest building, we can route our older students outside the building to move to their next classroom and ensure that our heating and venting systems are as robust as possible. The removal of the three older modular units will allow for more greenspace for students to have recess. This extra space will allow for better distancing, and it allows for us to schedule more opportunities for recess and time outside, since being outside is considered one of the safest places to be to avoid spreading COVID-19. These walkways provide us with multiple routing options that allow for better social distancing and outside movement. By attempting to begin the construction process of the planned wing for our older students in the next year, rather than in the next five years, we can potentially have almost 7,000 square feet of classrooms, offices, and restrooms available to our 7th-12th grade students by the 2022-23 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.

\$ 77,470.90 * 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;

Our utilization of NWEA to track our Kindergarten-12 Grade students will play a central role in our plan to address learning loss in our STARS students. This high quality assessment tool is nationally normed and offers data on exactly which learning opportunities our students are ready to take advantage of. Most importantly, NWEA will allow us to benchmark our students in the Fall, Winter, Spring, and Summer. NWEA will also create performance predications for North Carolina's EOG and EOC assessments. This will allow STARS to use NWEA in conjunction with North Carolina's high quality assessments.

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

The first, and essential, evidence-based activity we will implement will be utilizing NWEA as our benchmarking system for all of our students. The data pulled from this assessment system will allow us to identify areas in need of improvement, and allow us to group students who need more explicit and direct instruction. With this data we will not only be able to implement more explicit instruction, but we will also be able to create smaller groups so that students receive more individual attention and 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 continue our communication with parents on multiple mediums, and start to include more large gatherings at school as COVID-19 restrictions are lessened. We will continue utilizing our website, phone messages, and emails as our core communication strategies. Our next goal will be to reimplement curriculum nights to help parents understand their child's curriculum and how to help their children best access the curriculum when at home. We then want to offer more individual sessions on how parents can navigate Microsoft TEAMS for online/distance learning. STARS utilized teams as our online platform during online instruction for the 2021-22 school year and it became an easier platform to utilize as we set up individual meetings to review the tools of the program. We would like to weave these parent sessions into our communication with parents throughout the year.

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

We will continue to utilize our guidance counselors to track student attendance and work with families that might be experiencing hardships due to COVID-19. Our ongoing investment in working with families to utilize Microsoft TEAMS for online learning will be a key component in improving student engagement in distance education. Confidence in using TEAMS as our online portal, and familiarity with the various tools available to students and families, will help facilitate a strong distance education experience for all stakeholders.

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

STARS will utilize NWEA benchmarks from the 2020-2021 school year, as well as the predictive feature of NWEA which offers predictive North Carolina EOG/EOC scores. The staff will compare these predictive scores to previous EOG/EOC scores to start to determine if a student has experienced learning loss. We will be able to compare North Carolina EOG/EOC data from the 2020-2021 school year to EOG/EOC data from 2018-2019 to determine if a student has experienced learning loss. Data gathered during the 2020-2021 school year from NWEA benchmarks (Fall, Winter, Spring, Summer) will assist us in tracking our progress in assisting students after their return from COVID-19 in August 2020.

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 reduce the potential spread of COVID-19, or any variants, STARS plans to move up the construction date of a series of connecting walkways that will allow our students to move outside of our main building	July 1, 2021-June 30, 2022		\$ 56,925.50

		main building between classes. STARS will begin the process of renovating heating and air units in our oldest building--these units are as old as 15 years old. This will allow for better social distancing during class changes, and more robust heating and venting systems. STARS will remove three of our four modular units which will allow for the creation of more greenspace for better distancing of students and classes during recess. Keeping this large modular modular unit will allow for more social distancing between students, as well as spreading our		Track positive COVID-19 cases. Track class size in our upper grades. Track amount of students in hallway during class change. Track renovations of heating and air units. Quarterly monitoring by Executive Director of planning progress of new wing.	

		older, and more vulnerable, students out from each other during class change.			
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	STARS will hire more Exceptional Education Teachers to work with our SWD to address learning loss. STARS will utilize these teachers to both push into classrooms to practice an inclusionary model of teaching, and to pull students out to work in small groups. When	August 1, 2021-July 31, 2023	NWEA Benchmarks (Fall, Winter, Spring, Summer) North Carolina EOG/EOC Data	\$ 177,958.10

		students are working in small groups the teachers will focus on specific areas of need. We plan on allowing students to remain in the Least Restrictive Environment as long as possible, but we also want to pull students into smaller groups to explicitly instruct students in areas of weakness that have been identified by our data from NWEA Benchmarks and North Carolina End of Grand and End of Course Testing.			

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	STARS will have summer school for Kindergarten-12th Grade students June 2022-July 2022. Our focus will be on learning loss in the areas of Reading and Math. We will utilize data from NWEA benchmarks and North Carolina EOG/EOCs.	June 2022-July2022	NWEA Summer Benchmark Data NWEA Benchmark Data Fall 2022 NWEA Benchmark Data Winter 2023 NWEA Benchmark Data Spring 2023	\$ 75,000.00
	* ☐ 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 \$ 309,883.60

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.

Grant Award Notification (GAN)

Sandhills Theatre Arts Renaiss (63B) 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

Sandhills Theatre Arts Renaiss (63B) 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)]	<u>Wes Graner</u>

Substantially Approved Dates

Sandhills Theatre Arts Renaiss (63B) 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 Monday, November 8, 2021

New Applicant Summary

Sandhills Theatre Arts Renaiss (63B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Sandhills Theatre Arts Renaiss (63B) 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

Sandhills Theatre Arts Renaiss (63B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

49106515

*** Address:**

140 Southern Dunes Dr Vass, NC 28394

*** Superintendent:**

Dr. Wesley Graner

Key Personnel:

* wesley graner

History Log

Bethel Hill Charter (73A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/3/2021 11:10:51 AM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	10/25/2021 10:32:40 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/25/2021 10:32:31 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
☐	10/25/2021 8:20:53 AM	Harriett Tillett	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
	10/25/2021 8:20:53 AM	Harriett Tillett	Status changed to 'Chief Administrator Approved'.	S
☐	10/25/2021 8:20:45 AM	Harriett Tillett	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
	10/25/2021 8:20:45 AM	Harriett Tillett	Status changed to 'Fiscal Representative Approved'.	S
	10/25/2021 8:20:37 AM	Harriett Tillett	Status changed to 'Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:10:17 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Bethel Hill Charter (73A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$308,822.00	\$308,822.00
Carryover	\$0.00	\$0.00
Total	\$308,822.00	\$308,822.00

Budget

Bethel Hill Charter (73A) 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
73A	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$308,822.00	\$308,822.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$308,822.00	\$308,822.00
Total Budgeted:		\$308,822.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/04/2021 04:46 PM	Admin, NCCCIP



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/4/2021 4:46 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/25/2021 10:31 PM	Approved (Pending)		Letchworth, Tina			
10/22/2021 8:49 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 7:43 AM	Approved (Pending)		Eddy, Melissa			
8/6/2021 8:15 AM	Received		Admin, NCCCIP			
6/11/2021 8:11 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Bethel Hill Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	418	000	00	\$2,400.00	\$100.00	\$2,500.00	FY22 UPDATE	

										PLANNING BUDGET	
i	Equipment	3	5110	462	000	00	\$57,600.00	\$49,900.00	\$107,500.00	FY22 UPDATE PLANNING BUDGET	
i	Other	3	5210	317	000	00	\$0.00	\$3,000.00	\$3,000.00	FY22 UPDATE PLANNING BUDGET	
i	Salary	3	5350	121	000	00	\$65,025.60	\$0.00	\$65,025.60		
i	Other	3	5350	211	000	00	\$4,974.40	\$0.00	\$4,974.40		
i	Other	3	5350	411	000	00	\$27,000.00	\$0.00	\$27,000.00		
i	Other	3	6540	411	000	00	\$10,000.00	\$0.00	\$10,000.00		
i	Equipment	3	6540	461	000	00	\$15,000.00	\$0.00	\$15,000.00		
i	Equipment	3	6580	541	000	00	\$110,000.00	(\$50,000.00)	\$60,000.00	FY22 UPDATE PLANNING BUDGET	
i	Other	3	8200	399	000	00	\$14,247.00	(\$425.00)	\$13,822.00	Rounding Difference	

Total: \$306,247.00 \$2,575.00 \$308,822.00

Grant Details

Bethel Hill Charter (73A) 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) Bethel Hill Charter School solicited input via electronic means and face-to-face meetings from faculty, staff, Board of Directors, and financial advisors in the development of both the Needs Assessment and Plan for the use of ESSER II & III funds. 2) Due to the closure of school during the COVID-19 pandemic, Bethel Hill Charter School has discovered a variety of needs to help further reduce and prevent the spread of both COVID and any subsequent viruses and in response to the learning losses created by such. Those include facility repairs and improvements, increasing capacity to address learning loss and sustain high quality instruction, improving air quality, supplies to clean and sanitize, and improving preparedness and response. Currently, we need: 55 replacement laptops and Microsoft office licenses for faculty and staff to ensure sustainable remote and in-person instruction; a total remodel of the Media Center to allow for social distancing, enhance cleaning effectiveness, and house additional instructional resources and student library books; repair and refinish 100 year old floors to allow for adequate cleaning and disinfecting; updated waterfountains for touchless access and water bottle filling features. To address learning loss, staffing and instructional materials are needed for tutoring during the 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.

Current analysis of student achievement: COVID closures and restrictions: March 16, 2020 - May 26, 2020, all instruction was remote based on orders from the Governor; August 17, 2020 - October 9, 2020, 65% of students were face-to-face for 2 days per week and remote 3 days per week with the remaining 35% being fully remote; October 13, 2020 - May 28, 2021 non-remote students returned to 5-day face-to-face instruction with the percentage of remote students decreasing to 25% on 10/13/20 and continuing a steady decrease to 16%. Three classrooms were quarantined during the year as follows: One 3rd grade classroom - 10/30/20 for 14 days; one 4th grade classroom - 1/12/21 for 14 days; a second 4th grade classroom - 3/17/21 for 14 days. Due to a COVID cluster, the entire school was closed for in-person learning on 5/12/21 for 10 days. Student achievement: K-2 students are assessed three times a year through NWEA Measures of Academic Progress (MAP). DATA: Spring data proficiencies: Kindergarten Reading: 76.7%, Math: 90.0%; 1st grade Reading: 78.5%, Math: 78.5%; 2nd grade Reading: 87.0%, Math: 82.0%. Analysis: Comparison to Winter 2020 MAP scores indicates an increase in Reading and Math proficiencies at all grade levels. The fidelity of the administration of assessments for remote students participating at home rather than in the school environment, however, is undeterminable. DATA: 3-5 EOG proficiencies: 3rd Reading: 55.6%, Math 47.6%; 4th Math: 45.2% ; 5th Math: 60.9%, Science: 56.5%. Reading EOG scores are not available to Grades 4 & 5 due to renorming. NC Check-In Spring proficiencies are: Grade 4: 79.3%. Grade 5: 60.5%. Grade 3 Read to Achieve proficiency: 81.0% Analysis: Overall, students performed better in reading than in mathematics indicating that direct mathematics instruction is crucial to avoid learning loss in this area. Comparison to Winter NC Check-in scores shows an increase in Reading in Grade 4 but a decrease in Grade 5; decreases were shown in Math in Grades 3 & 4 with an increase in Math Grade 5 scores (likely due to new math personnel at that 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.

\$ 97,000.00 * 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;

Bethel Hill Charter will assess student learning through online benchmark assessments at least three times per academic year. These assessments will include NWEA Measures of Academic Performance (MAP), NC Check-Ins, DRA2, DRA3, and EOGs.

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

Increase the capacity of independent readers by providing additional self-selected reading resources. Student remote learning capacity will be enhance with updated technology resources and engagement.

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

Provide support and guidance in the use of our learning management systems, how to improve student engagement during distance learning, and the use of online resources for math and reading; strategies will be disseminated through a variety of communication methods and translated into native languages as needed. Meals are provided to students and families.

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

Teachers track student attendance through daily check-ins for remote students and report poor attendance and engagement to adminstration. PowerSchool attendance is monitored closely.

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

Using benchmark assessments and progress monitoring tools, student academic progress will be monitored and compared to pre-pandemic values. Administration will assist teachers with disseminating data to provide accurate student outcome comparisons. Those students who are identified with learning loss will be provided additional support through tutorial services and summer learning opportunities.

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	Replace outdated phone and intercom system	7/1/2021 - 9/30/2024	Completion of Projects with quotes, invoices, review of work orders/contracts. Inspection of final products by Board Chair & Principal to ensure enhanced communication within the school community and with parents and other stakeholders.	\$ 60,000.00

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	Cleaning/sanitizing equipment Cleaning/sanitizing supplies PPE supplies	7/1/2021 - 9/30/2024	Reduced opportunities for virus transmission through appropriate cleaning, disinfecting, and sanitizing. Proper use of PPE	\$ 25,000.00

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	Student Chromebooks Teacher laptops and MS Office licenses Projectors for classrooms and PD room	7/1/2021 - 9/30/2024		\$ 110,000.00

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.				Replace outdated Chromebooks for both in-person and remote learning. Provide updated teacher laptops to enhance instructional presentations. Update projectors in classrooms and PD room to interface with newer technologies to enhance instruction. Quotes and invoices submitted to Principal by the Technology Director	
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	Positive Behavior Support System supplies and rewards	10/1/21 - 9/30/24	Reduction of school discipline incidents (principal and teacher records); improved student moral	\$ 3,000.00

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 Recovery - 2022, 2023, 2024 Tutoring after school during 2021-22, 2022-23, 2023-24. (included in "Addressing Learning Loss"	1/1/2022 - 9/30/2024	Determination of Learning Loss and Evidence of Improved Achievement: Math & reading benchmarks given in the fall, winter, and spring for all grades K-5. EOG scores (3-5 Reading & Math and Grade 5 Science) DRA-3 Reading assessments (K-2) Academic growth as determined by assessments given following each summer session.	\$ 0.00
	* ☒ Yes ☐ No	Unbudgeted reserve	7/1/2021 - 9/30/2024	Ongoing	\$ 13,822.00

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 \$ 211,822.00

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.

Contacts

Bethel Hill Charter (73A) 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)]	<u>Harriett Tillett</u> <u>Jessica Poole</u>

Substantially Approved Dates

Bethel Hill Charter (73A) 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

Monday, October 25, 2021

New Applicant Summary

Bethel Hill Charter (73A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Bethel Hill Charter (73A) 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

Bethel Hill Charter (73A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

100411487

*** Address:**

401 Bethel Hill School Road Roxboro, NC 27574

*** Superintendent:**

Mrs. Jessica Poole

Key Personnel:

* Harriett J Tillett

History Log

Winterville Charter Academy (74C) Charter 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 4:47:05 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	11/2/2021 11:39:40 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/2/2021 11:39:35 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 <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C
	11/1/2021 3:41:33 PM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/1/2021 3:41:13 PM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	11/1/2021 3:41:00 PM	Jena Winters	Status changed to 'Draft Completed'.	S
	11/1/2021 3:15:21 PM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	11/1/2021 3:15:06 PM	Erin Lewis	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: Application: Part D (allowable uses), the summer learning description is incomplete (cuts off mid-sentence). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Erin Lewis <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C
	11/1/2021 11:23:18 AM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/1/2021 11:22:54 AM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	11/1/2021 11:22:41 AM	Jena Winters	Status changed to 'Draft Completed'.	S
	10/4/2021 10:17:31 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/4/2021 10:11:21 AM	Erin Lewis	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: ■ Budget: Computer equipment (Chromebooks, hotspots, etc.) is currently listed in the budget as computer software 418, but if students will be returning the laptops to the PSU each year, you will want to code it as 462 – Computer Equipment (inventory). ■ Application: Part D (allowable uses), the summer learning description is incomplete (cuts off mid-sentence). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Erin Lewis <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/27/2021 5:34:19 PM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S
	9/27/2021 5:33:59 PM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	9/27/2021 5:33:47 PM	Jena Winters	Status changed to 'Draft Completed'.	S
	8/24/2021 2:48:45 PM	Freda Lee	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	8/24/2021 2:48:20 PM	Freda Lee	The FY 2021 – American Rescue Plan-ESSER III Application (PRC -181) has been returned to the Winterville Charter School as NOT APPROVED for the following reasons: Part D, Allowable Uses – Current Impact measures are not specific enough in the allowable uses to measure obtainment or fidelity of implementation: Impact measures should be measurable and/or describe specifically the criteria for determining if goals and activities have been achieved. They should include data to be collected as appropriate (invoices, purchase orders, review of work orders, surveys, checklists, participant lists for activities or PD, evaluations etc.,) instrument or method used and person (by position) and/or entity responsible. Please use specific beginning and ending dates: Example 8/30//21 -- 9/30/24 Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Please resubmit as soon as possible to aid in getting the application and BAAS budget approved prior to the new school year. If you have questions, please contact Freda M. Lee at 252/363-2747 or Freda.lee@dpi.nc.gov .	C
	8/9/2021 11:23:18 AM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S
	8/9/2021 11:23:06 AM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/9/2021 11:22:56 AM	Jena Winters	Status changed to 'Draft Completed'.	S
	8/6/2021 12:46:21 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	7/29/2021 11:31:52 AM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S
	7/29/2021 11:31:35 AM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	7/29/2021 11:31:20 AM	Jena Winters	Status changed to 'Draft Completed'.	S
	7/27/2021 1:48:22 PM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:51:00 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Winterville Charter Academy (74C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$602,880.00	\$602,880.00
Carryover	\$0.00	\$0.00
Total	\$602,880.00	\$602,880.00

Budget

Winterville Charter Academy (74C) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
74C	181	0	No	No	0.61 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$602,880.00	\$602,880.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$602,880.00	\$602,880.00
Total Budgeted:		\$602,880.00
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
11/2/2021 11:38 AM	Approved (Pending)		Lewis, Erin			
11/1/2021 8:44 AM	Received		Admin, NCCCIP			
10/4/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☒		3-5110-121- 000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: - Budget: Computer equipment (Chromebooks, hotspots, etc.) is currently listed in the budget as computer software 418, but if students will be returning the laptops to the PSU each year, you will want to code it as 462 - Computer Equipment (inventory). - Application: Part D (allowable uses), the summer learning description is incomplete (cuts off mid-sentence). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
10/4/2021 10:08 AM	Denied (Pending)		Lewis, Erin			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/4/2021 10:08 AM			Lewis, Erin	3-5110-121-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: - Budget: Computer equipment (Chromebooks, hotspots, etc.) is currently listed in the budget as computer software 418, but if students will be returning the laptops to the PSU each year, you will want to code it as 462 - Computer Equipment (inventory). - Application: Part D (allowable uses), the summer learning description is incomplete (cuts off mid-sentence). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
9/30/2021 2:09 PM	Under Review		Lewis, Erin			
7/27/2021 1:48 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Winterville Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$341,180.00	\$0.00	\$341,180.00		
	Salary	3	5110	141	000	00	\$67,776.00	\$0.00	\$67,776.00		
	Salary	3	5110	148	000	00	\$9,280.00	\$0.00	\$9,280.00		
	Other	3	5110	211	000	00	\$24,991.76	\$0.00	\$24,991.76		

	Other	3	5110	221	000	00	\$13,993.71	\$0.00	\$13,993.71		
	Other	3	5110	231	000	00	\$29,370.00	\$0.00	\$29,370.00		
	Other	3	5110	232	000	00	\$2,519.74	\$0.00	\$2,519.74		
	Other	3	5110	233	000	00	\$4,628.14	\$0.00	\$4,628.14		
	Other	3	5110	234	000	00	\$2,190.00	\$0.00	\$2,190.00		
	Other	3	5110	235	000	00	\$3,521.43	\$0.00	\$3,521.43		
	Other	3	5110	299	000	00	\$21,703.10	\$0.00	\$21,703.10		
	Equipment	3	5110	462	000	00	\$19,941.26	\$0.00	\$19,941.26		
	Other	3	5330	411	000	00	\$21,363.09	\$0.00	\$21,363.09		
	Other	3	6540	311	000	00	\$20,961.84	\$0.00	\$20,961.84		
	Other	3	6570	523	000	00	\$16,023.31	\$0.00	\$16,023.31		
	Other	3	8100	392	000	00	\$3,436.62	\$0.00	\$3,436.62		

Total: \$602,880.00 \$0.00 \$602,880.00

Grant Details

Winterville Charter Academy (74C) 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.

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. Water filling stations were also needed to prevent the spread of COVID-19. - There were not sufficient student technology devices and accessories and connectivity for students to implement remote learning. - Additional instructional materials (non-digital) were needed to address the student learning loss as a result of COVID-19. Remote learning packets were sent to students during school closure. - Additional instructional time was needed to combat the impact of COVID-19. To provide this time summer learning will be offered 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.

\$ 120,576.00 * 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;

A) 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		3/13/2020-9/30/2024	Staff retention data will be reviewed by the school leadership team will be evaluated to determine the effectiveness and impact of the COVID-19 stipends on decreasing staff turnover in an effort to reduce instructional interruptions.	\$ 21,605.10

		COVID-19 stipends allocated to employees to compensate them for the new duties they assumed due to COVID-19 pandemic. These duties were outside their regular position and in direct response to preventing, preparing, and responding to COVID-19. School staff will be eligible for COVID-19 stipends in spring 2021 and fall 2021. Maximum stipend per employee is \$3,000 (\$1,500 in spring and \$1,500 in fall).			

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	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.	3/13/2020-9/30/2024	Staff retention data and staff survey data will be reviewed by school leadership will be evaluated to determine if the addition of staff reduced staff turnover and increased staff satisfaction.	\$ 179,305.36

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 Services are needed to meet sanitation requirements due to COVID-19, additional and more frequent cleaning of the building are needed.	3/13/2020-9/30/2024	COVID-19 infection rates will be monitored and evaluated to determine if the increased cleaning and disinfecting is preventing the spread and transmission. Additionally the Facilities department will periodically inspect the services being provided to ensure their effectiveness.	\$ 20,961.84

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		3/13/2020-9/30/2024		\$ 19,941.26

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.		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 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.		Student attendance will be taken daily (in-person and remote). For remote instruction if a student is not present additional information will be gathered to determine if there is a connectivity need for the family. In those cases, connectivity will be provided. Chromebook inventory will be monitored to ensure there is a 1:1 student to device model so students can participate in remote and extended learning. This will be completed by teaching staff and leadership.	

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 for student to combat the learning loss due to COVID-19.	3/13/2020-9/30/2024	Student summer attendance will be monitored by staff and leadership. For students that attend the summer learning program their achievement data will be monitored to determine the academic impact of the program. Attendance rate will also be taken into consideration when determining the program effectiveness.	\$ 240,490.44

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

\$

482,304.00

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.

Contacts

Winterville Charter Academy (74C) 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>Jena Winters</u>

Substantially Approved Dates

Winterville Charter Academy (74C) 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

Thursday, July 29, 2021

New Applicant Summary

Winterville Charter Academy (74C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

GAN Information

Winterville Charter Academy (74C) 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.

GAN Organization Data

Winterville Charter Academy (74C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79818497

*** Address:**

4160 Bayswater Road Winterville, NC 28590

*** Superintendent:**

Ms. Stacey Ryan

Key Personnel:

* Ashley N. Benton - Grants Manager

History Log

East Carolina Community School (74Z) 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
	10/20/2021 3:10:22 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

East Carolina Community School (74Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$450,792.00	\$450,792.00
Carryover	\$0.00	\$0.00
Total	\$450,792.00	\$450,792.00

Budget

East Carolina Community School (74Z) 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
74Z	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$450,792.00	\$448,115.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$450,792.00	\$448,115.00
Total Budgeted:		\$448,115.00
Total Remaining:	\$2,677.00	\$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			
9/15/2021 2:17 PM	Approved (Pending)		Letchworth, Tina			
7/27/2021 1:22 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
	Other	3	5110	197	000	00	\$23,999.90	\$0.00	\$23,999.90		
	Other	3	5110	211	000	00	\$1,835.99	\$0.00	\$1,835.99		
	Other	3	5110	221	000	00	\$5,203.18	\$0.00	\$5,203.18		
	Salary	3	5130	121	000	00	\$300,069.66	\$0.00	\$300,069.66		
	Other	3	5130	211	000	00	\$22,955.34	\$0.00	\$22,955.34		
	Other	3	5130	221	000	00	\$65,055.09	\$0.00	\$65,055.09		
	Other	3	5130	231	000	00	\$28,995.78	\$0.00	\$28,995.78		
	Other	3	8200	399	000	00	\$0.06	\$0.00	\$0.06		

Total: \$448,115.00

\$0.00 \$448,115.00

Grant Details

East Carolina Community School (74Z) 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 Community School is one of six lab schools in the UNC System. At this time, 102 scholars are enrolled in our program. The Community School has the following demographics: 96% African American, 2% Caucasian, 1% Hispanic, 1% Two or more races. 40% of the school population is identified as students with disabilities. 88% of the school population live at or below the poverty line. Results from Biopsychosocial Screeners administered in the Fall of 2019 by ECU's Marriage and Family Therapy Department revealed that 82% of the children have experienced at least one Adverse Childhood Experience. 26% of our scholars have experienced at least four or more Adverse Childhood Experiences. The Community School had 2nd, 3rd and 4th grades during the 2017-2018 school year. The school had the following 2018 End-of-Grade Proficient Test Results: Reading-3rd Grade (0%), 4th Grade (0%); Math-3rd Grade (0%), 4th Grade (0%) The Community School had kindergarten-fifth grade during the 2018-2019 school year. The school had the following 2019 End-of-Grade Proficient Test Results: Reading-3rd Grade (6.8%), 4th Grade (7.1%), 5th Grade (0.0%); Science-5th Grade (57.1%); Math-3rd Grade (0%), 4th Grade (0%), 5th Grade (21.4%). During the 2020-2021 school year, the Community School established policies regarding participating in face-to-face instruction that aligned with the NC Strong Schools Toolkit. As of April 2021, 66 Covid tests had to be administered throughout

the year to our scholars to assure that they were safe to return for in-person instruction. 17 Covid tests had to be administered among the staff throughout the school year to assure that they were safe to return for in-person instruction. Covid test results have been kept on each of the test administrations. 1. The following processes were utilized and groups were involved in the development of the Needs Assessment: A. ECU's Marriage and Family Therapy Department administered, collected and analyzed Biopsychosocial Screener data collected from our families. B. The Community School's Curriculum Director, Special Education Director, principal and teachers provided feedback about our school's needs through interviews. C. ECU's Literacy Studies, English Education and History Education Department faculty members were interviewed and provided feedback about best practices in literacy instruction, especially since our school has a low number of scholars who are proficient on the state reading assessment. D. Community School Teachers assessed our scholars with the Phonological Awareness Literacy Screening (PALS). These assessments were given at the beginning of the year (BOY) and middle of the year (MOY). A final administration of the assessment will occur between April 26-May 21, 2021. PALS data from the BOY and MOY demonstrated that scholars, especially our scholars with disabilities, are still experiencing difficulty in reading. 2. The Community School intends to assess student learning gaps resulting from the disruption in educational services by taking the following steps: A. Continued Administration of the PALS assessment in literacy. This assessment is given three times per year. B. Review and analyze summative data from 2020-2021 End-of-Grade Test scores to determine strengths in objectives taught and objectives that need improvement. C. Administer quarterly benchmark assessments through School Net in reading and math to third, fourth and fifth grade scholars. D. Administer quarterly science benchmark assessments to fifth grade scholars. The Community School intends to address the student learning gaps resulting in educational services by taking the following steps: A. Providing an extended school year for all scholars. B. Employing three reading specialists as an intervention to provide targeted reading instruction C. Employ a university faculty member in the College of Education Literacy Studies, English Education and History Education Department to assist with updating the Community School's Reading Trajectory Guides, assist with the administration of the PALS assessment, work with teachers on interpreting PALS data, share strategies for setting up instructional groups, discuss resources to support instruction, provide professional development and model best literacy instructional practices for Community School 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.

Based on PALS assessment data and previous years' End of Grade Test scores, the Community School will provide an After School Tutorial program for scholars in kindergarten through fifth grade that will focus on targeted instruction

in reading and math. Three reading specialists will be employed to provide targeted reading instruction to scholars who demonstrate difficulty with reading as evidenced by the PALS assessment, quarterly Reading Benchmark assessments and Reading End-of-Grade Test. Additionally, the reading specialist will provide professional development to the Community School's faculty and staff to ensure that there is continuity of practices utilized during the intervention time and in the regular education and special education classrooms. Employ a university faculty member in the College of Education Literacy Studies, English Education and History Education Department to assist with updating the Community School's Reading Trajectory Guides, assist with the administration of the PALS assessment, work with teachers on interpreting PALS data, share strategies for setting up instructional groups, discuss resources to support instruction, provide professional development and model best literacy instructional practices for Community School 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.

\$ 89,623.00 * 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 Community School administers the Phonological Awareness Literacy Screening (PALS). The PALS assessment is used to identify students at risk of reading difficulties and to determine instructional needs for all students, including diagnosis of instructional oral reading level, developmental spelling stage, and specific literacy skills to target for instruction. This assessment is administered three times per year-Beginning of the Year, Middle of the Year and End of the Year. The Community School administers reading and math quarterly benchmark assessments through School Net to third, fourth and fifth grade scholars. Fifth Grade scholars are also given a Science Benchmark assessment through School Net. The benchmark assessments contain objectives that span the entire course content. After administration of the assessment, results are disaggregated by scholar and by objective so that teachers can identify areas of strength and areas for improvement.

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

Since the school's opening in 2017, it has provided an extended school year for its scholars. Typically, most school districts end the school year around the last week in May or the first week in June. The Community School scholars attend school through the end of June. The school day in the extended school year is the same length as the school day in the regular school year. Scholars are regrouped based on their performance on reading and math standards. Therefore, a classroom could contain a combination of kindergarten, first and second grade scholars. In the upper division, a classroom could contain a combination of third, fourth or fifth grade scholars. The Community School would utilize ESSER III funding to employ three reading specialists. The specialists would provide individual or small group instruction to scholars based on collected PALS data, teacher anecdotal notes and results from benchmark assessments.

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

The Community School partners with the ECU's College of Education Office of Assessment, Data Management and Digital Learning. This department provides parent training sessions on effectively using WebEx (our videoconferencing) system and SeeSaw (our Learning Management System). For the 2021-2022 school year, we are planning parent sessions on Digital Citizenship and Online Safety. The Community School partners with ECU's College of Education Library Science Division. This department is working to establish a Digital Media Collection that contains access to the following sites: First Book, Free Books in Google Books, Read Conmigo and Sheppard Memorial Library Children's Library. The Community School partners with ECU's Brody School of Medicine TEDI BEAR Advocacy Center. The Center provides parent training sessions. One of the more popular sessions is Connected Parent, Connected Children. This is a series of presentations that helps parents identify tools and strategies that decrease burnout and enhance adult/child connection. The Community School partners with ECU's Marriage and Family Therapy Department. The department administers Biopsychosocial screeners. Based on the results of the screeners, the department provides individual and family therapy sessions both onsite and offsite. The Community School partners with the Food Bank of Central and Eastern North Carolina. This organization provides food bags for approximately 40 scholars each week. The food bag consists of two cereals, two servings of fruit cups or vegetables, two cans of spaghetti O's or raviolis and a can of milk. This program is sponsored and financed through the food bank. Additionally, the Community School partners with Beast Philanthropy. We have arranged for the organization to provide a bi-weekly food distribution to our families. The Community School schedules, publishes dates on and conducts a minimum of two school-wide parent conference days. Families can participate in face-to-face conferences, telephone conferences or virtual conferences.

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

The Community School uses the following process to track student attendance and improve scholar engagement in distance education. Scholars' attendance or absence is noted in PowerSchool. - A scholar is considered present for daily attendance: 1. If the scholar completes their daily assignments either online or offline; and/or 2. If a scholar has a daily check-in, a two-way communication with the appropriate faculty or staff member - If the scholar is online, the scholar's participation in small group and whole class will be noted for attendance - If scholar is offline, weekly check in with the appropriate teacher will be conducted and if needed with the Integrated Health Collaborative (IHC) team members. Community School staff will reach out to the scholar. If they do not hear from the scholar by the next day, the IHC team will be notified and will work to connect with the family.

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

The Community School administered North Carolina End-of-Grade tests in reading and math during the 2018-2019 school year. This data will be used, along with 2020-2021 End-of-Grade tests, to determine scholar progress and identify students that experienced learning loss. The Community School administered reading and math benchmark assessments were administered through School Net during the 2018-2019 school year. This data, along with reading and math benchmark data administered through School Net during the 2020-2021 school year, will be used to determine scholar progress and identify scholars that experienced learning loss. The Community School started using the Phonological Awareness Literacy Screening (PALS) during the 2020-2021 school year. Scholar academic progress will continue to be tracked with PALS for the 2021-2022 school year. The PALS assessment is used to identify students at risk of reading difficulties and to determine instructional needs for all students, including diagnosis of instructional oral reading level, developmental spelling stage, and specific literacy skills to target for instruction. This assessment is administered three times per year-Beginning of the Year, Middle of the Year and End of the 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				\$
		Funds will pay salary and			\$ 24,000.00

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	Salary and corresponding benefits equivalent to a university academic year course release (25% time and effort) for one East Carolina University faculty in the College of Education Department of Literacy Studies, English Education and History Education. The work at the Community School is completely separate from the faculty member's primary duties at East Carolina University. 25% time and effort equates to 10 hours per week and the rate of pay calculation is as follows: Monthly base	Work will be performed during the period August 16, 2021 to May 15, 2022.	The faculty member will assist with updating the Community School's Reading Trajectory guides and administering the PALS assessment; and work with teachers to evaluate data from reading assessments, identify patterns and trends within the data, share strategies for setting up instructional groups, discuss resources to support instruction, provide professional development and develop best instructional practices for Community School staff.	

		salary rate at ECU, multiplied by 0.25, multiplied by 18 weeks (the number of weeks in an academic year at ECU). A time and effort log will be maintained at the Community School to record work on each activity each week and report on progress on impact measures and outcomes. Time and effort will be certified by Community School administration and sponsored activity administration in the Office of Dean, ECU College of 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				\$
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		This assessment is administered three times per year- Beginning of the Year, Middle of the Year and E		\$ 334,492.00

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.		*The Community School would utilize ESSER III funding to employ three reading specialists. The specialists would provide individual or small group instruction to scholars based on collected PALS data, teacher anecdotal notes and results from benchmark assessments.		The PALS assessment is used to identify students at risk of reading difficulties and to determine instructional needs for all students, including diagnosis of instructional oral reading level, developmental spelling stage, and specific literacy skills to target for instruction.	
Total ESSER III Allotment					\$ 358,492.00

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)

**East Carolina Community School (74Z) 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

East Carolina Community School (74Z) 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>Rick Yakubowski</u>

Substantially Approved Dates

East Carolina Community School (74Z) 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 19, 2021

New Applicant Summary

East Carolina Community School (74Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

East Carolina Community School (74Z) 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

East Carolina Community School (74Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

075557926/607579018

*** Address:**

811 Howell Street Greenville, NC 27834

*** Superintendent:**

Ms. Tracy L. Cole

Key Personnel:

* Rick Yakubowski

History Log

CIS Academy (78A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/22/2021 8:39:59 AM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	10/20/2021 2:15:02 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/20/2021 2:14:50 PM	Tina Letchworth	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. ***Please complete a budget amendment to reflect actual PRC 181 allotment amount from \$254K to \$257K. Please see budget page and have an amendment completed to increase the overall budget total and place the funds in appropriate line items.	C
☐	10/20/2021 8:32:57 AM	Danny Stedman	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
	10/20/2021 8:32:57 AM	Danny Stedman	Status changed to 'Chief Administrator Approved'.	S
☐	10/20/2021 8:32:47 AM	Danny Stedman	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 8:32:47 AM	Danny Stedman	Status changed to 'Fiscal Representative Approved'.	S
	10/20/2021 8:32:35 AM	Danny Stedman	Status changed to 'Revision Completed'.	S
	10/20/2021 3:10:38 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

CIS Academy (78A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$257,196.00	\$257,196.00
Carryover	\$0.00	\$0.00
Total	\$257,196.00	\$257,196.00

Budget

CIS Academy (78A) 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
78A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$257,196.00	\$254,658.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$257,196.00	\$254,658.00
Total Budgeted:		\$254,658.00
Total Remaining:	\$2,538.00	\$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 9:24 PM	Approved (Pending)		Letchworth, Tina			
8/16/2021 4:52 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - CIS Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$220,776.48	\$0.00	\$220,776.48		
	Other	3	5110	143	000	00	\$15,499.92	\$0.00	\$15,499.92		
	Other	3	5110	211	000	00	\$18,381.60	\$0.00	\$18,381.60		
Total:							\$254,658.00	\$0.00	\$254,658.00		

Grant Details

CIS Academy (78A) 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.

We consider our most pressing educational need at CIS Academy in Pembroke, NC, as a result of COVID-19, to be the gaps in learning in all areas to include: Literacy, Mathematics, Science, Social Studies and Social Emotional Learning. This is the consensus of Focus Group discussions to include the following: Executive Director/Superintendent, Principal, Teachers and Parents. This decision came after a review of student engagement, disaggregation of data and overall academic success following a return to school in April 2021 after having been engaged in remote learning only since March of 2020. The End-of-Grade test scores reflected a loss in learning. Upon reentry to face-to-face learning, students were provided small group and individual attention as needed and available from regular school staff. Additional part-time staff were used to assist in the area of math prior to End-of-Grade testing. Two weeks of summer school were offered the end of the school year providing students with a small and more intimate learning environment to address learning loss in the areas of literacy and math. Plans for the 2021-2022 school year includes bringing a part-time person on board to work with students in a one-on-one or small group learning environment in literacy. This is in addition to the person who will be working with mathematics. The Academy has a full-time Student Support Specialist who spends 50% of the day working with students in the area of literacy. We

also plan to include an Action Plan for addressing the Social/Emotional needs of students. This continues to be a work in progress.

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 reflects 2020-2021 Accountability Data/EOG Results. Reading has been delayed until August/September 2021. 28/103 students tested Proficient in Math (27.2%). The Growth Status is to be determined. In 8th Grade Science, 26/40 tested proficient (67.5%). The Growth Status is to be determined. Overall Achievement and Growth Status in Reading Scores is to be determined. An overall Performance Grade is to be determined and the Reading Score is delayed. There is no Accountability Data/EOG Results for the 2019-2020 school year due to COVID-19 with waiver from the US Department of Education. The following reflects 2018-2019 Accountability Data Results. This is the most current and complete data to be reported. 65/20 students tested Proficient in Reading (54.2%) with a Growth Status of Exceeded. 57/120 students tested Proficient in Math (47.5%) with a Growth Status of Exceeded. In 8th Grade Science, 32/10 tested proficient (80%). Overall Achievement 154/280 (55%) with an Overall Growth Status of Exceeded and Performance Grade of C.

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.

\$ 51,539.20 * 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;

Students will be assessed using State Benchmark and End of Grade Testing. Additionally, teachers will assess with fidelity throughout the year by using teacher-made assessments that align with the Standard Course of Study. Literacy and Math tutors will be used to work with students identified as needing additional assistance in these two areas. A Communities In Schools Student Support Specialist has been assigned to the Academy to work with Students in Reading and Social/Emotional Learning. A tutor has been hired to work specifically with our Exceptional Children population.

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

Research and Evidenced-based programming and activities include: Why Try, Girls Circle, Boys Council for Social/Emotional Learning, Cars and Stars Literacy Programs, virtual Reality Robotlabs, STEM activities, etc.

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

A Parent Night will be conducted allowing an information session and training to ensure parents have an understanding of what is expected of their child. This will include both face-to-face instruction, as well as working in a virtual environment. The Principal and teachers will work with parents on an individual basis as needed.

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

Student attendance is taken on a daily basis for in-school and virtual learning. The principal makes home visits as needed in an effort to ensure students are actively engaged in a virtual learning environment. Teachers communicate effectively with parents. the Date Manager keeps track of student attendance 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 administration and staff will disaggregate data, to include all formal and informal assessments to determine the learning gains and losses for each child. The Principal will continue to use EVAAS as a determining factor for each child as they build individual portfolios.

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				\$
		Robeson County is identified as			\$ 205,656.80

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	one of the lowest counties in NC in many areas. This includes low socio-economics. The Academy is located in Pembroke, NC and 99% of the student population is American Indian. This is home of the Lumbee Indian. We have the largest American Indian population east of the Mississippi. The two full-time teachers and part- time teacher salaries would relax other monies to purchase needed curriculum related materials and resources to address Literacy, Social/Emotional Learning and STEAM (Science - Technology -	2021-2022 thru 2023-2024	Students will grow academically as a result of working in small group settings or individually as required. Learning loss, as a result of COVID, will be restored. Social/Emotional leaning for students will be addressed as well.	

		Engineering - Arts - Math.) These resources would be instrumental in addressing learning loss for students as a result of COVID.			
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 \$ 205,656.80

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.

Contacts

CIS Academy (78A) 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)]	<u>Connie Britt</u> <u>Danny Stedman</u>

Substantially Approved Dates

CIS Academy (78A) 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, August 17, 2021

New Applicant Summary

CIS Academy (78A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

CIS Academy (78A) 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

CIS Academy (78A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

23131266

*** Address:**

818 West 3rd Street Pembroke, NC 28372

*** Superintendent:**

Dr. Danny Stedman

Key Personnel:

* Connie Britt

History Log

Moss Street Partnership School (79Z) 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
	10/20/2021 3:10:43 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Moss Street Partnership School (79Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$489,994.00	\$489,994.00
Carryover	\$986,858.00	\$986,858.00
Total	\$1,476,852.00	\$1,476,852.00

Budget

Moss Street Partnership School (79Z) 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
79Z	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$489,994.00	\$0.00
Carryover Amount:	\$986,858.00	\$986,858.00
Allotment Plus Carryover:	\$1,476,852.00	\$986,858.00
Total Budgeted:		\$986,858.00
Total Remaining:	\$489,994.00	\$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 3:10 PM	Approved (Pending)		Mathis, Tammorah			
8/16/2021 5:45 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 school per email from T.Chestnut on 8/9/21
8/10/2021 12:39 PM	Denied (Pending)		Eddy, Melissa			
7/30/2021 10:44 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		
	Other	3	5110	211	000	00	\$15,300.00	\$0.00	\$15,300.00		

	Other	3	5110	221	000	00	\$43,420.00	\$0.00	\$43,420.00		
	Other	3	5110	231	000	00	\$26,048.00	\$0.00	\$26,048.00		
	Other	3	5110	311	000	00	\$16,500.00	\$0.00	\$16,500.00		
	Other	3	5110	333	000	00	\$2,500.00	\$0.00	\$2,500.00		
	Other	3	5110	411	000	00	\$6,973.09	\$0.00	\$6,973.09		
	Other	3	5210	411	000	00	\$5,000.00	\$0.00	\$5,000.00		
	Other	3	5270	411	000	00	\$5,000.00	\$0.00	\$5,000.00		
	Salary	3	5330	121	000	00	\$203,600.00	\$0.00	\$203,600.00		
	Other	3	5330	211	000	00	\$15,575.40	\$0.00	\$15,575.40		
	Other	3	5330	221	000	00	\$44,201.56	\$0.00	\$44,201.56		
	Other	3	5330	231	000	00	\$26,048.00	\$0.00	\$26,048.00		
	Other	3	5350	311	000	00	\$50,402.00	\$0.00	\$50,402.00		
	Salary	3	6110	153	000	00	\$90,000.00	\$0.00	\$90,000.00		
	Other	3	6110	211	000	00	\$6,885.00	\$0.00	\$6,885.00		
	Other	3	6110	221	000	00	\$19,539.00	\$0.00	\$19,539.00		
	Other	3	6110	231	000	00	\$13,024.00	\$0.00	\$13,024.00		
	Salary	3	6200	135	000	00	\$142,097.98	\$0.00	\$142,097.98		
	Other	3	6200	211	000	00	\$10,870.50	\$0.00	\$10,870.50		
	Other	3	6200	221	000	00	\$30,849.47	\$0.00	\$30,849.47		
	Other	3	6200	231	000	00	\$13,024.00	\$0.00	\$13,024.00		
Total:							\$986,858.00	\$0.00	\$986,858.00		

Grant Details

Moss Street Partnership School (79Z) 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 MSPS Administrative Team reviewed and collected information on the ESSER Allowable Uses to determine educational needs resulting from the disruption in educational services and subsequent shift to remote learning due to COVID-19 and return to in-person instruction. Teachers in grade-level teams reviewed each student's academic, social, emotional, and behavioral growth records, including Mastery Connect data, attendance during remote learning, student assignments and artifacts, and teacher anecdotal records. Student needs, particular concerns about students who might be considered for retention in grade, and students who should be considered for referral to the MTSS process were compiled and considered as the school began its planning. The School Improvement Team has also discussed needs of student growth and performance, building operations, professional learning, PPE and cleaning, summer learning, mental health, educational technology, and creating a learning environment that is conducive to student resilience, enrichment, and experiential learning. Classroom teachers, special educators, student support personnel, and school administrators, as well as UNCG faculty, have been involved in the needs assessment process, which is continually being revisited. All parents have been notified about forthcoming plans with the opportunity to comment and/or asks questions. The MSPS Parent Council has been involved in some discussions and will receive

monthly updates about MSPS efforts to respond to students' needs. 2) MSPS has begun its process for assessing and addressing learning gaps resulting from the disruption in educational services. Professional educators will collect data on the MSPS Instructional Frameworks adapted from Richardson and Miller and analyze EOG growth as it aligns with instances of engaged literacy. In grades K-5, all students will have a Student Learning Profile for Literacy and Math completed mid-year and end-of-year. Teachers will collect data from formative, diagnostic, and summative assessments of foundational skills and standards from the Standard Course of Study throughout the school year and enter the results in Mastery Connect. At mid-year and end-of-year, teachers will analyze student data and create a narrative that reports the student's performance and growth status. This narrative and the student's quarterly Report Card provide a summary of the student's performance and growth. The results of End-of-Grade Tests in grades 3-5 will be compared with these data to determine how Moss Street Partnership School students are progressing toward improving proficiency levels on average by 5% per grade level in Reading and Math and how they are progressing toward achieving one year of growth on average per grade level in Reading and Math.

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.

Moss Street Partnership School students participated in Remote Learning from March 2020 to March 1, 2021, when school resumed under Plan A. Approximately one-third of MSPS students stayed in remote learning thereafter at their parents' request. School will resume in-person for the 2021-2022 school year with no remote learning option provided. The grade-level teams' analysis of all students' progress during remote learning and in the short time school has been in session both for those attending in-person and those still on remote learning indicates that approximately 100 students will be considered for retention in grade. In addition, it is likely that some students have gaps in their learning that may cause them to have difficulty in their school future. The average enrollment at the Partnership School is approximately 370 students, which draws primarily from the neighborhoods that were served by Moss Street Elementary School, an historically low-performing school operated by Rockingham County Schools. About 56 students (19%) are labeled as having disabilities under IDEA, and about 20 students (5%) are labeled as English Learners. Our student body includes 92% of students who live in low-income households. Approximately 20 students annually (5%) receive services for homeless students. Statewide standardized assessments were first administered at the Partnership School in Spring 2018-2019. The School Report Card issued in the Fall following that administration indicates that MSPS was rated as an "F" school for the 2018-2019 school year. The Partnership School's scores indicated a 15% proficiency rate in Math Performance, a 15% proficiency rate in English/Language Arts/Reading Performance, a Science proficiency rating of 12%, which yielded a School Performance Score of 21. Statewide

standardized assessments were not delivered in May 2020 due to COVID-19 and assessment results for 2021 are not available at this writing. Given the history of student academic performance on statewide standardized assessments at Moss Street Elementary School, the disruptions to teaching and learning due to COVID-19, and the Partnership School's continued commitment to addressing students' needs in literacy, mathematics, STEM, Social Studies, and Social-Emotional Learning, we will continue to expand an intensive program of engaged instruction that builds on and broadens students' funds of knowledge. We acknowledge that MSPS students need additional learning opportunities beyond the formal school year to provide intensive, individualized instruction that addresses their specific needs. For this reason, MSPS teachers and administration have identified a need for approximately 150 students to participate in a six-week summer learning experience. We also see the need to develop and enrich language utilization for all of our students and particularly for those who come from families in which English is not the primary language of the home. To continue to address the needs of the whole child, students at the Partnership School need to be provided an elementary school instructional program that differs significantly from those provided in traditional public schools and that addresses the social, economic, cultural, behavioral, and academic needs of all students in a caring and collaborative learning environment. At the Partnership School, we are improving school culture and climate by implementing a program of restorative practice. Restorative practice addresses the social emotional, behavioral, and mental health needs of students through the use of social and emotional learning. During 2019-2020 and 2020-2021, the Partnership School began and broadened its implementation of restorative practice, caring, and trauma-informed pedagogy to assist students with returning to becoming full-time participants in schools and recovering from the traumatizing experiences of COVID-19. In order provide a robust environment that mitigates COVID-19 exposure, MSPS will make improvements to facilities, provide sanitization and cleaning materials, purchase additional PPE, and purchase replacement digital devices.

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.

\$ 950,884.91 * 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;

MSPS will use both formative and summative data to determine students' academic progress in literacy, math, science, and social studies: - K-5 local literacy assessments - K-5 local math assessments - 3-5 State End of Grade Assessments in Reading, Math, and Science At MSPS, we will use several literacy assessments and screening tools to determine and monitor students' literacy skills and knowledge. The assessments listed below are administered one-on-one or in small groups, allowing the teacher to interact with the students, observe reading and writing behaviors, listen to students read aloud, and monitor progress throughout the year. Some assessments are done BOY, MOY, and EOY while others are ongoing, formative assessments implemented during authentic reading and writing experiences that may include observing students performing literacy tasks and the analysis of student work samples. K-2 Assessments: - Concepts of Print - Letter Recognition - Letter / Sound Knowledge - Sight Word Assessments - Word Study Inventories - Phonemic Awareness Assessments - Running Records - Dictated Sentences - Reading / Writing Behaviors - Qualitative Reading Inventory (QRI) - diagnostic assessment for word recognition, fluency, vocabulary, oral reading accuracy, and reading comprehension - Words Their Way Elementary Spelling Inventory 3-5 Assessments: - Grade 3 BOG - Qualitative Reading Inventory (QRI) - diagnostic assessment for word recognition, fluency, vocabulary, oral reading accuracy, and reading comprehension - Words Their Way Elementary Spelling Inventory

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

MSPS will address learning loss by hiring additional personnel to design, deliver, and monitor instructional support for students. ESSER III PRC 181 funds will support these positions. -2 additional classroom teachers to reduce class sizes in order for teachers to address individual student learning needs. -A math specialist and a reading specialist to plan and deliver targeted instruction to students who are at risk of failure in math and reading .-A Student Learning Strategist will coordinate student progress monitoring and provide instructional support and coaching to teachers -A Project Manager will manage Summer Learning, After-School Programs, Tutoring, and other efforts to provide supplemental educational needs due to the pandemic disruption, and coordinate the collection and analysis of data. - Work with an after-school care provider to provide an on-site after school program to allow students access to after school tutoring. MSPS personnel will utilize a variety of evidence-based practices within grade level classrooms and across the school that address the needs of the whole child: - Reduced class size; teacher-student ratio: - K-5 - 16 students - Student Feedback- formal, informal - Student self-assessment - Collaborative learning - Small and whole group instruction - Use of formative and summative assessments - Co-teaching in inclusive classrooms - Cognitively Guided Math Instruction - Inquiry-based science - Experiential learning - Comprehensive Literacy Framework: - Reading & Writing: - Read Aloud - Shared Reading / Writing - Independent Reading / Writing - Comprehension -

Fluency - Vocabulary - Phonics/ Word study - Phonemic awareness - Talk/Discourse - Restorative Practice - After school tutoring

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

- Parents will continue to engage in monthly meetings to share school wide attendance data and remote learning tips.
- Administration will continue to post videos to the school remote learning platform (Google Classroom) and provide parents with the strategies and resources to support students through distance learning.
- Information about school resources will remain available through the school website, remote learning page, and social media pages.
- All parents and guardians will be invited to communicate with teachers via phone, email, and online platforms such as Class Dojo, to receive information, resources, and additional support for their children.
- Parent teacher conferences in a socially distanced manner will be considered as needed.
- Information will continue to be displayed on the school marquee and also shared via weekly automated calls to keep parents well-informed of activities and resources available to support all students.

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

- Attendance data will be presented to parents monthly to encourage higher student attendance.
- Teachers will be encouraged to participate in weekly professional development from NC Virtual Schools to increase student engagement
- Hotspots will be disseminated based on low attendance percentages
- Students that receive a hotspot based on attendance will be assigned a mentor that will check in with them on a weekly basis to increase student engagement and achievement.
- Mentors will collaborate with teachers, counselor, social worker, administration, and support staff as needed to address attendance, student engagement, and student achievement concerns.
- Attendance letters will be provided to families of students with excessive absences. Excessive absences are considered fifteen or more unexcused absences.
- MSPS parents and guardians will be provided written notification of NC School Attendance laws

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

In March 2020, MSPS transitioned to remote instruction for the remainder of the 2019-2020 school year. Due to extended in-person closures, the state opted not to implement required end-of-grade assessments. To determine students' end of the year progress and learning status, MSPS developed a Student Feedback & Transition Report for each student that included the following: progress indicators and areas of strength & growth for each core subject; level of remote learning participation; Social Emotional Learning (SEL) areas of strength and growth based on The Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. The Student Feedback & Transition Report allowed us to accurately track student progress in academics and SEL during remote learning

immediately following emergence of COVID-19. MSPS teachers will use several tools to monitor the academic progress of students throughout the year. Primarily, MSPS will measure student progress in specific skills and objectives relative to identified state standards in core academic subjects using a standards-based approach to grading and reporting. The data will be collected across four terms using Mastery Connect, an assessment and curriculum platform that tracks student progress and growth in specified standards, objectives, and skills. Because the data are cumulative over time, teachers are better able to pinpoint areas of strength and challenge throughout the school year. This type of grading and reporting provides a complete and accurate description of what students know and are able to do. Additionally, teachers will create a Student Learning Profile at MOY and EOY that captures literacy and math assessment data as well as checklists of reading, writing, and math behaviors. The standards-based reports coupled with the learning profile will provide the means to evaluate and compare student performance and progress before and during the pandemic in order to identify students for learning experiences that address their academic 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				\$ 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	provide Collaborative Practice Professional Learning for all personnel - provide MTSS and Specially Designed Instruction Professional Learning for all personnel - provide Culturally Responsive, Inclusive Practice Professional Learning for all	July 1, 2021 - September 30, 2024		\$ 35,973.09

		staff - provide Comprehensive Progress Monitoring Professional Learning for all staff - purchase Regular Curricular - Supplies and Materials to support instruction, interventions, social and emotional learning, and accommodations for students who require them - purchase EC Supplies and Materials support instruction, interventions, social and emotional learning, and accommodations for students who require them - purchase English Learner Supplies and Materials support instruction, interventions, social and		- Impact plans on file and activities implemented as a result of participation in professional learning - Plans filed that relate field trip activities to curriculum and indicate connections made to classroom activities - End-of-Grade Test results in grades 3-5 indicate MSPS students have increased proficiency levels by 5% per grade level in Reading and Math. - End-of-Grade Test results in grades 3-5 indicate that MSPS students have grown one year per grade level in Science.	

		social and emotional learning, and accommodations for students who require them - provide Field Trips to enrich background knowledge, improve motivation, and enhance resilience and social emotional learning diminished by trauma from the pandemic disruption.			
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				\$ 0.00
	* ☐ 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				\$ 0.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☐ Yes ☒ No				\$ 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				\$ 0.00
	* ☐ 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 \$ 35,973.09

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)

Moss Street Partnership School (79Z) 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

Moss Street Partnership School (79Z) 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>Christina O'Connor</u>

Substantially Approved Dates

Moss Street Partnership School (79Z) 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

New Applicant Summary

Moss Street Partnership School (79Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Moss Street Partnership School (79Z) 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

Moss Street Partnership School (79Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

075557926

*** Address:**

419 Moss Street Reidsville, NC 27320

*** Superintendent:**

Dr. Christina O'Connor

Key Personnel:

* Catina Chestnut, Principal

History Log

Essie Mae Kiser Foxx Charter School (80B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/18/2021 11:45:59 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Essie Mae Kiser Foxx Charter School (80B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1)	<u>PRC181</u> CFDA: 84.425U	Total
Allotment		\$0.00	\$0.00
Carryover		\$0.00	\$0.00
Total		\$0.00	\$0.00

Budget

Essie Mae Kiser Foxx Charter School (80B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - FPMS-ARPA ESSER III PRC 181

This Budget has not yet been received by CCIP.

Grant Details

Essie Mae Kiser Foxx Charter School (80B) 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.

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.

Part C: Address Learning Loss

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

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

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

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

* (B) implementing evidence-based activities 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;

* (D) Tracking student attendance and improving student engagement 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.

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				\$

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 \$ 0.00

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)

Essie Mae Kiser Foxx Charter School (80B) 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.

Contacts

Essie Mae Kiser Foxx Charter School (80B) 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)]	

Substantially Approved Dates

Essie Mae Kiser Foxx Charter School (80B) 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

New Applicant Summary

Essie Mae Kiser Foxx Charter School (80B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Essie Mae Kiser Foxx Charter School (80B) 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.

GAN Organization Data

Essie Mae Kiser Foxx Charter School (80B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

* D.U.N.S. Number:

* Address:

* Superintendent:

Key Personnel:

*

History Log

Lake Lure Classical Academy (81B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:10:53 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Lake Lure Classical Academy (81B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$457,245.00	\$457,245.00
Carryover	\$0.00	\$0.00
Total	\$457,245.00	\$457,245.00

Budget

Lake Lure Classical Academy (81B) 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
81B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$457,245.00	\$454,563.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$457,245.00	\$454,563.00
Total Budgeted:		\$454,563.00
Total Remaining:	\$2,682.00	\$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			
8/30/2021 8:41 AM	Approved (Pending)		Mathis, Tammorah			
8/16/2021 4:53 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Lake Lure Classical Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	418	000	00	\$4,000.00	\$0.00	\$4,000.00		
	Salary	3	5210	121	000	00	\$42,350.04	\$0.00	\$42,350.04		
	Other	3	5210	211	000	00	\$3,239.35	\$0.00	\$3,239.35		
	Salary	3	5330	121	000	00	\$179,164.80	\$0.00	\$179,164.80		
	Other	3	5330	143	000	00	\$70,224.12	\$0.00	\$70,224.12		
	Other	3	5330	211	000	00	\$18,335.66	\$0.00	\$18,335.66		
	Salary	3	5830	131	000	00	\$97,876.80	\$0.00	\$97,876.80		
	Other	3	5830	211	000	00	\$7,487.58	\$0.00	\$7,487.58		
	Salary	3	6400	152	000	00	\$26,832.00	\$0.00	\$26,832.00		

	Other	3	6400	211	000	00	\$2,052.65	\$0.00	\$2,052.65		
	Equipment	3	6400	461	000	00	\$3,000.00	\$0.00	\$3,000.00		

Total: \$454,563.00 \$0.00 \$454,563.00

Grant Details

Lake Lure Classical Academy (81B) 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 COVID recovery planning team met on May 27, June 3, June 10 and June 17, 2021. The team consisted of the school director, school assistant principal, teachers, tutors, teacher assistants, board of directors, finance director, parents, school improvement team and members, and community members. The school director presented information and background on the ESSER funds and how these funds could be used by the school. References were made to the NCDPI slide deck and the information provided by NCDPI. Discussion about the use of funds was allowed by all members and then budget needs were determined. Once members decided on how the funds could be spent and how the school would allocate the funds a vote was taken and decided upon. All stakeholders were provided with the total amount of the funding and were provided with a time to ask questions and given answers based on the information provided to all schools. The decision on how to use the funds was brought before all stakeholders and votes were taken to ensure that the funds would be used to support the needs of all students and staff. Failing and at-risk student data - students who made a failing grade of 60 or below on either a high school course for credit or a core class in 1st-8th grades such as ELA, Math, Science or Social studies were considered at-risk and/or actually failing. When compared to pre-COVID data, this number has increased significantly. These reports were pulled at each 6

weeks and compared. Additional data points were examined that included Star 360 data for kindergarten - 8th grade to determine growth in reading and math. In some grades 20% or more students fell below the proficient level in reading or math. The overall results showed a range of learning loss by 10% or more due to the COVID disruptions. Our attendance was impacted as a high percentage of students missed 10 days or more per year during the COVID disruptions. Also, teachers and staff report a lower level of social-emotional skills demonstrated by a large portion of our students. 2. We will use Renaissance Star 360 as benchmark assessments to measure the initial learning loss caused by COVID related problems. We will address learning loss in the following ways: A. Intensive tutoring and small group intervention is needed to reduce the effects of learning loss with our students due to the COVID disruptions. B. Students with Disabilities show significantly more learning loss than their peers without disabilities. C. The need for mental health professionals were apparent to the team based upon data and reports from the administration and staff. D. Educational technology support by a trained professional is needed based upon teacher reports lack of proficiency of both virtual and in-person use of technology to reduce student learning loss due to COVID. This is especially true if instruction returns to all virtual learning if there is a resurgence of COVID and restrictions are imposed again. E. Educational software is needed to address individualized learning needs, especially if COVID restrictions are enforced again.

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. Staff reviewed the number of students who were failing a class or course compared to previous grades, and reviewed Star 360 math and reading scores as well as NC Check-Ins aligned with the state standards. These data points showed a very great need for small group instruction, one-on-one instruction, and the need for interventionists in reading and math across grade levels. 2. The following are allowable uses of COVID funds to address learning loss due to the COVID restrictions and interruptions in in-person instruction: A. Four to five interventionists, three tutors and an educational technology support person will assist us in intensive, individualized instruction to stem the tide of student learning loss in our school. B. An EC teacher is needed to provide more intensive instruction according to the students' Individualized Learning Plans (IEPs). Students with disabilities were effected the most in terms of learning loss. C. Two counselors and a social worker are needed to address the need for individual and group intervention in terms of mental health issues , especially in the area of social-emotional functioning. D. Educational software is needed to assist the teachers and interventionists in reducing learning loss to individuals and small groups.

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.

\$ 296,609.23 * 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;

Renaissance Star 360 is used by grade level teachers and interventionists as interim or benchmark assessments and covers early literacy, math, and reading. These assessments help determine the best instruction to meet the needs of all students. Each assessment produces valid, reliable data and can be completed in the classroom during a normal school day. Administrators, teachers, tutors, and specialized support staff use the data to document growth over time, set goals for performance on state tests, and provide students with progress reports toward college and career readiness. These assessments also use comparative data between students in each class, grade level, and state level to ensure that students are growing academically. Teachers and other support staff can use the assessments as progress monitoring tools and assign specific assignments based on the focus skills needing support and reinforcement. These assessments also allow teachers to assign reading passages and books based on Lexile level to increase students' engagement.

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

Evidence based activities such as direct instruction, small group instruction, and one-on-one instruction will be used with students in order to provide specialized and individualized instruction that meets the particular needs of each student in reading and math. The needs of the students will be determined by base line data in reading and math, as well as behavior and attendance data. Grade level teachers will work collaboratively with school counselors, social worker, math and reading intervention specialist, tutors and assistants as well as EC teachers and ESL teachers to provide individualized education plans with goals for academic achievement for each student at LLCA. Once base line data is collected and analyzed, there will be ongoing progress monitoring for each student using benchmark tests, local formative and summative assessments, and state benchmarks.

* (C) Providing information and assistance to parents and families on how they can effectively support students,

including in a distance learning environment;

i. Through parent support sessions that focus on training parents how to support students at home and during distance learning while at home. These sessions will include topics on mental and emotional health, internet safety, homework support, reading with children, and understanding the math and reading curriculum used at LLCA. By training parents they can help support their students unique learning needs. During COVID and beyond it is imperative to provide parents with ongoing training and support so that they have the tools to support their students.

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

i. LLCA will track attendance in PowerSchool on a daily basis. Attendance reports will be generated and reviewed by members of the Students of Concern Team. Attendance that shows a trend in student absences will be referred to the school social worker for parent conferences in which teachers, support interventionists, counselors and other team members will work directly with the parent and student to develop an attendance contract and examine barriers that the family might be facing in attending school or attending distance learning instruction. The contract will address ways that the school will partner with the family to reduce absences and attendance issues. In addition, to future engage students in learning all students will have individualized education plans that will be reviewed weekly or monthly to determine how to reengage students in learning. One-on-one support will be provided to students who demonstrate that this is what they need to be successful 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.

School counselors, interventionists, social worker, teachers and administrators will regularly evaluate student academic progress through weekly meetings of problem-solving teams. These team meetings will review progress monitoring data along with benchmark data to determine academic progress. Also, the team will use pre-pandemic grades, EOY test data, and attendance trends to identify strategies and supports needed to improve the academic performance of students. Each student at LLCA has an individualized education plan that is written out and shared with any teacher or support staff that works with the student. These plans allow for data tracking and review of progress toward specific goals determined by the team and the student/parent.

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	Addressing the academic gaps in reading and math for students with disabilities we will employ a full time EC teacher. Using research based interventions and goal setting for EC students, the learning loss will be reduced from the COVID restrictions.	August 9, 2021-June 30, 2023	Students with disabilities will demonstrate growth in reading and math by 1% compared to the 2020-2021 school year	\$ 45,589.39
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	We will purchase software and hardware if needed to mitigate against learning loss. We will provide technology and software for students' use to ensure equitable access to technology for all students.	August, 2021-June , 2023	Increase access to technology to all students K-12	\$ 7,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		August, 2021-June, 2023	Attendance will improve by 3% compared to the 2020-2021 school year - students with mental and emotional needs will receive weekly support from school counselors	\$ 105,364.38

		Providing social, emotional and mental health support to students with attendance, academic and behavior needs was a great need according to the data and reports by teachers staff and students. Two school counselors and a school social worker will support students daily and weekly throughout the school year thus reducing the learning loss in social emotional skills related to the COVID restrictions.			

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 \$ 157,953.77

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)

Lake Lure Classical Academy (81B) 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

Lake Lure Classical Academy (81B) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

Lake Lure Classical Academy (81B) 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, August 24, 2021

New Applicant Summary

Lake Lure Classical Academy (81B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Lake Lure Classical Academy (81B) 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

Lake Lure Classical Academy (81B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

965165892

*** Address:**

1058 Island Creek Rd. Lake Lure, NC 28746

*** Superintendent:**

Ms. Barbara Cohen

Key Personnel:

* Ms. Barbara Cohen

History Log

Mountain Discovery Charter School (87A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:11:15 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Mountain Discovery Charter School (87A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$170,078.00	\$170,078.00
Carryover	\$0.00	\$0.00
Total	\$170,078.00	\$170,078.00

Budget

Mountain Discovery Charter School (87A) 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
87A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$170,078.00	\$167,603.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$170,078.00	\$167,603.00
Total Budgeted:		\$167,603.00
Total Remaining:	\$2,475.00	\$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 3:13 PM	Approved (Pending)		Mathis, Tammorah			
9/2/2021 8:41 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Mountain Discovery

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	134	000	00	\$49,000.08	\$0.00	\$49,000.08		
	Other	3	5110	211	000	00	\$3,748.42	\$0.00	\$3,748.42		
	Other	3	5110	221	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Other	3	5110	231	000	00	\$6,200.00	\$0.00	\$6,200.00		
	Other	3	5110	312	000	00	\$12,635.00	\$0.00	\$12,635.00		
	Other	3	5110	411	000	00	\$15,000.00	\$0.00	\$15,000.00		
	Other	3	5210	143	000	00	\$23,000.04	\$0.00	\$23,000.04		
	Other	3	5210	211	000	00	\$1,759.46	\$0.00	\$1,759.46		

	Other	3	5210	221	000	00	\$5,060.00	\$0.00	\$5,060.00		
	Other	3	5210	231	000	00	\$6,200.00	\$0.00	\$6,200.00		
	Other	3	6570	532	000	00	\$35,000.00	\$0.00	\$35,000.00		

Total: \$167,603.00 \$0.00 \$167,603.00

Grant Details

Mountain Discovery Charter School (87A) 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.

Mountain Discovery used data gathered with NWEA's MAP adaptive formative assessment and the NC EoG's. School leaders, classroom teachers, board members and parents all participated in an extended discussion of the data and determined that a dedicated instructional coach whose sole job it is to support teachers would go a long way toward closing student learning gaps resulting from disruption of the learning continuum. This will be a two year appointment ending in the spring of 2023. In addition, we will hire a tutor to serve in our EC department. The tutor will work 1:1 with our elementary EC case load to address deficiencies in their math and reading skills and knowledge.

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 chart summarizes student grade level proficiency on MAP tests in the spring of 2021: Grade Level Math % Reading % 7th Grade 80.0% 86.7% 6th Grade 63.6% 72.7% 5th Grade 31.6% 47.4% 4th Grade 55.6% 66.7% 3rd

Grade 14.3% 38.1% 2nd Grade 33.3% 38.1% EoG proficiency percentages from the spring of 2021 are as follows:
Grade Level Math % Reading % 7th Grade 73.3% 80.0% 6th Grade 59.1% 68.0% 5th Grade 16.7% 23.0% 4th Grade 17.6% 53.0% 3rd Grade 9.5% 24.0% Abysmal across the board results, especially in grades 2-5, warrant a school wide approach to instructional improvement that should occur with consistent coaching.

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.

\$ 96,583.50 * 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;

Since 2012, Mountain Discovery has used NWEA's Measures of Academic Progress as a formative assessment to assess academic progress and determine strategies (including differentiated instruction) for addressing each student's current needs. No ESSER III funds will be used for this subscription because the expense has been in our school budget for nearly 10 years running.

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

Mountain Discovery will use ESSER III funds to implement three strategies to address learning loss. 1. Professional Development: While we have used NWEA's MAP assessment for nearly a decade, it has been years since we received formal training on use of the instrument. Many of our current teachers joined our staff after our last MAP training. Another round of training will help us get the most out of this very powerful tool. 2. Supplies and Materials: Mountain Discovery's STEAM initiative is one of our strategies to address learning loss in math and science. We added a dedicated K-5 STEAM teacher to our staff for the current school year, but she needs materials. Supply and material money will be used to purchase a cart, microscopes, stereoscopes, Lego robotics, physic, geology, and terrarium kits and more so students can apply math and science to real world situations. 3. Instructional Coaching: Mountain Discovery will use ESSER III to fund a dedicated instructional coach to support our teachers in their efforts

to address learning loss. Research shows that the quality of classroom instruction is improved by coaching and that a dedicated coach is more effective than coaching provided by the same administrator who does the teacher performance reviews. This centralized strategy will serve to address school wide learning loss issues and guarantee thorough follow through for the MAP professional development.

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

Mountain Discovery teachers are required to publish contact information and address parent issues/concerns as they arise, including helping parents know how support their children. Classroom letters and weekly communication also contain strategies and assignments design to involve parents in supporting their child's academic efforts. In addition, we have plan to conduct a parent Social Emotional Learning night in order to help parents understand the anxieties their children might be experiencing and possible strategies to mitigate them. We are also beginning to plan creation of educational enrichment lessons for parents. Possibilities include solidifying math skills while cooking, getting the most out of reading with your child, ways to incorporate math in every day activities, science and playing outside, and improving penmanship in a fun way. This may be best accomplished through short videos posted on our website.

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

Mountain Discovery has an interventionist on staff and part of the job description is tracking student attendance and intervening where necessary. We currently do not offer a distance learning alternative and hope that will be the case for the rest of the school year. In the event that distance learning becomes a necessity, the interventionist will help track attendance and intervene when needed.

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

MDCS students take the MAP assessment 3 times each year, once at the beginning of school, once in mid December and once at the end of the school year. Each season's data will be analyzed for year over year growth and compared to pre-pandemic scores and current proficiency requirements.

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	* Increase instructional space by installing roofs between our classroom buildings. *purchase outdoor tables conducive to distancing to facilitate distancing during lunch	Complete by 10-1-2021	Observation of successfully distanced lunch and instructional periods.	\$ 35,000.00

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	*Hire a tutor to serve our EC caseload	ASAP-June 2023	Growth as measured by MAP, EoG testing, course grades and teacher observation.	\$ 36,019.50
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				\$
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 \$ 71,019.50

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, <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)

Mountain Discovery Charter School (87A) 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

Mountain Discovery Charter School (87A) 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)]	<u>Petty Carter</u>

Substantially Approved Dates

Mountain Discovery Charter School (87A) 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

Thursday, September 2, 2021

New Applicant Summary

Mountain Discovery Charter School (87A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Mountain Discovery Charter School (87A) 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

Mountain Discovery Charter School (87A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

133622238

*** Address:**

890 Jenkins Branch Rd N Bryson City, NC 28713

*** Superintendent:**

Mr. Carter Petty

Key Personnel:

* Carter Petty

History Log

Brevard Academy (88A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:11:21 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Brevard Academy (88A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$328,181.00	\$328,181.00
Carryover	\$0.00	\$0.00
Total	\$328,181.00	\$328,181.00

Budget

Brevard Academy (88A) 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
88A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$328,181.00	\$325,592.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$328,181.00	\$325,592.00
Total Budgeted:		\$325,592.00
Total Remaining:	\$2,589.00	\$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 3:30 PM	Approved (Pending)		Mathis, Tammorah			
8/7/2021 8:24 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Brevard Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5210	141	000	00	\$14,890.93	\$0.00	\$14,890.93		
	Other	3	5210	211	000	00	\$1,139.16	\$0.00	\$1,139.16		
	Other	3	5210	221	000	00	\$3,228.35	\$0.00	\$3,228.35		
	Other	3	5210	231	000	00	\$5,741.56	\$0.00	\$5,741.56		
	Other	3	5210	317	000	00	\$10,492.02	\$0.00	\$10,492.02		
	Salary	3	5270	121	000	00	\$18,757.01	\$0.00	\$18,757.01		
	Other	3	5270	211	000	00	\$1,434.91	\$0.00	\$1,434.91		
	Other	3	5270	221	000	00	\$4,066.52	\$0.00	\$4,066.52		
	Other	3	5270	231	000	00	\$5,741.56	\$0.00	\$5,741.56		

	Equipment	3	5330	462	000	00	\$20,000.00	\$0.00	\$20,000.00		
	Salary	3	5830	131	000	00	\$99,371.28	\$0.00	\$99,371.28		
	Other	3	5830	211	000	00	\$7,601.90	\$0.00	\$7,601.90		
	Other	3	5830	221	000	00	\$21,543.68	\$0.00	\$21,543.68		
	Other	3	5830	231	000	00	\$11,483.12	\$0.00	\$11,483.12		
	Salary	3	5840	131	000	00	\$41,798.84	\$0.00	\$41,798.84		
	Other	3	5840	211	000	00	\$3,197.61	\$0.00	\$3,197.61		
	Other	3	5840	221	000	00	\$9,061.99	\$0.00	\$9,061.99		
	Other	3	5840	231	000	00	\$5,741.56	\$0.00	\$5,741.56		
	Salary	3	6540	173	000	00	\$26,721.13	\$0.00	\$26,721.13		
	Other	3	6540	211	000	00	\$2,044.17	\$0.00	\$2,044.17		
	Other	3	6540	221	000	00	\$5,793.14	\$0.00	\$5,793.14		
	Other	3	6540	231	000	00	\$5,741.56	\$0.00	\$5,741.56		

Total: \$325,592.00 \$0.00 \$325,592.00

Grant Details

Brevard Academy (88A) 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.

Date of meeting: April 14, 2021 The planning committee included: Classroom teacher, parents, board member, EC director, School Director, and Assistant Principal. The data we reviewed included MAP benchmark data before the COVID disruptions and March, 2021 data point (see data below). We also reviewed attendance data. ESSER III Data Brevard MAP Reading- % proficient MAP Math-% proficient Grade Cohort. 1/1/20 * 4-1-21 ** 1/1/20* 4-1-21** 2nd-3rd- 58% 65% 83% 63% 3rd-4th 73% 77% 74 % 72% 4th-5th- 69% 70% 64% 66% 5th-6th 81% 70% 63% 64% 6th-7th 78% 77% 78% 61% 7th-8th 82% 81% 82% 87% * PreCOVID ** Last testing date Based on the above data we need tutoring, and ESL and EC personnel since those populations of students were impacted more than other categories of students due to COVID. 2. Mental Health -Our SWAT data shows attendance needs to be improved. We are also seeing an increase in mental health and social-emotional issues. We need increased school counseling services to meet the demand largely created by the COVID disruptions. 3. The building needs consistent cleaning for sanitation and COVID prevention purposes. More custodians will be needed to keep up with the cleaning demands. 4. Services are needed to monitor student health and coordinate interventions if needed due to COVID. 5. Every student needs a

computer. we need to purchase more computers, especially due to loss and damaged devices during the at-home, virtual learning months in 2019-20 and 2020-21.

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. Learning loss- While the primary grades fared well in terms of showing progress from pre-COVID to current data, especially in reading, the other grades showed declines in reading . Also, 27% of our grade 3-8 cohorts scored below proficiency. In math, about half of the grades had a decline since the COVID interruptions took place. We need Interventionists reduce the effects of learning loss amongst the students most affected by the COVID Interruptions, especially in reading and 3rd and 6th grade math Math. 2 Mental Health- Our teams are reporting unusually high number of students who have lost ability to positively interact with others. We need two counselors to handle the social-emotional issues we are now facing. Reducing and responding to learning loss includes dealing with the discipline, depression, and decreased coping skills related to the isolation caused by the COVID closures. In addition, families felt the effects of COVID shutdown through unemployment, financial burdens, and other stresses that ultimately impact our students. 3. Cleaning and Sanitation Services- We kept a clean building before COVID but the increase in illness and infections, in the pass and perhaps the future, necessitates constant cleaning and sanitizing. Two custodians are required for the constant effort to reduce or eliminate COVID in our school. 4. Health Services- A school nurse is required to address and monitor the effects of COVID in an attempt to reduce the spread of the virus. Monitoring students' health and communicating with the family and community health services are other functions the nurse will perform. 5. Educational Technology- We will purchase computers to meet the needs of our students who require technology to assess and address individual learning loss of our students due to the COVID outbreak. We will also be better prepared to equip every student with the technology they need if virtual learning is required again due to a resurgence 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.

\$ 65,492.00 * 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 provides school-wide benchmark assessments to determine growth and individual needs in supporting specific learning gaps. In addition, the teachers use the school data to develop Personal Education Plans for students who need a higher level (Tier II and Tier III) support from reading and math interventionists.

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

Benchmark data is assessed after each testing administration. School needs are developed from the data and student growth, number of behavior referrals, number of referrals to the school counselors, number of referrals for school psychologist evaluations. Once patterns are established, a list of students is developed in order to assign interventions and the teachers/interventionists responsible for tracking progress and delivering the intervention. The following staffing needs will be filled to implement the learning loss reduction initiative: In-School interventionists for special populations: ESL and EC teachers, in particular, are needed to address the learning loss of students in the particular populations.

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

We will continue to support students who now or in the future need to learn in a virtual, distance education environment with live chats between parent(s), teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards. Meetings are scheduled with parents to develop and monitor the Personal Education Plans (PEP). Monthly meetings with teachers to review progress data and make needed adjustments as student growth is determined.

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

We will use attendance software to track student attendance in both in-person and virtual environments as need. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of answer that is correct). Attendance has been tracked daily and includes reminder to distance learners to document attendance. When Distance Learners are not making consistent progress, parent contacts and conferences are scheduled and added support is provided to help students navigate their learning and maintaining

consistent school structure. The teachers are responsive and immediate when it comes to student performance and parent questions., thus reducing the psychological gap that often comes from distance learning.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. the Istation and MAPP benchmark data will be monitored at least weekly and interventions will occur as necessary. Spreadsheets have been developed to include benchmark data from past years for each student. Comparisons can help identify gaps in learning and the need to develop a PEP or differentiate instruction.

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	A school nurse is required to address and monitor the effects of COVID in an attempt to reduce the spread of the virus. Monitoring students' health and communicating with the family and community health services are other functions the nurse will perform.	2021-2022	Monitor student health and COVID updates and plan the needed response for every individual concern	\$ 59,800.00
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	We kept a clean building before COVID but the increase in illness and infections, in the past, and perhaps the future, necessitates constant cleaning and sanitizing. A third full-time custodian is required for the constant effort to reduce or eliminate COVID in our school.	July, 2021-June 2022	Monitor and review the custodian cleaning schedule of every classroom by checklist.	\$ 40,300.00
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	We will purchase computers to meet the needs of our students who require technology to assess and address individual learning loss of our students due to the COVID outbreak. We will also be better prepared to equip every student with the technology they need if virtual learning is required again due to a resurgence of COVID.	August , 2021-June, 2022	IT staff will identify needs and replace/restore devices due to Distance Learning damage in order to provide access to all students.	\$ 20,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	Two FT School Counselors to increase the social/emotional well being of our returning distance learners and the returning in-person learners as they adjust to a normal routine	August, 2021 to June 2022	Number of referrals to counseling, the number of referrals to therapy, and increase in regular attendance	\$ 140,000.00

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				\$

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 \$ 260,100.00

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)

Brevard Academy (88A) 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

Brevard Academy (88A) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

Brevard Academy (88A) 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	

Thursday, August 12, 2021

New Applicant Summary

Brevard Academy (88A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Brevard Academy (88A) 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

Brevard Academy (88A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79439787

*** Address:**

1110 Hendersonville Highway Pisgah Forest, NC 28768

*** Superintendent:**

Mr. Ryan Hinkleman

Key Personnel:

* Mr. Ryan Hinkleman

History Log

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/21/2021 11:14:10 AM	Leonore Ballard	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
	10/21/2021 11:14:10 AM	Leonore Ballard	Status changed to 'Chief Administrator Approved'.	S
☐	10/21/2021 11:14:02 AM	Leonore Ballard	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
	10/21/2021 11:14:02 AM	Leonore Ballard	Status changed to 'Fiscal Representative Approved'.	S
	10/21/2021 11:13:51 AM	Leonore Ballard	Status changed to 'Revision Completed'.	S
	10/20/2021 3:11:30 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$150,659.00	\$150,659.00
Carryover	\$300,133.00	\$300,133.00
Total	\$450,792.00	\$450,792.00

Budget

Union Preparatory Academy at Indian Trail (90C) 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
90C	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$150,659.00	\$0.00
Carryover Amount:	\$300,133.00	\$300,133.00
Allotment Plus Carryover:	\$450,792.00	\$300,133.00
Total Budgeted:		\$300,133.00
Total Remaining:	\$150,659.00	\$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
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 9:04 PM	Approved (Pending)		Dryman, Timothy			
9/28/2021 8:17 AM	Received		Admin, NCCCIP			
9/10/2021 4:46 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Dryman, Timothy
		☒		3-5110-411-000-000-00	0	The budget needs to reflect the amount currently allotted to the LEA which is \$300,133.00. Not the total amount. Also, \$150,000.00 is an excessive amount to budget for supplies and materials. This is almost 50% of the total allotment.
9/10/2021 10:02 AM	Denied (Pending)		Dryman, Timothy			
7/12/2021 2:17 PM	Received		Dryman, Timothy			
7/12/2021 1:54 PM	Approved (Pending)		Dryman, Timothy			
7/7/2021 8:16 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Union Prep Academy at Indian Trail

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$22,685.45	\$0.00	\$22,685.45		
	Equipment	3	5110	462	000	00	\$31,333.33	\$0.00	\$31,333.33		
	Other	3	5210	411	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Salary	3	5360	126	000	00	\$66,666.66	\$0.00	\$66,666.66		
	Other	3	5840	411	000	00	\$11,111.11	\$0.00	\$11,111.11		
	Other	3	6570	532	000	00	\$50,743.33	\$0.00	\$50,743.33		
	Other	3	8200	399	000	00	\$84,259.79	\$0.00	\$84,259.79		
Total:							\$300,133.00	\$0.00	\$300,133.00		

Grant Details

Union Preparatory Academy at Indian Trail (90C) 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.

Data: NWEA spring results for all students (disaggregating for student subgroup populations EL, EC, Economically Disadvantaged, students in MTSS) All students will have a personalized learning plan based on their needs. MTSS will be implemented with fidelity. Teachers will provide Tier 1 instruction, students will be grouped by need for Tier 2 instruction and interventionists with special training will provide intensive instruction for Tier 3. After school tutoring will be offered. The groups involved in developing the Needs Assessment and Plan for Esser II include administration, teachers, support staff, state team 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.

NWEA benchmark data was used to measure major learning gaps. iReady was used to progress monitor skill based growth. There is a need for increase support for all students in Math and Reading but specifically in our special

population to include but not limited to our low income students, students with IEPs, and EL students. Therefore, funds have been specifically budget for supplies and materials to aid our general population and then even more specifically for our special populations. Also, in order to reduce the transmission of COVID 19, we will complete upgrades to our HVAC and air filtration system and provide additional cleaning and sanitation supplies to our teachers 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.

\$ 102,677.00 * 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;

UPA has administered the MAP assessment this spring and used the data to identify students who have shown no growth/loss and those students with breakthrough growth. Students who are already receiving Tier2 and Tier3 interventions will be invited to our summer learning program. Meals and materials will be provided during this program. The iReady benchmarking will be used at the start of summer and at the end of the program. The iReady program will be used during the summer to differentiate learning. Specialized teachers will be used for EC, EL and students in MTSS.

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

UPA will be using iReady for reading and math. Lucy Calkins phonics and writing programs will be used. Orton Gillingham will be used as an intervention tool for literacy. Students will be working in small groups with trained teachers.

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

The admin team will provide 2 parent academies (one before and one during) where the programs/supports will be provided with an opportunity for parents to ask questions, access supplies and materials and get training.

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

UPA's attendance task force is comprised of the counselors, the assistant principals, the principal and the enrollment manager. Attendance data is examined weekly. Communication is made with families through email, letter, and phone calls.

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

UPA has used MAP as it's benchmarking tool since the school opened in 2016. Many of our students have years worth of historical data in MAP. Additionally, the team uses EVAAS data and vertical teacher teams to track student 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	We will upgrade/update our HVAC and air filtration system in the school to improve air quality and ultimately produce cleaner air within out facility.	Summer 2021- June 2024	Reduce amount of virus transmission transmitted through the air.	\$ 76,115.00

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	We will address the unique needs of special populations through additional supplies and materials, online resources, curriculum, PD and contracted services.	Summer 2021 - June 30, 2024	decrease learning loss for special populations in above mentioned data analysis section by up to 5%.	\$ 75,000.00

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	We will provide additional sanitizing supplies and materials to our classroom teachers, nurse, front office workers, custodial staff, cafeteria staff and maintenance department.	Summer 2021 - June 30, 2024	reduce amount of virus and germ transmission throughout the school	\$ 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		Summer 2021 - June 30, 2024	Increase student engagement by up to 20%	\$ 47,000.00

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.		We will provide additional computer, software, computer supplies to support students and teachers during day-to-day instruction. This includes, but not limited to, replacing damage, lost or stolen devices and purchasing additional devices to support student/teacher population.			
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	We will support learning loss through the implementation of a summer learning plan. This is an anticipated amount set aside for summer learning 2022. A full detailed Summer Learning plan will be as a result of FY 21/22 data.	Summer 2022	Decrease learning loss in above mentioned data analysis section by up to 5%.	\$ 100,000.00
	* ☐ 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 \$ 348,115.00

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)

Union Preparatory Academy at Indian Trail (90C) 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

Union Preparatory Academy at Indian Trail (90C) 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)]	<u>Leonore Ballard</u>

Substantially Approved Dates

Union Preparatory Academy at Indian Trail (90C) 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 13, 2021

New Applicant Summary

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Union Preparatory Academy at Indian Trail (90C) 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

Union Preparatory Academy at Indian Trail (90C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

80290493

*** Address:**

2324 Younts Rd Indian Trail, NC 28079

*** Superintendent:**

Mrs. Alison Simpson

Key Personnel:

* Leonore Ballard

History Log

Monroe Charter Academy (90D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:11:33 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Monroe Charter Academy (90D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$73,829.00	\$73,829.00
Carryover	\$134,166.75	\$134,166.75
Total	\$207,995.75	\$207,995.75

Budget

Monroe Charter Academy (90D) 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
90D	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$73,829.00	\$0.00
Carryover Amount:	\$134,166.75	\$134,166.75
Allotment Plus Carryover:	\$207,995.75	\$134,166.75
Total Budgeted:		\$134,166.75
Total Remaining:	\$73,829.00	\$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 4:40 PM	Approved (Pending)		Dryman, Timothy			
7/23/2021 9:00 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Monroe Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	143	000	00	\$15,000.00	\$0.00	\$15,000.00		
	Other	3	5110	163	000	00	\$3,000.00	\$0.00	\$3,000.00		
	Other	3	5110	411	000	00	\$7,000.00	\$0.00	\$7,000.00		
	Salary	3	5830	131	000	00	\$60,000.00	\$0.00	\$60,000.00		
	Other	3	6540	311	000	00	\$21,966.75	\$0.00	\$21,966.75		
	Other	3	6580	422	000	00	\$20,000.00	\$0.00	\$20,000.00		
	Equipment	3	6580	461	000	00	\$7,200.00	\$0.00	\$7,200.00		

Total: \$134,166.75 \$0.00 \$134,166.75

Grant Details

Monroe Charter Academy (90D) 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.

MAP Growth Data Kindergarten demonstrated performing average, below average, and well below average in the following categories: Literature and Informational, Language and Writing, Vocabulary Use and Functions, Numbers and Operations, Geometry, Measurement and Data, and Operations and Algebraic Thinking 1st Grade demonstrated performing average, below average, and well below average in the following categories: Foundational Skills, Literature and Informational, Language and Writing, Vocabulary Use and Functions, Number and Operations, Geometry, Measurement and Data, and Operations and Algebraic Thinking 2nd Grade demonstrated performing average, below average, and well below average in the following categories: Informational Text: Language, Craft, Structure, Literary Text: Key Ideas and Details, Literary Text: Language, Craft, and Structure, Vocabulary: Acquisition and Use, Informational Text: Key Ideas and Details, Numbers and Operations, Measurement and Data, and Operations and Algebraic Thinking. 3rd Grade demonstrated performing average, below average, and well below average in the following categories: Informational Text: Language, Craft, and Structure, Literary Text: Key Ideas and Details, Language, Craft, and Structure, Vocabulary Acquisition and Use, and Informational Test: Key Ideas and Details, Geometry, Numbers and Operations, Measurement and Data, and Operational and Algebraic Thinking. 4th Grade

demonstrated performing average, below average, and well below average in the following categories: Informational Text in Language, Craft, and Structure, Literary Text in Ideas and Details, Language, Craft, and Structure, Vocabulary Acquisition and Use, Informational Text, Geometry, Number and Operations, Measurement and Data and Operations and Algebraic Thinking. In 3rd Grade on the BOG, 10 - Level 1, 1 - Level 2, 0 - Level 3, 4, 5 The school leader and classroom educators met on a weekly basis to analyze and interpret the academic and attendance data to gain a better understanding of each child individually. The stakeholders met monthly to discuss students attendance and the number of students who attended school in person compared to remaining virtually. We used MAP Data, NC Check-Ins, Classroom Assessment, Parent Surveys on decided to attend in-person or virtual, and Attendance. We will assess and address students learning gaps through the use of smaller class sizes, additional support staff, learning curriculum/materials, professional development for teachers. Data will be collected through weekly/quarterly assessments and daily attendance.

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 provided valuable information on the areas of strengths and weaknesses in each grade level. The MAP Growth data identified that students understand and know their sight words, but are unable to understand the meaning of those words in informational or literacy text in addition to answering comprehension questions and construct complete sentences using appropriate grammar. The data provided strengths within each of the following grade levels: KDG - Letter recognition, sounds, blends, numbers, phonics, sight word 1st - Adding, subtracting, number recognition, place value, solving story problems, geometry, data, science, social studies, oral comprehension 2nd - Strong readers, mastering multiplication tables in math (1, 2, 5 and 0) 3rd - Science, social studies, creative writing process, sight words 4th - Reasoning, ELA, determining the main idea, utilizing context clues to figure out unknown words, division, multiplication

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.

\$ 26,833.35 * 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;

MAP Growth in Reading and Writing IXL Classroom Assessments NC Check-Ins

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

Small Group Instruction One-on-One or Small Group Tutoring Music and Art teacher will teach across the curriculum and grade.

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

Resources and educational programs for students to complete over the summer. Monthly parent meetings (in-person and virtual)

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

Student attendance will be tracked using PowerSchool Student engagement in distance education will be tracked with the completion of assignments.

* (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 be evaluated using MAP Growth assessment and classroom assessments that are created based on the curriculum. Students will be assessed at the beginning, middle, and end of the year based on their current grade level to see where they are academic. Writing samples from the beginning, middle, and end of 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	Construct walls in bathrooms to provide students with an opportunity to use the restroom in the classroom to minimize learning loss and reduce the risk and expose them to environmental health hazards and support the student's health needs. Scanning system to track health status and attendance; included special COVID package	June 2021	Assessment Data Student Attendance Number of Bathroom requests Number of Nurse requests	\$ 45,000.00

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 response to the transmission of viruses, provide air purifiers in every classroom to promote quality airflow and rid of air of germs and viruses.	June 2021	Student attendance due to being sick.	\$ 7,200.00
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	For prevention transmission of the virus by purchasing supplies to sanitize the classrooms and contracting a cleansing service to provide cleansing service to the facility five days a week.	July 2021	Daily cleaning A daily check-in with handwashing. Teach student life skills	\$ 15,133.40
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	In response to COVID, employ a counselor to provide behavior emotional support to our students.	June 2021	Weekly Parent Newsletter Monthly Focus Groups Weekly Class Meetings	\$ 40,000.00

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				\$

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 \$ 107,333.40

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.

Grant Award Notification (GAN)

Monroe Charter Academy (90D) 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

Monroe Charter Academy (90D) 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)]	<u>Dr. Camela Ford</u>

Substantially Approved Dates

Monroe Charter Academy (90D) 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

Friday, July 23, 2021

New Applicant Summary

Monroe Charter Academy (90D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Monroe Charter Academy (90D) 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

Monroe Charter Academy (90D) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

34470896

*** Address:**

2850 Old Charlotte Hwy Monroe, NC 28110

*** Superintendent:**

Dr. Camela Ford

Key Personnel:

* Dr. Camela Ford

History Log

Apprentice Academy HS of NC (90F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:11:35 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Apprentice Academy HS of NC (90F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1)	<u>PRC181</u> CFDA: 84.425U	Total
Allotment		\$41,817.00	\$41,817.00
Carryover		\$57,362.00	\$57,362.00
Total		\$99,179.00	\$99,179.00

Budget

Apprentice Academy HS of NC (90F) 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
90F	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$41,817.00	\$0.00
Carryover Amount:	\$57,362.00	\$57,362.00
Allotment Plus Carryover:	\$99,179.00	\$57,362.00
Total Budgeted:		\$57,362.00
Total Remaining:	\$41,817.00	\$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			
9/30/2021 10:35 AM	Approved (Pending)		Mathis, Tammorah			
9/24/2021 10:38 AM	Received		Admin, NCCCIP			
9/20/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Letchworth, Tina
		☒		3-5840-131- 000-000-00	0	Budget returned at the request per email from Mariane LeVigne.
9/19/2021 9:55 PM	Denied (Pending)		Letchworth, Tina			
7/30/2021 9:26 AM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All

**000 - Apprentice Academy High School**

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

	Salary	3	5330	141	000	00	\$7,362.00	\$0.00	\$7,362.00		
	Salary	3	5830	131	000	00	\$50,000.00	\$0.00	\$50,000.00		

Total: \$57,362.00 \$0.00 \$57,362.00

Grant Details

Apprentice Academy HS of NC (90F) 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.

Apprentice Academy HS of NC is a 9-12 charter school serving almost 240 students in grades 9-12. Of these 240 students, at least 28% qualify for free and reduced lunch and many were considered academically at-risk prior to the pandemic as the school draws students primarily interested in a career, not a college pathway to high school graduation. The School is a CTE focus charter school with over 20% of students designated EC and a large portion of students (50-75% identified NOT PROFICIENT in almost all tested subjects in HS) Most of our students enter at least one grade level below expectations. During the long-term closure, AAHS reached out to provide as many resources as possible to maintain instruction but understand that students did not have home learning support. Most of the AAHS students need smaller groups of study and certified teachers for learning support. Of the 240 students, 80% in general education, show a marked risk for failure of one or more core courses based on previous EOC test scores and internal benchmarking assessments. Our greatest concern with the data shared above, is that it is primarily comprised of all internal assessments and a Fall formal assessment period which demonstrated very low passing/proficient scores. AAHS utilizes NC Check-Ins, IXL and MAP, and EVAAS data to monitor student progression and to identify skills deficiencies. All of our MTSS plans and intensive classes are built on internal assessments for now which shows a

high average of at-risk students with some growth from benchmark 1 to benchmark 2 when intensive remediation and tutoring. Therefore, the leadership team is concerned that the academic regression and learning loss continues to increase as the data already shows. Those students who were unable to come to campus for assessments are the ones least likely to have made progress and have not attended tutoring sessions and small group interventions that have been offered through the year. AAHS will continue to identify its at-risk students using formal assessment data, but will also include EDS data, attendance data, engagement and completion data, and behavioral/social/emotional data. AAHS will also prioritize students known to be in transition for housing and qualify under McKinney Vento for additional support and services. Multiple groups have met to review student performance data, attendance data, behavioral data, special education, ell data, and climate and culture survey data to determine critical areas of support that are needed. The participants in these meetings have included: general education teachers, curriculum coaches, testing coordinator, leadership team, Child Study Team, governing board members, and parents. We have utilized our weekly admin team meetings, our child study team meetings, governing board meetings, and our parent/community outreach committee meetings. We have also reviewed climate survey data from teachers, parents, staff. We have identified multiple gaps in performance and significant increases in our at-risk population. We intend to use ESSER ii funds to address the most critical gaps in our EC students most at-risk for failure/retention from this school year and those who have failed to make any progress in the IEP goals and PMP goals. AAHS recognizes the critical need to support so many students (well over 86% of the student body) who were at-risk prior to the pandemic and been learning remotely since March 2020 and many of whom have had personal crises and other disruptions to the home and educational environment that challenged their ability to attend, to engage and to develop a successful path forward in learning. In addition to the small group of remote learners, the COVID restrictions related to space and learning environments compromised the School's ability to provide many small group work centers which are where we find the most positive correlation to learning gains. This learning loss has severely impacted high school students from graduation preparation and progression plans. Remote and alternative learning models have decreased the normal learning gains we see from students year over a year who have been systemically at-risk academically for many years. Academic learning loss is a huge concern for all stakeholders. AAHS is concerned that the past 15 months of disrupted learning has led to multiple years' worth of academic learning loss and will result in subgroup academic achievement gaps similar to those from 5 years ago. The learning gaps and lack of progress in fragile high school students are most noticeable in our at-risk population including EDS, EC, ELL, and interestingly, the general education students who have continued to show some levels of proficiency but have not had the same opportunities to show increased growth or progress towards their high school graduation track. Most of our data show huge learning gaps for all students and our subgroups of students so this large group will be our primary focus for the next three years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness after.

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.

Concerning data chart below: Enrolled 9th Grade Projected to EOC Math 1 (Level 3) Probability Student Count Percentage Greater than 70% 18 27% Between 40% and 70% 13 20% Less than 40% 21 32% Students without a projection 14 21% Students at or above proficiency 0 0% Enrolled 11th Grade Projected to EOC Math 3 (Level 3) Probability Student Count Percentage Greater than 70% 0 0% Between 40% and 70% 14 31% Less than 40% 27 60% Students without a projection 4 9% Students at or above proficiency 0 0% Enrolled 10th Grade Projected to EOC English II (Above 50th Percentile) Probability Student Count Percentage Greater than 70% 19 22% Between 40% and 70% 15 17% Less than 40% 40 46% Students without a projection 13 15% Enrolled 10th Grade Projected to EOC Biology (Level 3) Probability Student Count Percentage Greater than 70% 20 23% Between 40% and 70% 15 17% Less than 40% 38 44% Students without a projection 13 15% The multiple teams who have met to discuss and develop a long-term recovery plan for these students agree that the most important resources needed are certified intensives/remediation instructors who can work with small groups of students daily, a mental health counselor to specifically work with those students who have suffered additional challenges at home due to the pandemic and other critical challenges. The data shows increased achievement gaps year over year for our most at-risk students. The learning loss has been prevalent across our EDS students, EC students, and a few of our ELL students. Our EDS students who have come to our school from local LEA's are historically one or more grade levels behind upon their enrollment and this has exacerbated those gaps. Our assessment tools and progress monitoring tools have demonstrated significant gaps in specific skills/standards that require direct instructional support and scaffolding and during instruction where students were not fully engaged and lacked support at home. AAHS recognizes the critical need to support so many students who have been learning remotely or in a hybrid schedule since March 2020 and many of whom have had personal crises and other disruptions to the home and educational environment that challenged their ability to attend, to engage and to develop a successful path forward in learning. Continued and increased support in the following areas is critical to this School's and each students' success: AAHS intends to use the ESSER iii funds to staff critical positions to support this fragile cohort of students. These positions include an additional EC teacher, and support staff to provide the instructional and extra-curricular support system above. Remedial teachers will provide intensive tutoring to small groups throughout the day, a social worker/dean to manage and monitor attendance, tardies, truancies, and to conduct well-checks and home visits as needed. The staffing also includes at a minimum an additional licensed Counselor to support high-needs students and staff and to provide the mental health plans and workshops for the community. This person will assist and work with our mental health counselor who sees students daily. AAHS will develop a larger CST membership where each member specializes in

critical areas to support an intentional MTSS model to improve Tier 1 instruction daily and to improve the interventions used in Tier 2 and Tier 3 to help move students out of MTSS and back into general education when possible. The positions who will be tapped to lead the comprehensive team are: Admin, Counselor, Reading Coach, Math Coach, EC Director, Dean, and Mental Health Counselor. This team will work on documenting student academic and social/emotional growth over the next two years that is believed to be necessary to move our students back into grade level proficiency and work towards grade level college and career readiness. Specific action plans and support for students includes the following purposeful items: Group Counseling (specific topics): - Career Counseling - Conflict Resolution - Crisis Intervention - Restorative Practices - Social-Emotional, Self-Care, Mental Health Education and Awareness Lunch Group - informal social skills group incognito where students hang out, share, support and learn from one another with supervision Individual Counseling - Personal, Social-Emotional, Educational, Career Counseling - Restorative Practice Interventions - Mental Health support for students with diagnoses during school day (check-ins, advocacy) - Crisis Intervention - Collaborate with stakeholders and community supports - Identify and support at-risk students for intervention Faculty Support - Teacher counseling and support - Classroom management support - Education/Training on mental health wellness awareness and practice, Restorative Practices - Restorative Practice Interventions per administration request

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.

\$ 57,362.00 * 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;

AAHS will continue to use high-quality assessments to measure students' baseline level of performance in Math, Reading, Science, and other areas as appropriate. These include NC Check ins, MAP, NC EOC, and other internal benchmarking tools as well as unit tests from the core curriculum. As assessments are disaggregated, students will be moved into small groups based on content knowledge and mastery so that teachers can scaffold and remediate

deficiencies. The School will provide supplemental learning materials and resources for the EC students, ELL students, and AIG students as well as those students moving through Tier 2 or 3 in MTSS. The differentiation will occur during the class with differentiated student groups and in pull-out groups when appropriate. Students on an IEP, ELP or EP will have supplemental time and resources as dictated in their plans. The additional staff funded through the ESSER iii grant will be able to provide an increased level of one on one and small group support for all students in the lowest quartile as well as other students performing one or 2 grade levels below their expectations. The inclusion of academic and non-academic staff will help ensure that learning loss is examined and remediated through a full lens of needs including a school-home connection. Many students will need academic support coupled with social/emotional support. Our parent and community outreach will continue to work with the school administration to help support parents and identify what measures the school can take to meet the needs of all struggling students. This committee also provides additional connections to outside resources in the community for families if needed for those who also qualify for McKinney Vento/Homeless/Foster support. All of these various assessments will provide different data points to help the administration and instructional support team to develop differentiated instructional groups for teachers to implement in the classroom and for remediation and intensive teachers to utilize during small group pull-outs and one on one remediation support.

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

AAHS will supplement its educational model of instructional delivery which naturally allows for differentiation in all core subjects with additional courses and opportunities to provide students with counseling, planning, social and emotional support, test taking strategies and course remediation in the master schedule to improve learning gains. During this time, students may work in small groups at their ability level on specific skills and standards found to be deficient based on the assessment results. Teachers will receive additional professional development in using their core curriculum materials and in strategies to differentiate instruction. These activities may include small group remediation, intensive tutoring with certified staff funded with this grant, skill and drill activities using research-based and approved digital resources and scaffolded learning activities led by certified staff, EC teachers, mental health or guidance counselors, and instructional coaches to provide effective, appropriate differentiation for the students guided by their assessment data and supported by social-emotional-wellness data that show attendance, behavior, and other non-academic needs. The grant funds will be used to hire a part-time certified counselor/therapist for at least 3 years to support the on-site school counselors and the child study team to help support all students and families and to provide expert tools, training, and support related to mental health needs that have certainly grown over the past two school years. This professional will be well-versed in crisis interventions, suicide screeners, wellness checks, training for others to implement mental health plans, and the primary lead in CST meetings for critical need students. Some students will have intensive reading and math courses, or electives that are designed to improve skills, studying, and test-taking strategies. All high school students will continue to have access to counselors and administrative support staff for

intentional interventions and credit recovery. AAHS plans to first identify the students' academic weaknesses, identify the root cause for those weaknesses, and then ameliorate them based on those informational inputs. Some students will need remediation and tutoring for instructional time lost during the pandemic. Others may need a more comprehensive approach that includes social and emotional support before the academic supports will be valuable.

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

AAHS will continue to utilize Parent Square as the primary communication tool for parents. Parent Square is an effective tool to share information, alerts, and live links to other sources of information. In addition to that, Parent Square can deliver communication in any language the parent selects, so all families of other home languages have equal access to important information. Teachers will utilize the classroom version of the parent square to deliver daily updates or information. AAHS's website is connected to multiple forms of social media to find the broadest reach to the parents and community as needed. These various forms of communication include information on how to best support students in their personal learning and provide confidential reports that go directly to parents and general information including at-home resources. Parents also have access to their own child's teacher during remote learning via teacher "virtual" office hours which includes a community chat room, private emails, and phone calls. Our Title 1, parent outreach coordinator takes lead in reaching out to families regarding student attendance, grades, and behavior. The new grant funds will support a critical addition of a full-time guidance counselor to support students' progression through high school and help support those students who want to attend 2 or 4-year colleges to get prepared as well as possible. The counselor will also help place students into careers for those who choose that path post-secondary school. to create a comprehensive child study team to provide more information and more support resources for families for at-risk students. Most importantly, AAHS will continue to provide parent conference opportunities to discuss student achievement each quarter and as needed for unique student monitoring. As a CTE-focused school, AAHS also provides whole group and small group courses that help students build life skills and content mastery to have a better chance of success post-high school. The Guidance Counselor and support staff will help students find success.

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

Although AAHS was able to track attendance and student engagement this year, it became a cumbersome task with parents changing their students' learning environment often from live to remote and remote to live. Many also experienced frequent health scares or long-term health issues and elected to keep their students home even though COVID was not the issue. To support this grant request, we have included a funded position for Guidance Counselor students to manage daily attendance, truancy issues, tardiness issues and to conduct home visits when needed to ensure the well-being of the students. Each month the comprehensive CST will review school-wide attendance data and identify trends by grade level if any, and focus on individual students and families who are struggling with daily

attendance. Our social workers and admin team will help confirm if these families require additional social services, transportation, food, or other support and if they qualify for McKinney Vento programs, etc. Attendance data will be tracked and outcome measures should include that increased attendance results in improved academic performance. Should students operate in a remote learning environment, staff will be tasked with monitoring student ENGAGEMENT, beyond attendance to ensure students have access to the support and resources they need to complete assignments, understand the work, and find academic success in the remote environment. Additional staffing funded with this grant will provide additional avenues of support for struggling learners in person or those who remain in a remote learning environment if deemed necessary.

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

AAHS has created a detailed data tracking tool to monitor historical student achievement by grade level and cohort. Although many charter schools have students who transition in and out of the school, we have found a way to track student cohorts in each grade level whenever reasonable. Our comprehensive CST will now include additional interventionists who work directly with students in small groups for intensive tutoring and remediation. They will review student data from NC Check-Ins, IXL, and STAR internal benchmarking and progress tools to track student achievement, growth, and progress. These data points will most importantly, help the team ensure student progress is occurring. Secondly, the multiple data points will help drive decision-making in determining which supports and resources have had the greatest impact and which if any, have negligible impact. From there, the team will make future decisions to continue or increase the methods having the greatest positive impact on student growth and phase out any activities, strategies, and staffing that does not show a positive, correlation to student growth. Secondly, the CST will disaggregate the data across known cohorts of students in each grade level to demonstrate learning progress and growth for students who had previously demonstrated proficiency at grade level but experienced learning loss during the pandemic that represents current levels of performance. The goal is to show a positive correlation between previously successful students finding new academic gains and proficiency using the programs and resources implemented through this specific grant. A comparative study of report cards, EOG/EOC Assessments, and other internal benchmarking tools will be used to compare and contrast former performance, pandemic performance, and current levels of performance over the 2-year implementation of these funds. These school-wide data archives and student-centered portfolios will help Apprentice represent the effectiveness of this program and appropriate usage of these grant funds to support learning loss. The impact measures will include end-of-year assessments including EOC and ongoing assessments which may include NC CheckIns, IXL, ACT, SAT, and other assessment tools as deemed appropriate for HS students. The impact measures to determine the effectiveness and value of this position will include student academic data which should show growth overall, individual student academic data for those uniquely placed in Tier 2 or Tier 3 MTSS that includes nonacademic supports, and overall climate of the campus and students which

will be measured through climate surveys, and demonstrated in decreased behavior referrals, attendance referrals, and decreased contracted services for crisis care and crisis support. Long ter, the goal is for this project to assist students in qualifying for college and career programs when they graduate.

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				\$

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 \$ 0.00

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)

Apprentice Academy HS of NC (90F) 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

Apprentice Academy HS of NC (90F) 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)]	<u>Barry_Ross</u>

Substantially Approved Dates

Apprentice Academy HS of NC (90F) 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, September 29, 2021

New Applicant Summary

Apprentice Academy HS of NC (90F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Apprentice Academy HS of NC (90F) 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

Apprentice Academy HS of NC (90F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

105826628

*** Address:**

2505 Weddington Rd. Monroe, NC 28110

*** Superintendent:**

Mr. Barry Ross

Key Personnel:

* Barry Ross

History Log

Vance Charter School (91A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/28/2021 3:20:03 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Vance Charter School (91A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$490,030.00	\$490,030.00
Carryover	\$0.00	\$0.00
Total	\$490,030.00	\$490,030.00

Budget

Vance Charter School (91A) 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
91A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$490,030.00	\$490,030.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$490,030.00	\$490,030.00
Total Budgeted:		\$490,030.00
Total Remaining:	\$0.00	\$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 1:03 PM	Approved (Pending)		Eddy, Melissa			
8/26/2021 8:32 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Vance Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Equipment	3	5110	462	000	00	\$265,030.00	\$0.00	\$265,030.00		
	Other	3	5330	143	000	00	\$124,673.04	\$0.00	\$124,673.04		
	Other	3	5330	211	000	00	\$10,326.96	\$0.00	\$10,326.96		
	Other	3	5330	418	000	00	\$90,000.00	\$0.00	\$90,000.00		
Total: \$490,030.00								\$0.00	\$490,030.00		

Grant Details

Vance Charter School (91A) 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.

A ESSER planning team met on June 23, 2021 to determine the best use of ESSER III funds to address learning loss due to COVID disruptions. Many students suffered from being in a virtual learning environment last year and much of this academic year largely from a lack of in person contact with teachers and peers. The team consisted of the Executive Director/High School Principal, classroom educators, exceptional children's teacher, grade-level chairpersons, parents from the school improvement team, facilities representative, Board Chairman and Budget Committee Chairperson. The stakeholders discussed technology needs across campus to determine Vance Charter School's ability to move to 1:1 in the event of future closure and allow equity across campus. This would also enable teachers to continue to facilitate instruction through the use of technology on and off campus. Two other significant areas were noted in the discussion. These two areas focused on software program (iReady) and the need for tutors to address the learning loss of caused by COVID during the 2020 school year. We will use iReady and benchmark data as high quality assessments to track our students' progress, individually and as a group. Students will have plans that will be reviewed at least weekly for those below the proficient level in reading/or math. The tutors would then work

with students, either individually or in a group, using a variety of research-based practices, including differentiated instruction will be used to mitigate learning loss.

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.

ACT Composite proficiency 2019- 68% ACT Composite proficiency 2020 - 68% ACT Composite proficiency 2021 - 56% 3-5 EOG Proficiency 2019-Reading - 3rd -76%, 4th - 79%, 5th - 66% 3-5 EOG Proficiency 2020-Reading - No Data Due to Covid 3-5 EOG Proficiency 2021 - Reading - 3rd-74%, 4th/5th -No Data due to Renorming (projected learning loss due to COVID-19) iReady Reading Data - 2020-BOY 3rd-79%, 4th - 39%, 5th- 49% EOY 3rd-85%, 4th -56%, 5th -52%

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.

\$ 225,000.00 * 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;

Vance Charter School intends to assess and address student learning loss resulting from the COVID disruptions. Based upon the academic data above we will continue to assess learning loss and the gains from our interventions by monitoring the results of the Pre-ACT (practice test throughout school year), ACT(testing in February, 2022), EOG (compare 2021 scores to 2022 scores) and iReady weekly reports. By comparing pre-pandemic grades and progress we will identify students who have experienced a learning loss.

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

(1) Employ 9 Tutors with salary and benefits to provide additional support for students who demonstrate a learning loss as result for the 2020 school year. The tutors will also be used to support students who demonstrate a lack of success during the review of the iReady weekly assessments in reading and math. . (2)We will integrate iReady into our weekly intervention periods with our K-5 students. After reviewing the iReady intervention weekly reports students will be grouped based on their individual learning needs. Tutors will be used to work individually or with small groups with these students. Tutors will also be available for additional assistance before and after school.

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

We will continue to use a combination of text messages, email communication, letters, phone calls, the website and meetings if needed. We use virtual means when necessary. We will continue to support students who now or in the future need to learn in virtual, distance education environment with live chats between parent(s), teacher, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below standards.

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

We will use attendance software to track student attendance in both in-person and virtual environments as needed. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.., hand raised for "yes" or fingers up for the number of answer that is correct.) The teachers are responsive and immediate when it comes to student performance and parent questions, thus reducing the psychological gap that often come from distance learning.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. The i-Ready and benchmark data will be monitored at least weekly and interventions will occur as necessary. Principals and leaders spend a large amount of their day engaging with the students families over specific issues often related to the COVID disruptions. More of their time can be spent on instructional supervision interventions to reduce student learning loss through the use of additional interventions (i-Ready student plans, tutors).

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				\$
	* ☒ Yes ☐ No		July 1, 2021 - September 30, 2024		\$ 265,030.00

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.		We will purchase student devices. .Make technology equitable for all students. .Teachers can increase their delivery of instruction to both in school and out of school opportunities for students with learning loss. .Software will provide continuous assessment of students' levels of learning and provide interventions to assist in learning loss. .Support the individual and small group instructional needs through the assistance of tutors.		Increase growth in reading and math with our K-5 students annually by 5% from the BOY benchmark to EOY benchmark. The use of tutors will increase EOG Reading and Math scores composite proficiency. The purchase of computers (1:1 initiative) will increase the time that teachers can facilitate instruction through the use of technology on and off campus.	

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 \$ 265,030.00

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)

Vance Charter School (91A) 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

Vance Charter School (91A) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

Vance Charter School (91A) 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

Friday, August 27, 2021

New Applicant Summary

Vance Charter School (91A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Vance Charter School (91A) 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

Vance Charter School (91A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

2865769

*** Address:**

2090 ROSS MILL ROAD Henderson, NC 27537

*** Superintendent:**

Dr. Brian Mathis

Key Personnel:

* Dr. Brian Mathis

History Log

The Exploris School (92B) Charter 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 4:48:55 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	11/3/2021 1:44:10 PM	Allie Evans	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/3/2021 1:43:47 PM	Allie Evans	The budget that has been submitted within BAAS and the FY 2022 - CRRSA-ESSER III application (PRC 181) submitted within CCIP have been <i>approved</i>. 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. <i>Allie Evans ESSER Program Administrator NCDPI Federal Programs and Monitoring Division</i>	C
	11/3/2021 8:48:17 AM	Michelle Duncan	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/3/2021 8:48:12 AM	Michelle Duncan	Status changed to 'Fiscal Representative Approved'.	S
	11/3/2021 8:48:07 AM	Michelle Duncan	Status changed to 'Draft Completed'.	S
	10/29/2021 2:33:23 PM	Allie Evans	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/29/2021 2:33:19 PM	Allie Evans	The FY 2021 - ARPA-ESSER III Application PRC 181 has been returned to the District/Charter as NOT APPROVED for the following reasons: The expenditures in the PRC 181 budget are not explicitly stated within the application details. In Part A, Needs Assessment, please clarify and explicitly state what the needs assessment has led you to purchase/allot for addressing learning loss. <i>Example:</i> Based on the needs assessment we have identified the need to hire a teacher and a TA for remediation services to address the learning loss of students due to the COVID-19 pandemic. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Allie Evans ESSER Program Administrator NCDPI Federal Programs and Monitoring	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/27/2021 8:37:14 PM	Michelle Duncan	Status changed to 'Chief Administrator Approved'.	S
	10/27/2021 8:37:09 PM	Michelle Duncan	Status changed to 'Fiscal Representative Approved'.	S
	10/27/2021 8:37:03 PM	Michelle Duncan	Status changed to 'Draft Completed'.	S
	10/14/2021 9:49:01 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/14/2021 9:48:56 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: ■ In Part C of the grant details: Include the EC, intervention, and TA positions that are listed in the budget, as well as the justification for those positions in regards to addressing learning loss. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Erin Lewis <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/28/2021 2:08:07 PM	Michelle Duncan	Status changed to 'Chief Administrator Approved'.	S
	9/28/2021 2:07:59 PM	Michelle Duncan	Status changed to 'Fiscal Representative Approved'.	S
	9/28/2021 2:07:51 PM	Michelle Duncan	Status changed to 'Draft Completed'.	S
	7/28/2021 2:56:52 PM	Michelle Duncan	Status changed to 'Draft Started'.	S
	5/18/2021 11:49:40 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

The Exploris School (92B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$22,609.00	\$22,609.00
Carryover	\$40,991.00	\$40,991.00
Total	\$63,600.00	\$63,600.00

Budget

The Exploris School (92B) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
92B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$22,609.00	\$22,609.00
Carryover Amount:	\$40,991.00	\$40,991.00
Allotment Plus Carryover:	\$63,600.00	\$63,600.00
Total Budgeted:		\$63,600.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by

Approved

11/05/2021
04:46 PMAdmin,
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
11/3/2021 1:39 PM	Approved (Pending)		Evans, Allie			
10/29/2021 9:30 AM	Under Review		Evans, Allie			
10/26/2021 8:28 AM	Received		Admin, NCCCIP			
9/23/2021 4:45 PM	Denied		Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
				3-5210-121-000-000-00	0	Returning the budget at the request of The Exploris School via email from M.Duncan on 9/22/21.
9/22/2021 7:38 PM	Denied (Pending)		Eddy, Melissa			
9/22/2021 7:37 PM			Eddy, Melissa	3-5210-121-000-000-00	0	Returning the budget at the request of The Exploris School via email from M.Duncan on 9/22/21.
7/30/2021 8:45 AM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All ▼

000 - The Exploris School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	121	000	00	\$12,984.00	\$0.00	\$12,984.00		
	Salary	3	5330	141	000	00	\$48,218.00	\$0.00	\$48,218.00		
	Other	3	5330	211	000	00	\$2,398.00	\$0.00	\$2,398.00		
Total:							\$63,600.00	\$0.00	\$63,600.00		

Grant Details

The Exploris School (92B) 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.

1. Using data from both fall and spring allowed us to assess and determine what is needed to support student learning and mitigate learning loss from COVID-19. The process included several meetings where data was reviewed, analyzed, and discussed in conjunction with observational data, teacher feedback, and looking at data around student performance in-person vs. virtual. Below is a summary of the data collection used in our collaborative sessions to determine our needs: K-8th grade data was compiled and compared for # of FR, # of EL, MAP NWEA proficiency comparison for math and ELA from fall to winter, attendance data. In addition feedback from staff in regards to EC services, intervention, counseling were gathered. We also looked at the difference between our students who stayed remote all year vs. those who attended in person when plan B and plan A went into effect. Parent feedback was also considered as it relates to virtual learning and student performance as a result of COVID-19. Most recently students in grades 3rd-8th grade took the Fall 2021 MAP test in math and reading. Scores in some grade levels went up, whereas some of the more targeted grade levels already identified as high need (1st, 3rd, 4th, 5th) continued to show trends of lower proficiencies rates, higher numbers of students with IEP's and identified as eligible for free/reduced lunch programing. 2. The school administered NWEA MAP prior to the end of the 20-21 SY to get a third data point. In

addition, we have EOG data, Achievement Report data, and updated attendance data. We offered summer programming for K-3rd grade in the area of reading to address learning gaps as well as a readiness camp to all incoming kindergarteners and 6th graders. We will be able to compare data on the students who attended and did not attend to see if any trends exist. All students in grades 3rd-8th grade took the Fall 2021 NWEA MAP and intervention groups have been formed based on student needs. Students who were virtual all last year were put on the counselors' radar to ensure counseling support and in-class support were provided this fall to help with the transition back to in-person learning. Another identified area of concern is attendance and students who participated minimally in their learning as a result of COVID-19 and virtual learning. This group of students includes students who had more than 10 unexcused absences, students who had barriers to attending school because of childcare or taking care of younger siblings, or disengaged all together producing very little work or effort. Each identified student will have an educational learning plan to provide intensive support. The plan going into the 2021-2022 SY include strategies to re-engage the student in school and address the disruption and gaps in their learning. Individual student plans will be created in collaboration with current grade level teachers, intervention and counseling support, administration, and parents. Plans are currently being written and implemented as the students enter the 2021-2022 SY to ensure successful transition and support. Based on the needs assessment we have identified the need to hire a teacher and a TA for remediation services to address the learning loss of students due to the COVID-19 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.

Data from the needs assessment were analyzed and several trends emerged. Fall to Winter data shows we had an increase from 13% to 15% in the percentage of students receiving EC services overall. Two grade levels were above the average--2nd grade with 25% and 6th grade with 17%- indicating they will require additional EC support in the 21-22 SY. In addition, 6% of EC students received mainly virtual instruction during the 20-21SY and have been identified as needing extra support when they return to in-person in the 21-22 SY. EL numbers remained consistent and students will continue to be monitored. Score comparisons and parent feedback indicated that ESL services through online delivery were more difficult and possibly contributed to COVID-19 learning loss. MAP Math testing data was only available for 2nd-8th grade (k-1 only takes the ELA portion). Based on Winter MAP Math proficiency data 2nd-6th grade had a drop in proficiency rates. Proficiency rates for these grades fell below 80%, thus determining over 20% of students need math intervention. Most substantial drops were identified in 2nd (66% proficient) and 3rd grade (69% proficient), which decreased by at least 15%. Strengths in Winter MAP Math proficiency data included 7th grade (81% proficient) and 8th grade (96% proficient). Winter MAP Reading proficiency data K-5th grade and 7th grade had a drop

in proficiency rates. Of the seven grade levels that dropped in proficiency rates, five of them fell below 80%, thus determining over 20% of students need reading intervention. Most substantial drops were identified in 2nd (31% proficient) and 3rd grade (67% proficient), which decreased by at least 15%. Strengths included 6th grade (88% proficient) and 8th grade (96% proficient). Attendance data was analyzed and three grade levels were identified for high unexcused absence rates; kindergarten (15% had 3 or more), 2nd grade (32% had 3 or more), and 5th grade (15% had 3 or more). These grade levels also were identified as having a decrease in proficiency rates for all of the subjects tested. Winter data was used to form intervention groups, plans were created, and progress monitoring took place. Spring NWEA MAP testing will take place prior to EOG testing in May. Results will be analyzed and educational learning plans will be developed for students who are identified as having low growth and proficiency rates. One significant thing to note is our elementary campus returned to plan A in-person learning for all students at the end of April, while our middle school campus remains in plan B (three-week rotation) for the remainder of the year. Additional plans to address learning loss might be needed at the middle school campus since more students are missing. Data supports the need for additional staffing in grades 3-8 to address learning loss through intervention, which would include a full time teaching partner and a full-time intervention teacher.

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.

\$ 63,600.00 * 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 is a research-based assessment that precisely measures growth and proficiency and provides insights to help teachers adjust and differentiate instruction. Norms help teachers see if students are growing at an expected pace, regardless of where they started. It helps them know what kind of growth is typical and atypical. NWEA MAP testing will be used to accurately assess students' academic progress and will be administered three times a year to students in K-8th grade for ELA and Math for grades 3-8th. Once testing is complete, MAP data will allow teachers to adjust

their instruction to match student needs. In addition MAP data assesses learning gaps and allows teachers to set target goals to make progress toward mastering grade-level standards and close gaps. MAP data helps teachers differentiate instruction and identify small group targeted skill instruction.

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

Using our school's intervention matrix students' needs will be addressed using standard protocol treatments matched to their needs. Some of the resources used include: Number Worlds, Touch Math, SRA Math, Richardson Math Concepts, Heggerty, Wilson Reading, Signs for Sound (supplemental phonics), Words Their Way (supplemental phonics), HELPS (Fluency), Leveled-Literacy Intervention (vocabulary and comprehension), STARI Reading (vocabulary and comprehension).

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

Each year our school develops a grade-level specific Family-School Compact that describes how the school and families work together to achieve high standards. The Grade Level Compacts outline what school will provide to students and parent/guardian (s), how communication will take place at each grade level, and how teachers will help students develop necessary skills in their current academic year. The grade-level compact detail what strategies families can use at home to support their child's learning and these commitments are linked to our School Improvement Plan. Achievement reports, which include narrative comments, are issued three times per year. Finally, student-led conferences allow students, parents, and teachers to reflect on student progress towards goals and make any necessary adjustments three times per year.

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

We utilize a tracking form to document absences within both in-person and virtual settings. We have identified thresholds, actions, and interventions to be taken at 3, 6, and 10 excused and unexcused absences. The attendance tracking process allows us to collect real-time data to ensure we intervene early. It helps us put supports in place to help students reengage with school more quickly. Most importantly, it supports a problem-solving approach that allows us to identify the root causes driving absenteeism and match interventions to the student needs.

* (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 identify students who have gaps due to the pandemic, we are monitoring individual student growth patterns over time through NWEA MAP Assessments, which are administered in Reading and Math for students in grade levels 3rd-8th grade three times a year. In addition to longitudinal data, NWEA MAP also provides recovery and goal-setting reports.

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				\$

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 \$ 0.00

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.

Contacts

The Exploris School (92B) 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>Michelle Duncan</u>

Substantially Approved Dates

The Exploris School (92B) 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

Tuesday, September 28, 2021

New Applicant Summary

The Exploris School (92B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

The Exploris School (92B) 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.

GAN Organization Data

The Exploris School (92B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

079798758

*** Address:**

401 Hillsborough St. Raleigh, NC 27603

*** Superintendent:**

Ms. Deborah Brown

Key Personnel:

* Michelle Duncan, Grants Student Services

* Josh Corbat, Director of Resources

History Log

East Wake Academy (92G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:11:50 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

East Wake Academy (92G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$224,930.00	\$224,930.00
Carryover	\$0.00	\$0.00
Total	\$224,930.00	\$224,930.00

Budget

East Wake Academy (92G) 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
92G	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$224,930.00	\$222,416.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$224,930.00	\$222,416.00
Total Budgeted:		\$222,416.00
Total Remaining:	\$2,514.00	\$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			
8/20/2021 2:18 PM	Approved (Pending)		Powe, Tara			
8/20/2021 2:05 PM	Under Review		Powe, Tara			
8/16/2021 5:45 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - East Wake Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$47,416.00	\$0.00	\$47,416.00		
	Equipment	3	5110	462	000	00	\$100,000.00	\$0.00	\$100,000.00		
	Equipment	3	6580	541	000	00	\$75,000.00	\$0.00	\$75,000.00		

Total: \$222,416.00 \$0.00 \$222,416.00

Grant Details

East Wake Academy (92G) 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 Superintendent's Advisory Committee met on July 27, 2021 to review data and determine the best use of ESSER funds. The advisory committee consisted of school leaders, classroom educators, and other stakeholders. We reviewed the academic data (See below). 2. We will assess the student learning gaps using iReady testing, and mCLASS EOG/EOC results. We will address learning gaps resulting from the COVID disruptions by : A. Improving air quality to prevent, reduce, or respond to COVID are needed since our existing HVAC system does not allow for proper ventilation. The CDC recommends systems that increases outside air flow. The recent HVAC systems are needed to replace our aging system. B. We need to repair, replace and increase our inventory of Chromebooks due to the COVID interruptions. The Chromebooks that were brought home for virtual learning were lost or in need of repair in most cases. C. Student reading success has really suffered since the onset of the COVID restrictions. New methods and material are needed to reduce the rate of learning loss due to COVID disruptions. Percentage of Students Below Grade Level in Math Grade 2019-2020 2020-2021 5 43.51% 58.88% 6 30.07% 60.75% 7 38.79% 50.93% 8 46.75% 53.77% Percentage of Students Below Grade Level in ELA Grade 2019-2020. 2020-2021 5 42.46% 34.26% 6 32.09% 45.63% 7 35.46% 25.74% 8 34.92% 43.92%

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. We analyzed the data by cohorts when comparing 2019-20 to 2020-21 data. It was apparent that almost every cohort decreased in the number of students achieving proficiency in math or reading. Only the 5th-6th grade cohort increased in the number of proficient students. Math seems to be the area where learning loss occurred the most with all of the grades having over 50% of their students in the non-proficient range in 2020-21 whereas all grades were below the 50% non-proficient range in 2019-20. It was clear to us that the COVID disruptions caused the learning loss due to isolation and an over dependence on virtual learning through most of the 2020-21 school year. To address the learning loss, especially in reading, we will need a research based curriculum with lessons that emphasize evidenced based practices in reading and ELA. 2. Our HVAC system needs to be replaced with modern units to further prevent, restrict, or respond to COVID. 3. We will increase the restock of Chromebooks due to the use by students that has caused the need for replacement or repair.

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.

\$ 47,416.00 * 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 will use i-Ready and benchmark data as high quality assessments to track our students' progress, individually and as a group. Students will have plans that will be reviewed at least weekly for those below the proficient level in reading and/or math. A variety of research-based practices, including differentiated instruction will be used to mitigate learning loss.

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

We need curriculum materials related to reading achievement such as the Book Worms reading curriculum. Thirty-Seven percent (37%) of our students are below their grade averages in reading and ELA, due to the effects of the COVID restrictions. We need to correct this as soon as possible. The reading curriculum purchased with ESSER funds follows best practices for teaching reading (i.e., emphasizing phonics, vocabulary building). Since reading skills are needed for every subject, including Math, we have placed an effective reading curriculum as our top priority for PRC 181 funds.

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

We will continue to use a combination of text messages, email communication, letters, phone calls, the website, and meetings if needed. We will use virtual means when necessary. We will continue to support students who now or in the future need to learn in a virtual, distance education environment with live chats between parent(s), teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards.

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

We will use attendance software to track student attendance in both in-person and virtual environments as need. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of answer that is correct). The teachers are responsive and immediate when it comes to student performance and parent questions., thus reducing the psychological gap that often comes from distance learning.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. the i-Ready and benchmark data will be monitored at least weekly and interventions will occur as necessary.

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	The HAVC system needs to be replaced. The replacement will allow us to follow the CDC guidance for better ventilation, using more outside air to circulate in our classrooms, offices, hallways, restrooms.	2022-23	HVAC professional periodic assessment Input from staff on the effectiveness of the HVAC unit.	\$ 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				\$

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	We need to replace and repair about 50% of our Chromebooks the students use due to wear and tear, especially when students took the computers home when virtual learning was mandated. We will order extras incase the COVID pandemic spreads to the point of further disruptions in in-person learning.	2022-24	Record of how many students have functional Chromebooks. m-CLASS and other assessment data	\$ 100,000.00
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				\$

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 \$ 175,000.00

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)

East Wake Academy (92G) 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

East Wake Academy (92G) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

East Wake Academy (92G) 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, August 17, 2021

New Applicant Summary

East Wake Academy (92G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

East Wake Academy (92G) 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

East Wake Academy (92G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

25105045

*** Address:**

821 Charter School Way Zebulon, NC 27597

*** Superintendent:**

Mr. Stephen Gay

Key Personnel:

* Mr. Stephen Gay

History Log

Casa Esperanza Montessori (92R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:11:57 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Casa Esperanza Montessori (92R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$111,999.00	\$111,999.00
Carryover	\$0.00	\$0.00
Total	\$111,999.00	\$111,999.00

Budget

Casa Esperanza Montessori (92R) 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
92R	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$111,999.00	\$109,566.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$111,999.00	\$109,566.00
Total Budgeted:		\$109,566.00
Total Remaining:	\$2,433.00	\$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			
9/25/2021 9:12 AM	Approved (Pending)		Powe, Tara			
9/25/2021 9:08 AM	Under Review		Powe, Tara			
9/24/2021 10:36 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Casa Esperanza Montessori Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	135	000	00	\$109,566.00	\$0.00	\$109,566.00		
Total:							\$109,566.00	\$0.00	\$109,566.00		

Grant Details

Casa Esperanza Montessori (92R) 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) Administrators, Interventionists, and Classroom Teachers participated in surveys and working groups to discuss academic needs as they were observed in the remote environment, in the classroom and as they were expressed in assessment data. Teachers reported that students were arriving to school in the 2021-22 school year with less academic preparedness than in prior years. For example, a student entering school in first grade this year would have never actually been in a school building prior to that point. As a result, students entering school this year are exhibiting fewer age-appropriate academic and functional behaviors as compared to students of the same grade in prior years. In addition, data from the 2021-22 Beginning of Grade (BOG) and 2020-21 End of Grade Tests along with results from MClass assessments, NCENSI assessments, and informal assessments demonstrate that students are arriving to campus during the 2021-22 school year significantly behind. In many classes, students are beginning this year an academic year behind in both reading and math. Casa is a Montessori school and the students are combined in their classrooms with two grades of instruction taught per classroom. Teachers have been trained utilizing this model. When students enter the classroom behind the teacher has to adequately prepare to teach the student where they are academically. This could mean that the teacher has a span of 3 different grade levels of students which has led to the

need to have more interventions, more small group instruction, more progress monitoring, and more classroom-based assessments. 2) Based on the identified academic and functional behavior deficits, and the assessment results, the school Administrators, Interventionists, Counselor, and Grade-Level leads determined a course of action to address student and staff needs. The school intends to hire an Instructional Coach to work with all teachers to develop the skills needed to differentiate across 3 grade levels, conduct appropriate standards-based assessments, improve classroom management, and implement good Tier One instructional practices. The Instructional Coach will also help teachers learn how to implement appropriate interventions based on assessments and progress monitor students who are struggling academically or functionally.

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.

We infer from the assessment data and the survey data that students experienced a certain amount of learning loss while they were home and participating in remote learning. Teachers are equipped to teach students on their grade level. To bring the students up to the current standards the teachers will have to work to engage the students differently than in years past. An instructional coach would be able to mentor, evaluate and demonstrate different teaching models to the staff to bring the students to the academic levels that are expected. The school desires to hire an instructional coach to assist the teachers with learning how to teach various levels of students within the same classroom. The goal of the instructional coach is to assist the teacher so that each child is receiving the best possible instruction within the same environment. The most important need at this time is to address the needs of the teaching staff to better prepare the teachers to educate the students. The instructional coach(s) will be working to complete the following: build the professional capacity of school instructional staff to sustainably improve Tier 1 instructional practices through coaching and professional learning. The scope of services include structured whole group and blended professional development with job-embedded coaching and planning support, building educators' capacity to meet the needs of each student. Focus on this instructional support will be on building the staffs knowledge, skills and dispositions to plan for and implement strong Tier I, core instruction within a Montessori 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.

\$ 111,999.00 * 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 utilize testing assessments such as NC Check Ins, NCENSI assessments, MClass and Beginning-of-Grade testing, End-of-Grade testing, and curriculum-based assessments to determine the status of the student's educational level/retention. In addition, it is the intention to also purchase additional intervention programs that can also provide daily reporting for students assessment. These testing assessments will direct the teacher and paraprofessional to better understand the standards that are needing additional instruction/reinforcement for each child. These assessments will be provided to all students. The assessments, when possible, can be administered in English or Spanish.

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

Upon the assessment of the student and the understanding of the needs to be addressed for each student, the teacher can implement best practices and activities that can meet the discrepancies for the student. Using NC standards and Montessori methods, the student can be provided additional intervention measures through small group instruction, online platforms and in classroom intervention.

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

Casa teachers will provide bi-weekly progress reports to families, advising of growth and areas of instruction in which the child needs assistance. In these communications the teachers will also provide resources that the parent can use at home to support the students growth. For any students that are completing work remotely due to quarantine, the same practices would be put into place with open communication. Teachers can communicate through email, social media programs, school website, telephone and class websites.

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

During a distance education opportunity Casa would track student attendance by checking in with the student through classwork daily. Students would be expected to engage with the teacher directly using Google Classroom and other

educational platforms producing assignments. To improve student engagement the teachers would work to provide stimulating and visual lessons that require student interaction and participation.

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

Casa would continue to assess the students progress using evaluation tools, such as MClass, NC Check Ins and Beginning of Year Testing to show the growth of the student throughout the year. Additional intervention methods would be used as well, such as digital curriculum that aligns with the NC standards.

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				\$

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 \$ 0.00

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)

Casa Esperanza Montessori (92R) 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

Casa Esperanza Montessori (92R) 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)]	<u>Teresa Outlaw</u>

Substantially Approved Dates

Casa Esperanza Montessori (92R) 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

Friday, September 24, 2021

New Applicant Summary

Casa Esperanza Montessori (92R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Casa Esperanza Montessori (92R) 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

Casa Esperanza Montessori (92R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

197650026

*** Address:**

2600 Sumner Blvd #130 Raleigh, NC 27616

*** Superintendent:**

Teresa Outlaw

Key Personnel:

* Shaneki Cauble

History Log

Triangle Math and Science Academy (92T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:12:01 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Triangle Math and Science Academy (92T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$48,219.00	\$48,219.00
Carryover	\$92,819.00	\$92,819.00
Total	\$141,038.00	\$141,038.00

Budget

Triangle Math and Science Academy (92T) 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
92T	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$48,219.00	\$0.00
Carryover Amount:	\$92,819.00	\$92,819.00
Allotment Plus Carryover:	\$141,038.00	\$92,819.00
Total Budgeted:		\$92,819.00
Total Remaining:	\$48,219.00	\$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			
8/23/2021 12:18 PM	Approved (Pending)		Powe, Tara			
7/29/2021 10:12 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Triangle Math and Science Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	312	000	00	\$7,478.00	\$0.00	\$7,478.00		
	Other	3	5110	411	000	00	\$20,769.50	\$0.00	\$20,769.50		
	Other	3	5110	418	000	00	\$1,200.00	\$0.00	\$1,200.00		
	Equipment	3	5110	462	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Salary	3	5350	121	000	00	\$31,000.00	\$0.00	\$31,000.00		
	Other	3	5350	211	000	00	\$2,371.50	\$0.00	\$2,371.50		

Total: \$92,819.00 \$0.00 \$92,819.00

Grant Details

Triangle Math and Science Academy (92T) 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.

Triangle Math and Science Academy is in Cary and serves a culturally diverse population. We are in a major metropolitan area that has many ethnic groups represented. Although Cary has a steady job and income growth, approximately 27% of our students are below the federal poverty level. We have a diverse blend of minorities with 13% African American, 36% Asian, 37% white, 7% Multiracial, and 6% Hispanic. Triangle Math and Science Academy is in the seventh year of operation (2020-2021), with 74 teachers that serve 954 students in grade K-12. We have five Administrative Staff working with K-12 students. Triangle Math and Science Academy conducts a needs assessment annually to determine areas of strength and areas for improvement. This assessment covers all facets of our program, but our considerations are most focused on the instructional program. The needs assessment has been revisited many times throughout the COVID-19 pandemic. We have gathered more data to assess our needs based upon Student Achievement data and teacher license data. Also, we have collected data from our Parent Satisfaction Survey. Our needs assessment also includes a review of student test data, safety, enrollment, and financial data. Throughout the school year, our Director has discussions with parents about needs and opportunities. There is also dialogue with staff members during staff meetings that take place once a month. This, in return, causes our needs assessment to be

an ongoing process. We continually assess our needs through input at faculty meetings, parent conferences, and input from school board members at Board Meetings. In response to COVID-19, we noticed opening our schools that we also had a great need for updated technology in our classrooms. Addressing the learning loss of students is going to be a very difficult task, and in order to help our teachers be successful, we need to provide them with the tools to reach all at-risk students. The items we need are Smart Boards, document cameras, and Chromebook carts. Leader in Me program will help support students becoming leaders in the classroom and also address the social and emotional deficit caused by COVID 19 At Triangle Math and Science Academy, there is also a need to provide correct and effective PPE and disinfecting supplies in the school. Lastly, in the hopes of addressing the learning loss of all students due to COVID-19, Triangle Math and Science Academy wanted to offer a high-impact Summer Learning program for all at-risk students and those who had been affected by digital learning throughout the past year. This summer session would be held in multiple sessions to help address as many students as possible. A team was immediately established to create a plan for this summer learning opportunity.

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 completing an overall analysis of the school's outlook, student performance, teacher performance, school improvement plan, school action plan, and technology assessment our team found that the following goals need to be made, assessed, and addressed. 1. Online programs, benchmarks, and computer software programs are needed to help address learning loss. 2. Technology tools need to be updated and purchased; Smart screens, document cameras, and Chromebook carts 3. To help address the learning loss due to COVID-19 students and teachers need more intervention curriculum 4. A high-impact Summer Learning Program is needed to help assist students and the learning loss due to COVID-19. 5. Our building needs PPE supplies and disinfecting items. 6- Leader in Me program: we plan to purchase the leader in me program that will help support students becoming leaders in the classroom and also address the social and emotional deficit caused by COVID 19. All six of these goals align directly with the learning loss that has occurred in our school system due to 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.

\$ 20,200.00 * 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;

TMSA uses the NWEA Map Tests to assess learning loss in conjunction with teacher-made assessments. NWEA is research-based software with extensive data on learning loss due to COVID-19 and its effect on student's achievements. These assessments are particularly adept at identifying student achievement deficiencies across all populations, including students from disadvantaged backgrounds, children with disabilities, EL learners, and students who experience homelessness and/or food insecurities. Key to the data provided by the MAP Tests is providing within-student growth analysis. This allows teachers to test in the early Fall and again in the Winter to determine learning gains. Combined with teacher-made assessments, this data is essential to adjust instructional delivery techniques (including the use of effective differentiation) and provide students with real-time opportunities to maximize their performance and master given content.

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

TMSA uses a variety of evidence-based educational software and techniques to meet student needs including Nearpod, Map Skills, Khan Academy, and IXL. Additionally, TMSA expanded its Math and English curriculum through the use of the Springboard curriculum which is offered to students and teachers in both book and electronic formats. THE ESSER III Grant will allow TMSA to continue to offer these outstanding instructional software and activities to our students.

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

TMSA uses the Schoology Learning Management System as the main electronic platform for instructional delivery, curriculum, and lesson plans. A parent portal and parent interests groups were implemented in this platform to keep parents abreast and directly involved in their student's learning. It also provides opportunities to reach out to parents to secure their opinions of the decisions and approaches TMSA may be proposing as we seek to remain continuously ahead of student challenges during the pandemic.

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

TMSA tracks students' participation in hopes of improving their engagement and attendance. School professionals who track attendance include the school counselors, social workers, school nurses, EC teachers, Deans, Principals, and others. The team has made many home visits to conduct wellness checks, drop off learning packages and Chromebooks, and celebrate student successes. The ESSER III funds will help us expand and maintain our efforts to ensure all students attend classes daily and remain effectively engaged in their learning

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

TMSA provides extensive formative and summative data to teachers and administrators to ascertain student academic progress across pre-pandemic grades. This includes the use of the Education Value-Added Assessment System (EVAAS) that provides the summative assessments for all NC students' across grades. Additionally, TMSA MAP Test scores span nearly five years of data. Combined with student report cards and other real-time data, teachers, and administrators are able to pinpoint students experiencing learning loss and design instructional programs to meet their needs. The ESSER III funds will allow TMSA to expand upon these efforts to ensure that all students are adequately identified and assessed 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				\$

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	To help reduce the spread of COVID-19 at Triangle Math and Science Academy we will be using ESSER III funds to purchase PPE and disinfecting supplies	During the FY 2022	Triangle Math and Science Academy will measure the impacts of these supplies by monitoring the spread of the virus if an outbreak occurs on campus.	\$ 14,769.50
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 COVID-19 TMSA will be using the ESSER III funds to purchase Computer software and supplies, Smart Boards, document cameras, and Chromebook carts. TMSA will be able to target and focus on the learning loss that has occurred in our school as a result of COVID-19.	FY 2022	TMSA will measure the impacts of these purchases by following the performance of all at-risk students who will gain access to these programs. Data records will be kept on how these purchases help meet the school's improvement plan goals. Also, data will be kept on how the purchase of new deceives will help teachers meet their testing goals as outlined in the school's action plan.	\$ 17,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☐ Yes ☒ No				\$
		In response to the learning loss	FY 2022	Triangle Math and Science	\$ 33,371.50

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	that occurred due to COVID- 19, TriangleMath and Science Academy will be using the ESSER III funds to fund a two-part Summer Learning Program. The first session will run from June 7th to June 25th. The second session will run from July 12th to July 30th. Each day students will attend a small mini session for a total of four hours. Breaks will be scheduled in between each small session to ensure the most learning occurs. There will be 35 highly qualified teachers that will be paid to complete these sessions. Also, there will be a		Academy will measure the impacts of this summer learning program by following the performance of all at-risk students who will attend the summer sessions. Teachers and staff will keep detailed records of classroom assessments and mental wellness. Also, data records will be kept on how these purchases help meet the school's improvement plan goals. Also, data will be kept on how the purchase of new deceives will help teachers meet their testing goals as outlined	

		curriculum that will be purchased to help reach the at-risk students in our school.			
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	TMSA will be using the ESSER III funds to send teachers and admin team to professional developments	FY 2022	TMSA will measure the impacts of these PD's by following the performance of all at-risk students who will gain access to these programs. Data records will be kept on how these PD's help meet the school's improvement plan goals.	\$ 7,478.00
Total ESSER III Allotment					\$ 72,619.00

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)

Triangle Math and Science Academy (92T) 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

Triangle Math and Science Academy (92T) 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)]	<u>Erin Joyce</u>

Substantially Approved Dates

Triangle Math and Science Academy (92T) 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	Thursday, July 29, 2021

New Applicant Summary

Triangle Math and Science Academy (92T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Triangle Math and Science Academy (92T) 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

Triangle Math and Science Academy (92T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78485454

*** Address:**

312 Gregson Dr. Cary, NC 27511

*** Superintendent:**

Mr. Ben Karaduman

Key Personnel:

* Erin Joyce

History Log

Wake Forest Charter Academy (92V) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:12:04 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Wake Forest Charter Academy (92V) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$92,639.00	\$92,639.00
Carryover	\$0.00	\$0.00
Total	\$92,639.00	\$92,639.00

Budget

Wake Forest Charter Academy (92V) 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
92V	181	0	No	No	0.84 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$92,639.00	\$90,220.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$92,639.00	\$90,220.00
Total Budgeted:		\$90,220.00
Total Remaining:	\$2,419.00	\$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			
10/7/2021 7:12 PM	Approved (Pending)		Lewis, Erin			
8/20/2021 2:53 PM	Under Review		Powe, Tara			
7/27/2021 1:48 PM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All

**000 - Wake Forest Charter Academy**

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$17,400.00	\$0.00	\$17,400.00		
	Other	3	5110	211	000	00	\$1,710.00	\$0.00	\$1,710.00		
	Other	3	5110	221	000	00	\$1,373.82	\$0.00	\$1,373.82		
	Other	3	5110	232	000	00	\$117.00	\$0.00	\$117.00		
	Other	3	5110	233	000	00	\$337.35	\$0.00	\$337.35		

	Other	3	5110	235	000	00	\$171.00	\$0.00	\$171.00		
	Other	3	5330	418	000	00	\$67,034.49	\$0.00	\$67,034.49		
	Other	3	6540	411	000	00	\$1,329.24	\$0.00	\$1,329.24		
	Other	3	8100	392	000	00	\$747.10	\$0.00	\$747.10		
Total:							\$90,220.00	\$0.00	\$90,220.00		

Grant Details

Wake Forest Charter Academy (92V) 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 purchase of PPE and increased cleaning and disinfecting of the school building. The school also ensured instructional supports and resources were in place to address the learning loss as a result of COVID-19, regardless of instructional platform. To accommodate family needs both remote and in-person instructional platforms were optional during the 20-21 school year. The primary instructional model in 2021-2022 will be in-person, however remote learning will be used for students that must be quarantined due to COVID-19. 2) The school will ensure there are additional instructional (digital and non-digital) resources to address the learning gaps. As a result of the stakeholder input, it was determined that a 1:1 student to device model was needed to ensure all students had access to instruction, regardless of learning platform (virtual or in-person). 1:1 devices were provided to all students and connectivity options were

offered to families that couldn't afford the monthly connectivity costs to ensure all students have Wi-Fi access to participate in remote 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 building did not meet the sanitation requirements and didn't have PPE and equipment to preventing, preparing, and responding to COVID-19. - There were not sufficient student and staff technology devices and accessories, digital curriculum subscriptions, and connectivity for students to implement remote learning. - Additional instructional time was needed to combat the impact of COVID-19. To provide this time summer learning will be offered and implemented to increase student achievement.

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.

\$ 18,044.00 * 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 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	Additional technology for teaching staff is needed to support remote learning.	3/13/2020-9/30/2024	Increased student achievement	\$ 1,940.49
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	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.	3/13/2020-9/30/2024	Prevention of spreading COVID-19	\$ 1,329.24

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 be	3/13/2020-9/30/2024	Increased student achievement due to increased participation in remote learning	\$ 67,033.61

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.		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.	3/13/2020-9/30/2024	Increased student achievement	\$ 1,872.66
	* ☐ 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 \$ 72,176.00

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)

Wake Forest Charter Academy (92V) 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

Wake Forest Charter Academy (92V) 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)]	<u>Jena Winters</u>

Substantially Approved Dates

Wake Forest Charter Academy (92V) 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

New Applicant Summary

Wake Forest Charter Academy (92V) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Wake Forest Charter Academy (92V) 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

Wake Forest Charter Academy (92V) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79284158

*** Address:**

1851 Friendship Chapel Rd Wake Forest, NC 27587

*** Superintendent:**

Ms. Amanda Brown

Key Personnel:

* Ashley N. Benton - Grants Manager

History Log

Cardinal Charter (92W) Charter 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 8:40:38 AM	Cindy Hogston	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	11/8/2021 8:39:52 AM	Cindy Hogston	Please include \$51,420 carryover to your budget and resubmit.	C
☐	10/21/2021 3:42:58 PM	Leonore Ballard	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
	10/21/2021 3:42:58 PM	Leonore Ballard	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/21/2021 3:42:50 PM	Leonore Ballard	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
	10/21/2021 3:42:50 PM	Leonore Ballard	Status changed to 'Fiscal Representative Approved'.	S
	10/21/2021 3:42:43 PM	Leonore Ballard	Status changed to 'Revision Completed'.	S
	10/20/2021 3:12:07 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Cardinal Charter (92W) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$51,420.00	\$51,420.00
Carryover	\$99,298.00	\$99,298.00
Total	\$150,718.00	\$150,718.00

Budget

Cardinal Charter (92W) 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
92W	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$51,420.00	\$0.00
Carryover Amount:	\$99,298.00	\$99,298.00
Allotment Plus Carryover:	\$150,718.00	\$99,298.00
Total Budgeted:		\$99,298.00
Total Remaining:	\$51,420.00	\$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
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			
10/1/2021 12:16 PM	Approved (Pending)		Powe, Tara			
9/25/2021 8:15 AM	Received		Admin, NCCCIP			
9/10/2021 4:46 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Powe, Tara
		☒		3-5110-411-000-000-00	0	Budget denied. Overage amount of \$48,959. Budget should match the allotment amount of \$99,298
		☒		3-5110-462-000-000-00	0	Budget denied. Overage amount of \$48,959.
		☒		3-5360-126-000-000-00	0	Budget denied. Overage amount of \$48,959.
9/10/2021 10:20 AM	Denied (Pending)		Powe, Tara			
9/10/2021 9:43 AM	Under Review		Powe, Tara			
7/7/2021 8:16 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Cardinal Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$39,298.00	\$0.00	\$39,298.00		
	Equipment	3	5110	462	000	00	\$26,666.67	\$0.00	\$26,666.67		
	Salary	3	5360	126	000	00	\$33,333.33	\$0.00	\$33,333.33		
Total:							\$99,298.00	\$0.00	\$99,298.00		

Grant Details

Cardinal Charter (92W) 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.

Based on iReady, NWEA and other data points our students have demonstrated a clear need for instructional supports. This was determined during PLC data dives which included support staff feedback, school leadership and classroom teachers. The consensus was to provide supplemental remediation support by hiring an instructional coach in addition to utilizing iReady to its fullest potential. The program allows students to have an individualized remedial or stretch path designed to meet the learning needs of each student after each diagnostic session. The pathway then adjusts as students master the benchmarks set in their plan. There was need for additional support for learning loss through additional supplies and materials, computer equipment, online resources, curriculum, PD and contracted services. Lastly, to reduce the spread of COVID 19, we noticed the need for additional Sanitation and Cleaning Supplies for our teachers and staff members. Utilizing iReady data from beginning of the year 2020-21 Reading: Kinder- iReady data not used, beginning of the year screener less than 50% of students demonstrated early literacy readiness skills, ie; letter recognition and letter sounds. Grades 1-8 Met Typical Growth Data First 23% Fifth 36% Second 18% Sixth 44% Third 24% Seventh 43% Fourth 40% Eighth 41% iReady Math beginning of the year 2020-21 Kinder - iReady data not used, beginning of the year screener less than 50% of students demonstrated early math literacy skills of number

identification 1-10 and one-one correlation 1-10. Grades 1-8 Met Typical Growth Data First 17% Fifth 23% Second 17% Sixth 21% Third 20% Seventh 23% Fourth 20% Eight 40%

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 Staff participated in grade level training with the iReady Representative. This training provided specifics on the Teacher Toolbox, adjusting the student's pathway, understanding the assessment outcomes. This assisted teachers and support personnel in choosing iReady lessons from the toolbox to deliver to ensure targeted support Tier 2 lessons. iReady Data for Spring 2021 showed improvements across the curriculum and grade levels. Reading: Grades Kinder - 8 Met Typical Growth Data Growth Progress Kinder 26% 46% First 37% 61% Second 47% 95% Third 57% 130% Fourth 51% 100% Fifth 58% 128% Sixth 59% 153% Seventh 55% 166% Eighth 48% 81% Math: Grades Kinder - 8 Met Typical Growth Data Growth Progress Kinder 29% 40% First 40% 72% Second 31% 62% Third 36% 65% Fourth 45% 91% Fifth 36% 69% Sixth 44% 71% Seventh 51% 100% Eighth 55% 111%

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.

\$ 60,718.00 * 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 are using iReady, NC Checkins, and other methods to assess students' progress. Cardinal Time is built into our daily schedule to provide remediation for struggling students.

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

Data collected from formative assessments is used to help teachers plan lessons based on student weaknesses. Standards-based lesson planning is a priority.

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

We provide feedback to parents weekly and engage them at home in the learning process. Parent workshops are also provided.

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

Students learning from home must check in daily. Students who do not check in daily are contacted by their teacher, the counselor, and administrators.

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

Use of iReady, NWEA, and NC Checkins as well as cycle assessments to determine levels of learning loss. All students provided with a Personalized Learning Plan to address skill deficits.

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	We will provide additional computer, software, computer supplies to support students during day-to-day instruction. This includes, but not limited to, replacing damage, lost or stolen devices and purchasing additional devices to support student/teacher population.	Summer 2021 - June 30, 2024	Increase student engagement by up to 20%	\$ 30,000.00
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	We will support learning loss through the implementation of a summer learning plan. Details of this plan will be as a result of FY 21/22	Summer 2022	Decrease learning loss in above mentioned data analysis section by up to 5%.	\$ 50,000.00
	* ☒ Yes ☐ No	We will provide additional computers, software, computer supplies to support teachers during day-to-day instruction.	Summer 2021 - June 30, 2024	Increase student engagement by up to 20%	\$ 10,000.00

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.

Total ESSER III Allotment \$ 90,000.00

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)

Cardinal Charter (92W) 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

Cardinal Charter (92W) 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)]	<u>Leonore Ballard</u>

Substantially Approved Dates

Cardinal Charter (92W) 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 13, 2021

New Applicant Summary

Cardinal Charter (92W) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Cardinal Charter (92W) 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

Cardinal Charter (92W) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

49492984

*** Address:**

1020 St. Charles Place Cary, NC 27513

*** Superintendent:**

Mr. Brian Bauer

Key Personnel:

* Leonore Ballard

History Log

Haliwa-Saponi Tribal School (93A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:12:13 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Haliwa-Saponi Tribal School (93A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$583,083.00	\$583,083.00
Carryover	\$0.00	\$0.00
Total	\$583,083.00	\$583,083.00

Budget

Haliwa-Saponi Tribal School (93A) 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
93A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$583,083.00	\$580,310.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$583,083.00	\$580,310.00
Total Budgeted:		\$580,310.00
Total Remaining:	\$2,773.00	\$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			
9/22/2021 2:38 PM	Approved (Pending)		Powe, Tara			
9/22/2021 2:19 PM	Under Review		Powe, Tara			
9/13/2021 10:16 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Haliwa-Saponi Tribal School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	135	000	00	\$145,843.20	\$0.00	\$145,843.20		
	Other	3	5110	211	000	00	\$11,156.82	\$0.00	\$11,156.82		
	Other	3	6570	523	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	6570	532	000	00	\$250,000.00	\$0.00	\$250,000.00		
	Equipment	3	6580	541	000	00	\$111,655.00	\$0.00	\$111,655.00		
	Equipment	3	7200	541	000	00	\$11,654.98	\$0.00	\$11,654.98		
Total:							\$580,310.00	\$0.00	\$580,310.00		

Grant Details

Haliwa-Saponi Tribal School (93A) 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. Date of meeting: May 12, 2021 This was one of our school improvement meetings. It was attended by the Principal, Assistant Principal, student services, parent, and department chairs. Also included were the Board of Directors, N.C, Office of Indian Education, Warren County Health Dept., and Warren County Planning Department. The total amount of funds that the school would receive was discussed. Priorities were given to the most serious necessities over the next two years. Below are the summary of the data we reviewed Summary of 2019-20 Academic Performance Out of all the students in grades 6,7,9,& 10, 60% were proficient in ELA according to iReady scores. Out of all of the students in Grades 5-9, 60% were proficient in Math according to i-Ready scores with 80% of 8th graders being at the proficient level or higher . Grades 3 and 4 were below 40% proficient in ELA and Math. Exceptional children composed of 24% of our student population. I-Ready 2020-21 Results- % proficient by grade cluster and quarter

1st Quarter	30%	45%	71%	43%	2. The Haliwa-Saponi Tribal School intends to assess student learning loss
4th Quarter Math Grades K-2	60%	6-8	89%	3-5	
63%	32%	61%	71%	6-8	
100%	3-5	45%	Reading Grades K-2		

through iReady scores and other assessments. We will also address student learning loss resulting from COVID disruptions through the following services: A. Due to the number of students affected by learning loss there needs to be a dedicated administrative person to monitor and develop teachers through instructional leadership, coaching, and supervision. B. The HVAC systems and according to BIASCA, a building assessment company. C. The carpeting and plumbing needs to be replaced with new wall and insulation to better protect against COVID also recommended by BIASCA. D. The ventilation and air flow in the building is not conducive to the prevention, reduction or response to COVID. The roof, doors, and windows need replacement or repair according to BIASCA. E. Our intercom system is outdated and sometimes not reliable. We need a new system to ensure communication is available to all buildings and ensure safety is maintained. F. Our kitchen equipment is difficult to maintain and clean. New kitchen equipment is needed to provide cleaner and safer environments for COVID prevention, reduction, or 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.

1. We had more than 40% of our students below proficiency by the end of the 2019-20 school year. In 2021, by Quarter 4 grades K-5 made strong gains above the 60% proficiency range but grades 6-8 were in the 45% or less range in both Reading and Math, despite the growth most grades demonstrated from Quarter 1 to Quarter 4 in the 2020-21 school year. We must focus our attention on grades 6-8 as we stem the tide of learning loss caused by COVID disruptions. The research supports the notion that EC students generally do not learn well in a virtual environment. Indeed, EC students did not increase in proficiency when compared to their peers who are without disabilities. We think this contributed greatly to the learning loss statistics in our school in both the 2019-20 and the 2020-21 school years. We look to greatly reduce learning loss during the 2021-22 school year, especially if we can maintain in-person classes. To respond to these needs we will create a Dean of Elementary Education for grades K-5 to monitor student learning loss progress and further develop teachers by instructional leadership, supervision, and coaching provided by the Dean . 2. We will also use ESSER funds for the following: A. All HVAC, plumbing, lights, and purification systems will be installed and meet state health standards. B. All replacement of walls housing plumbing in restrooms will be completed and meet state health requirements. All carpet will be removed from classrooms and offices to eliminate mold, viruses, and bacteria in flooring. These are major ways to prevent or reduce the risk of COVID in our buildings. C. Exterior building renovations will ensure that good ventilation is maintained. The replacing of roofing will ensure elimination of mold and other similar materials as well as reduce or prevent COVID contamination. D. Installing a new intercom system is required. When fully completed, all classrooms, offices, and recreational buildings will have two-way communication available with the main office. This is especially important if

immediate announcements or alerts are required due to COVID related incidents. Our students may not only need health interventions but behavioral interventions may be more needed now that social-emotional development has been impaired by the COVID disruptions. E. Kitchen equipment and related supplies must be replaced. We will install a new serving line in order to meet new COVID guidelines (i.e., allowing for more distance between students and kitchen 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.

\$ 157,000.00 * 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 staff will use iReady, Study Island, and Pearson assessments every two weeks. The data will be used to develop lesson plans and modify pacing guides which will assist in creating small group and individualized instruction.

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

The Dean of Elementary Education will monitor, coach, and supervise the evidenced based practices to reduce and respond to the learning loss effects of COVID. Such activities include differentiated instruction, as well as small group and individualized interventions in reading and math.

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

Parents will meet in the beginning of year Open House as well as Title I night. Strategies that can be used at home by parents and students will be discussed. They will be given access to online tutorial sites as well as toolkits from the school for specialized areas in reading and math.

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

Attendance is taken on a daily basis. Parents will be notified via email and phone of student absences. Parents and students will have access to Google Classroom for assignments that have been missed.

* (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 given diagnostic tests in August 2021. They results will be compared to iReady and EOG results from May 2019. Students who show regression or non-proficiency will have personal education plans (PEP) developed to address their individual needs. These plans will be updated throughout the 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
	* ☒ Yes ☐ No		Oct. 1, 2021- June 30, 2024		\$ 400,000.00

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.	Renovations of building HVAC, plumbing, and lights. Replace HVAC units, install air purification systems, plumbing, and lights. Restroom Partitions and Flooring Construct new wall after plumbing installed in restrooms. Replace carpet in classrooms and offices with vinyl flooring to eliminate viruses, mold, and bacteria. Exterior Building Renovations Replace roofs, exterior doors (including locks & keys) and resealing and painting windows and frames.	All HVAC, plumbing, lights, and purification systems will be installed and meet state health standards. All replacement of walls housing plumbing in restrooms will be completed and meet state health requirements. All carpet will be removed from classrooms and offices to eliminate mold, viruses, and bacteria in flooring. The renovations will ensure that good ventilation is maintained. The replacing of roofing will ensure elimination of mold and other similar materials.	

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	Installation of new intercom system for all buildings Replace the present system to ensure communication is available to all buildings and ensure safety is maintained. Kitchen Equipment Install a new serving line in order to meet new COVID guidelines.	October 1, 2021- June 30, 2023 (intercom) October , 2021- June 2022 (Kitchen line)	When fully completed, all classrooms, offices, and recreational buildings will have two-way communication available with the main office. Kitchen serving line equipment will meet new state and federal guideline.	\$ 23,310.00

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 \$ 423,310.00

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)

Haliwa-Saponi Tribal School (93A) 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

Haliwa-Saponi Tribal School (93A) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

Haliwa-Saponi Tribal School (93A) 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	Monday, September 13, 2021

New Applicant Summary

Haliwa-Saponi Tribal School (93A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Haliwa-Saponi Tribal School (93A) 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

Haliwa-Saponi Tribal School (93A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

20796681

*** Address:**

130 Haliwa-Saponi Trail Hollister, NC 27844

*** Superintendent:**

Mr. Warren Keith Bell

Key Personnel:

* Mr. Warren Keith Bell

History Log

RISE Southeast Raleigh Charter School (93J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/28/2021 3:21:14 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

RISE Southeast Raleigh Charter School (93J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,367,032.00	\$1,367,032.00
Carryover	\$0.00	\$0.00
Total	\$1,367,032.00	\$1,367,032.00

Budget

RISE Southeast Raleigh Charter School (93J) 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
93J	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$1,367,032.00	\$1,367,032.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$1,367,032.00	\$1,367,032.00
Total Budgeted:		\$1,367,032.00
Total Remaining:	\$0.00	\$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			
10/1/2021 2:03 PM	Approved (Pending)		Powe, Tara			
9/28/2021 8:24 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - PAVE Southeast Raleigh Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	142	000	00	\$129,587.52	\$0.00	\$129,587.52		
	Other	3	5110	162	000	00	\$33,442.08	\$0.00	\$33,442.08		
	Other	3	5110	183	000	00	\$418,018.32	\$0.00	\$418,018.32		
	Other	3	5110	211	000	00	\$44,449.74	\$0.00	\$44,449.74		
	Other	3	5110	312	000	00	\$15,115.00	\$0.00	\$15,115.00		
	Other	3	5110	411	000	00	\$14,000.00	\$0.00	\$14,000.00		
	Other	3	5110	418	000	00	\$39,067.00	\$0.00	\$39,067.00		
	Equipment	3	5110	542	000	00	\$188,000.00	\$0.00	\$188,000.00		
	Salary	3	5210	121	000	00	\$79,052.16	\$0.00	\$79,052.16		
	Other	3	5210	211	000	00	\$6,047.84	\$0.00	\$6,047.84		

	Other	3	5210	311	000	00	\$173,000.00	\$0.00	\$173,000.00		
	Salary	3	5330	121	000	00	\$55,504.08	\$0.00	\$55,504.08		
	Other	3	5330	211	000	00	\$4,248.26	\$0.00	\$4,248.26		
	Other	3	5840	311	000	00	\$70,000.00	\$0.00	\$70,000.00		
	Salary	3	6540	173	000	00	\$29,261.04	\$0.00	\$29,261.04		
	Other	3	6540	211	000	00	\$2,238.96	\$0.00	\$2,238.96		
	Other	3	6550	551	000	00	\$66,000.00	\$0.00	\$66,000.00		

Total: \$1,367,032.00 \$0.00 \$1,367,032.00

Grant Details

RISE Southeast Raleigh Charter School (93J) 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) School leaders meet weekly and monthly to review the needs of the school. On 9/16/21, the Board Finance Committee met to review the general contents of this application. On 9/10 the Board Education Committee met to discuss staffing, data, and needs of the team as a result of the COVID disruption last school year. Over the summer, members of the School Leadership team met to develop plans for 2021-22 (to address the Learning Loss Recovery Plan) which were reviewed at the meetings on 9/10/21 and 9/16/21. Teachers and support staff have been given opportunities to express their needs and those of the students throughout the entire process. These various teams have spent time reviewing data, brainstorming solutions, and iterating on how we can improve. We will continue to meet in weekly with Instructional Leadership, Senior Leadership, Board and Parent level meetings/surveys to ensure we understand and meet the needs of the school. (2) We looked at and discussed data from the NC EOG results comparing 2018-2019 and 2020-2021. End of Grade Reading Scores (Grade Level Proficiency -All Students) Reading Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 2018-2019 56.8% 57.3% 54.6% 60.0% 58.8% 55.6% 2020-2021 45.1% 45.1% 42.4% 45.3% 46.7% 48.2% Math 2018-2019 64.3% 57.3% 60.2% 58.8% 58.4% 52.6% 2020-2021 44.5% 37.8% 42.0% 40.6% 42.5% 32.7% Subgroup Scores for EC & ELL (Grade-Level Proficiency) Reading (ELL)

Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 2018-2019 27.7% 27.1% 18.8% 11.3% 11.9% 9.1% 2020-2021 18.2% 16.7% 7.7% 6.7% 9.7% 7.6% Reading (EC) 2018-2019 23.0% 22.1% 19.3% 19.5% 18.5% 16.5% 2020-2021 18.2% 15.2% 12.5% 12.5% 12.3% 13.4% (3) As a result of these discussions relating to the learning loss created by COVID - 19 we decided to: (a) Add 4 teacher assistants (b) Add 2 Building Substitutes (trained in our programs) (c) Contract services for: Nurse, Paraprofessional, and EC services (d) Add 2 EC teachers (e) Add 1 Reading Interventionist (f) Address technology needs/hardware/software/licenses (g) Reimbursement for "Hot Spots" (h) Provide recruitment and retention bonuses (i) Professional Development

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.

For many of the areas listed above, we have looked, and will continue to look, at interim assessments and end of year results (BOG, EOG, iReady), student attendance data, survey responses from families and staff. For at-risk students and special populations (e.g. ELL, EC) we discussed their proficiency scores and WIDA tests, professional evaluations, and intervention results/observations. We continue to look at review and track COVID-19 cases and quarantine within our community. Lastly, we keep track of our expenditure data, building age/repair needs, costs to support virtual learning and trends in Human Resources data/evaluations. It is evident that COVID-19 had a negative effect on the proficiency scores at the end of last year. Based upon the reading scores and math scores, both regular students and special populations were effected by this disruption. We know students struggling with issues in their reading and math scores need systematic and intensive 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.

\$ 619,965.00 * 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 this time, we have chosen to use iReady as our interim assessment in conjunction with state based exams (NC Benchmarks). iReady and benchmark data can track our students' progress, individually and as a group. Student plans for addressing the learning loss will be monitored on a consistent basis. A variety of researched-based practices, including differentiated instruction will be used to mitigate learning loss. We will use quizzes and unit assessments for ongoing progress monitoring and evaluation. We may add/change assessment structures to improve data monitoring/evaluation and improvement if necessary. We will leverage technology for in-class interventions and differentiation.

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

We will use student data to conduct regular data meetings to ensure that student growth outcomes are being met. We will review teacher lesson plans and provide instructional coaching to ensure high quality practices are used in the classroom. Instruction must be differentiated to meet students current levels and to increase their achievement in a prescribed and systematic fashion. Individual, small group and large group instruction will be used to help students who learn in different ways and at different rates. Strategies for adapting instruction in a differentiated setting include: A. Guided notes with blanks for students to fill in missing information. B. Graphic organizers that visually display information and link concepts. C. Study guides with questions for students to answer. D. Written outline of the lesson. E. Use visual aids. F. Check for understanding G. Use technology during instruction and for guided and independent practice. H. Record every students progress on objectives for planning the next lesson or session. Instructional Technology - Amongst the innovations and best practices in fostering student learning, especially those in a catch-up status, is the use of various forms of educational technology. The term includes the use of devices and the educational software associated with it (Prather, 2018). Zheng, et al. (2016) conducted a meta-analysis of 10 studies that focused on the effects the use of laptop programs on students' academic achievement in K-12 schools. Significantly positive average effect sizes were found in all the major content areas (i.e., Math, Language Arts). The researchers also found significantly positive effects in the use of laptops in the standard classroom setting. How the laptops are used determines the effects, however. Ross (2020) after reviewing research over the last 30 years concerning educational technology, recommended these commonalities for use of technology for the increase in student academic as a tool not a different instructional system; communicate with stakeholders as to the intent and purposes of using laptops being realistic in the impact of technology, and evaluate the effectiveness on a continuous bases. such as thinking of educational tech: "(a) conceptualizing technology as an educational tool and delivery system, not as a "treatment" in itself; (b) defining and communicating to stakeholders what proximal and long-term outcomes the technology initiative is (and is not) expected to promote; (c) not over-promising impacts on student achievement on standardized

assessments where technology applications are directed primary toward other educational goals; and (d) conducting ongoing evaluation studies to provide evidence of program implementation progress and effectiveness at different phases of the initiative." (p. 2015). To support the use of differentiated instructional strategies and the effective use of technology within our instruction we will be providing professional development opportunities through- out 2021-2024 to improve their knowledge and skills of implementation with these strategies.

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

We will continue to make families aware of ongoing activities, safety data, and plans to keep children safe. We will use technology and improved communication tools/strategies to support their awareness and participation. Other forms of communication that we use are texts, email, letters, phone calls, our website and meetings if needed to keep open lines of communication with our families. We will use virtual means when necessary. We will continue to support students who now or in the future need to learn in a virtual, distance education environment with live chats between parents(s), teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards.

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

The attendance will be tracked electronically (we use Lesson Learned) with weekly reports compiled and reviewed. We are prepared to do this in-person and virtual if needed. The team of leadership, teachers, and support personnel will identify those students who have not attended consistently and are starting to show signs of declining attendance. Attendance plans will be developed along with the student and family to improve the attendance of the student. In order to improve student engagement in distance learning, we will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of answer that is correct). The teachers are responsive and immediate when it comes to student performance and parent questions, thus reducing the psychological gap that often comes from distance learning.

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

Our school is using iReady and NC Benchmarks to ensure we understand and can track student progress. We will also use feedback from the student's teacher (s) to make sure the student is progressing in alignment with NC Standards. Due to the learning loss caused by COVID, students will need personalized learning plans to help them accelerate academic progress on lost objectives from last year (due to COVID). Teachers' lesson plans will be reviewed by the administration to make sure the lessons are aligned with the student's personalized learning plan as well as providing the appropriate instructional strategy for delivering the needed information.

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		2021-2024		\$ 70,000.00

We are going to use contracted services to employ a School Nurse to support our efforts to address any COVID issues. Hiring a nurse is both a preventive and reactive position. The nurse will work with families whose children have COVID as well as children who are suspected to have COVID. The nurse will keep track of the number of students who have COVID as well as students and staff who have to be quarantined.

Providing a school nurse will address the prevalent issues created by COVID. The nurse will also assist with any other health issues that may arise with our students. Hopefully, healthy students will increase our attendance rate. Our goal is to see a 5% increase in proficiency on the NC EOGs in both Reading and Math in grades 3-8 is our goal.

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		2021-2024	Increasing our technology support for our instructional programs will help us to achieve our goal of raising our proficiency scores by 5% in grades 3-8 year over year through 2024.	\$ 227,067.00

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.		Hardware is needed to replace and repair existing units as well as the need to purchase additional units providing our students with one-on-one availability of laptops. We are also planning on adding additional software to support our instructional programs as well as our attendance.			
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		2021-2024		\$ 450,000.00

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.		One of the biggest problems facing our school is the continuity of staff from year to year. It is imperative, if we are to raise our achievement scores that we maintain consistency in our staffing and school programs. We will be providing a recruitment and bonus supplemental to teachers we hire (in all areas) and return for the next school year.		Disruption in the learning environment is a key factor that effects student outcomes in a negative way as evidenced by the COVID-19 Pandemic as well as the yearly turnover in staff. By providing a recruitment and bonus for teachers we feel our strength of our staff will positively affect our students. Our goal is to increase grade level proficiency (3-8) by 5% year over year.	
Total ESSER III Allotment					\$ 747,067.00

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)

**RISE Southeast Raleigh Charter School (93J) 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

RISE Southeast Raleigh Charter School (93J) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

RISE Southeast Raleigh Charter School (93J) 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, September 28, 2021

New Applicant Summary

RISE Southeast Raleigh Charter School (93J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

RISE Southeast Raleigh Charter School (93J) 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

**RISE Southeast Raleigh Charter School (93J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1
- Grant Award Notification (GAN)**

*** D.U.N.S. Number:**

79452057

*** Address:**

3420 Idlewood Village Dr Raleigh, NC 27610

*** Superintendent:**

Ms. Dawn Arthur

Key Personnel:

* Ms. Dawn Arthur

History Log

Central Wake Charter High School (93L) Charter 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 9:34:24 AM	Cindy Hogston	Please add the carryover	C
☐	11/8/2021 9:33:09 AM	Cindy Hogston	Please add the carryover amount of \$164,532 to your PRC181 budget and resubit.	C
	10/20/2021 3:12:15 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Central Wake Charter High School (93L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$164,532.00	\$164,532.00
Carryover	\$328,206.00	\$328,206.00
Total	\$492,738.00	\$492,738.00

Budget

Central Wake Charter High School (93L) 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
93L	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$164,532.00	\$0.00
Carryover Amount:	\$328,206.00	\$328,206.00
Allotment Plus Carryover:	\$492,738.00	\$328,206.00
Total Budgeted:		\$328,206.00
Total Remaining:	\$164,532.00	\$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			
9/10/2021 10:09 AM	Approved (Pending)		Powe, Tara			
9/9/2021 10:14 AM	Under Review		Powe, Tara			
7/29/2021 10:12 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Central Wake High School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	141	000	00	\$105,000.00	\$0.00	\$105,000.00		
	Salary	3	5330	146	000	00	\$70,000.08	\$0.00	\$70,000.08		
	Other	3	5330	211	000	00	\$29,999.92	\$0.00	\$29,999.92		
	Equipment	3	5330	462	000	00	\$14,000.00	\$0.00	\$14,000.00		
	Other	3	5840	317	000	00	\$66,406.00	\$0.00	\$66,406.00		
	Salary	3	6120	146	000	00	\$18,000.00	\$0.00	\$18,000.00		
	Other	3	6120	312	000	00	\$4,000.00	\$0.00	\$4,000.00		

	Other	3	6120	352	000	00	\$3,800.00	\$0.00	\$3,800.00		
	Other	3	6120	411	000	00	\$700.00	\$0.00	\$700.00		
	Other	3	6120	418	000	00	\$16,300.00	\$0.00	\$16,300.00		

Total: \$328,206.00 \$0.00 \$328,206.00

Grant Details

Central Wake Charter High School (93L) 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.

Part A: 1)The School will utilize the following process for collaborative, decision-making, technical assistance, and monitoring/oversight regarding the use of ESSER III. The School will collaboratively work with stakeholders to develop the needs assessment. The school leader will form a collaborative team made up of members of the school community to join in ongoing problem-solving ventures-pooling their knowledge, talents, and ideas. Together school leadership along with teachers, support staff, parents and community will work collaboratively to sustain the vision and reach school wide goals, focusing on group problem-solving, using conflict resolution, and compromising. The team will reflect progress over time and adjust accordingly. Reflection will be necessary not only for staying on the target with meeting the needs of the school but also for discovering the best path. Technical Assistance: Together the Leadership, The EMO (ALS is the management company for Central Wake HS) along with the school team will examine relevant data and information on academic achievement, access and opportunities for students and use the Plan-Do-Study-Act (PDSA) cycle for school improvement. The team will: - Plan: Develop a plan for improvement. - Do: Implement the plan. - Study: Evaluate the impact according to specific criteria. - Act: Adjust strategies to better meet criteria. This process will support the team as they examine data, evaluate how strategies and interventions affect

student learning, they will learn what interventions are working and for whom they are working. With this information, they can adjust, renew plans, and continue working using the PDSA cycle which allows for continuous improvement.

Monitoring/Oversight: School leadership will review and monitor the plan periodically to assess early and ongoing implementation efforts and to identify areas in need of additional assistance to support effective implementation and improvement efforts. The Leadership team will integrate existing school improvement goals and priorities, with state policies and take into consideration factors like budget, capacity, sustainability, communication, and continuous improvement. The team and others responsible for oversight and monitoring of the plan and implementation will receive ongoing support from the charter organization, who will provide technical assistance to the school. The School will consult with a broad range of stakeholders, including parents, school staff, and community, to examine relevant data and information on academic achievement, access, and opportunities. The following staff were present during the ESSER III planning meeting: Principal, Assistant Principal, Social Worker, EC Teacher, Graduation Coach, Enrollment Specialist, Parent Volunteer, and Regional Director. The committee reviewed attendance, credit earning, course completions, number of graduates to date, math and reading assessments, and Social Worker student assessment data.

2) The school will progress test student achievement levels in reading comprehension and vocabulary every August and March to demonstrate learning gains. Additionally, every 90 days students are progress tested on their math skills to demonstrate learning gains. The school holds a monthly review of the student accountability measures to assess areas of growth. During this monthly meeting, stakeholders assess current strategies used to address the student accountability measures and determine if adjustments are needed. To address student learning gaps and the effect COVID-19 has had on student learning, the school will hire an Attendance Coordinator to track daily attendance, review progress monitoring and conduct home visits to re-engage students that have fallen behind on their individual graduation plans. The Attendance Coordinator will create open communication between parents, students, teachers, and administration to assist with target the learning loss during the pandemic. The school will be utilizing ESSER II funds to upgrade to the school's existing student computers and monitors to allow students access to increased internet speed which will assist the school in increasing student engagement and motivation with internet-based curriculum. With ESSER III funding, the school will add a CTAE program and associated technology to assist in increasing student engagement, attendance, post secondary skills, and the option to gain an industry certification prior to completing high school. Additional courses will be provided to students in the CTAE content area that provides a blended learning model of in-person hands-on tech workshops and online curriculum. The school will also purchase the necessary technology for the CTAE program staff so that they can perform their job responsibilities in-person and remotely for students. To address the mental health needs of the students, the school will hire an additional Full-time social worker or therapist/specialist to work collaboratively with the existing full-time social worker and the ESSER II funded part-time social worker. This additional social worker/ therapist will provide evaluation and support to students indicating mental health concerns. Addressing concerns related to substance abuse, homelessness, pregnancy. To address attendance concerns, the school will hire a Attendance Coordinator to provide increased communication

between families, students, school, and the community. To address learning loss due to COVID-19, the school will hire Instructional Assistants to provide small group instruction based on the documented/ assessed learning loss needs of the enrolled 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.

Part B- The committee noted that compared to pre-Covid data, listed below, the school saw the following outcomes for students: Reading: On average, students were reading at a 4th grade level when they first enrolled. After participating in reading remediation for 1+ semesters, o the average student is reading at a 7th grade level. o 78% of students improved at least one grade skill level. o 65% of students improved at least two grade skill levels. o 53% of students improved 3+ grade skill levels. Credit Earning Rate: On average, students had previously earned 3.2 credits per year at their prior schools. After attending our school for a semester or more, the average student earned 6.7 credits this year. This is a 109% increase in credits earned for our students attending for one semester or more compared to the credit earning rate these students achieved at their prior schools. Grade Point Average: On average, students entered the school with a cumulative GPA of 1.04. We have seen a 11 percentage point increase in the students achieving a cumulative GPA of 2.0 or higher. 11% of students entered the school with a 2.0+ GPA and, after attending our school for a semester or more, 22% achieved a GPA of 2.0 or higher. Social and Family Support Services: 46 Agencies and social service organizations partner with our schools in Wake County to provide personal and family support services. 100% of students were screened upon entry for needs related to social and family support services. 78.7% of students took advantage of support services provided on our campuses. Data was collected from our student accountability system. The committee reviewed data from September 2019 to April 2021. The committee determined the most important educational needs for the school are currently student attendance, number of graduates, credit earning rate/ course completions, reading and math assessments, and student mental health needs. The data indicated there was a significantly decrease in in-person or full online engagement from students. 37% decrease in student attendance 13% decrease in credit earning rate 24% decrease in one level reading gains 33% decrease in two level reading gains. To date, the school has graduated 39% less students than the previous year In each of these crucial academic measures there was significant learning loss demonstrated as a result of the shift to remote learning for the 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.

\$ 65,641.20 * 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;

Central Wake High School has a testing team that provides students with academic counseling and testing such as EOCs, local math testing, local reading testing, ASVAB, ACT, and Pre-ACT testing. All students entering our program take a pre-assessment in reading and math to assess their skill levels. The Reading Specialist and Math Interventionist evaluate the results to drive the student's individualized academic plan. The Career and Graduation Coaches at the school will schedule presentations for students on local colleges, trade schools, military presenters, and related entrance exams.

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

Educational practices and explicit instruction are embedded through the instructor's collaboration with student individually and in live sessions. All incoming students will be pre-tested using our local reading literacy program and math program. The Reading Specialist and Math Interventionist evaluate the results to drive the student's individualized academic plan. Small group and individual tutorial sessions will be used to enrich or remediate student achievement according to their pre-assessment and progress assessments.

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

The School will employ and retain a Attendance Coordinator who will increase communication with families, parents, and students regarding events and news at the school and services the school can provide to students. This Attendance Coordinator will maintain regular contact with students and parents regarding attendance, schedule appointments to meet with support personnel, and connect them with the appropriate staff member on campus. They will also aide in recruitment, enrollment, and retention of students in the community.

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

The school will track student attendance and engagement by reviewing data regarding student retention, attendance and ensuring the Attendance Coordinator and Instructional Assistants connect with students who are struggling to maintain adequate academic progress and attendance. The school will track this data with our 5 or more consecutive absence list. The current retention team, along with the new Attendance Coordinator and Instructional Assistants, will review the list weekly and make outreach attempts such as making phone calls, writing letters, and making home visits. The team will then log those contacts in our local system to track the progress and success of the outreach efforts.

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

Data was collected from our student accountability system. The committee reviewed data from September 2019 to April 2021. The committee determined the most important educational needs for the school are currently student attendance, number of graduates, credit earning rate/ course completions, reading and math assessments, and student mental health needs. The data indicated there was a significantly decrease in in-person or full online engagement from students. 37% decrease in student attendance 13% decrease in credit earning rate 24% decrease in one level reading gains 33% decrease in two level reading gains. To date, the school has graduated 39% less students than the previous year In each of these crucial academic measures there was significant learning loss demonstrated as a result of the shift to remote learning for 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				\$
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	CTAE program - increase engagement and post-secondary skills. Additional courses will be provided to student in the CTAE content area that provides a blended learning model of in-person hands-on tech workshops and online curriculum.	2021-22 and 2022-2023 School years	Student attendance and engagement is increased by 10%.	\$ 42,800.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No		2021-22 and 2022-2023 School years	Student attendance and engagement is increased by 10%. Increase in credit earning rate for students that have fallen behind due to the pandemic remote learning by 15%.	\$ 139,358.80

		Attendance Coordinator - provide increased communication between families, students, school, and community. Connect with local business and post-secondary options for partnerships with the school. Instructional Assistants will provide small group instruction based on the documented/ assessed learning loss needs of the enrolled students.			
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	Additional Social Worker or licensed therapist to provide evaluation and support to students indicating mental health concerns. Addressing concerns related to substance abuse, homelessness, pregnancy.	2021-22 School year	Decrease in the number of students reporting that they are struggling with a mental health or pandemic related issue by 10%	\$ 66,406.00

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	CTAE technology - staff tech - provide the technology necessary for staff to provide remote and in-person instruction to students.	2021-22 and 2022-2023 School years	All staff can complete all of the tech related responsibilities related to their course/ job.	\$ 14,000.00

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.

Total ESSER III Allotment \$ 262,564.80

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.

Grant Award Notification (GAN)

Central Wake Charter High School (93L) 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

Central Wake Charter High School (93L) 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)]	<u>Thomas Hanley</u> .

Substantially Approved Dates

Central Wake Charter High School (93L) 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, August 31, 2021

New Applicant Summary

Central Wake Charter High School (93L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Central Wake Charter High School (93L) 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

Central Wake Charter High School (93L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

80263612

*** Address:**

1425 Rock Quarry Road Raleigh, NC 27610

*** Superintendent:**

Mr. Thomas Hanley

Key Personnel:

* Nicolina Kopani

History Log

Rolesville Charter Academy (93P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/1/2021 12:21:54 PM	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
	10/6/2021 2:35:07 PM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/6/2021 2:34:57 PM	Erin Lewis	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: ■ Summer Learning Program and Teachers: In your grant details, please move the narrative for your summer learning expenditures to Part C: Addressing Learning Loss. (Currently, the budgeted amount is in Part C, but the description is in part D). Include in the narrative how your summer learning program will address learning loss. ■ Educational Technology (budget): Chromebooks and hotspots are currently listed in the budget as computer software 418. Anything that you plan to inventory for return, you will want to code as computer equipment 462. ■ Educational Technology (grant application details): The description for digital curriculum was incomplete. The character limit has been increased, so you can now complete that description. For the impact measures, include how you plan to measure increased student achievement and participation with the purchases. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Erin Lewis <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/28/2021 12:13:16 PM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S
	9/28/2021 12:13:04 PM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	9/28/2021 12:12:53 PM	Jena Winters	Status changed to 'Draft Completed'.	S
	8/20/2021 3:30:52 PM	Tara Powe	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	8/20/2021 3:30:28 PM	Tara Powe	c	C
	8/9/2021 11:59:54 AM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S
	8/9/2021 11:59:28 AM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	8/9/2021 11:59:14 AM	Jena Winters	Status changed to 'Draft Completed'.	S
	8/6/2021 12:04:21 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/28/2021 1:50:02 PM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S
	7/28/2021 1:43:23 PM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	7/28/2021 1:43:10 PM	Jena Winters	Status changed to 'Draft Completed'.	S
	7/27/2021 1:48:58 PM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:48:47 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Rolesville Charter Academy (93P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$51,420.00	\$51,420.00
Carryover	\$99,298.00	\$99,298.00
Total	\$150,718.00	\$150,718.00

Budget

Rolesville Charter Academy (93P) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
93P	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$51,420.00	\$0.00
Carryover Amount:	\$99,298.00	\$99,298.00
Allotment Plus Carryover:	\$150,718.00	\$99,298.00
Total Budgeted:		\$99,298.00
Total Remaining:	\$51,420.00	\$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
11/1/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☒		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.
11/1/2021 12:21 PM	Denied (Pending)		Lewis, Erin			
11/1/2021 12:21 PM			Lewis, Erin	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.
11/1/2021 8:45 AM	Received		Admin, NCCCIP			
10/6/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
				3-5110-121-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: - Summer Learning Program and Teachers: In your grant details, please move the narrative for your summer learning expenditures to Part C: Addressing Learning Loss. (Currently, the budgeted amount is in Part C, but the description is in part D). Include in the narrative how your summer learning program will address learning loss. - Educational Technology (budget): Chromebooks and hotspots are currently listed in the budget as computer software 418. Anything that you plan to inventory for return, you will want to code as computer equipment 462. - Educational Technology (grant application details): The description for digital curriculum was incomplete. The character limit has been increased, so you can now complete that description. For the impact measures, include how you plan to measure increased student achievement and participation with the purchases. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
10/6/2021 2:33 PM	Denied (Pending)		Lewis, Erin			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/6/2021 2:33 PM			Lewis, Erin	3-5110-121-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: - Summer Learning Program and Teachers: In your grant details, please move the narrative for your summer learning expenditures to Part C: Addressing Learning Loss. (Currently, the budgeted amount is in Part C, but the description is in part D). Include in the narrative how your summer learning program will address learning loss. - Educational Technology (budget): Chromebooks and hotspots are currently listed in the budget as computer software 418. Anything that you plan to inventory for return, you will want to code as computer equipment 462. - Educational Technology (grant application details): The description for digital curriculum was incomplete. The character limit has been increased, so you can now complete that description. For the impact measures, include how you plan to measure increased student achievement and participation with the purchases. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
8/23/2021 12:20 PM	Under Review		Powe, Tara			
7/27/2021 1:48 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Rolesville Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$27,000.00	\$0.00	\$27,000.00		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	\$2,063.34	\$0.00	\$2,063.34		
	Other	3	5110	221	000	00	\$1,171.44	\$0.00	\$1,171.44		
	Other	3	5110	232	000	00	\$116.10	\$0.00	\$116.10		
	Other	3	5110	233	000	00	\$467.10	\$0.00	\$467.10		
	Other	3	5110	235	000	00	\$171.00	\$0.00	\$171.00		
	Equipment	3	5110	462	000	00	\$18,309.02	\$0.00	\$18,309.02		
	Other	3	5330	418	000	00	\$50,000.00	\$0.00	\$50,000.00		
Total:							\$99,298.00	\$0.00	\$99,298.00		

Grant Details

Rolesville Charter Academy (93P) 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.

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 purchase of PPE and increased cleaning and disinfecting of the school building. The school also ensured instructional supports and resources were in place to address the learning loss as a result of COVID-19, regardless of instructional platform. To accommodate family needs both remote and in-person instructional platforms were optional during the 20-21 school year. The primary instructional model in 2021-2022 will be in-person, however remote learning will be used for students that must be quarantined due to COVID-19. 2) The school will ensure there are additional instructional (digital and non-digital) resources to address the learning gaps. As a result of the stakeholder input, it was determined that a 1:1 student to device model was needed to ensure all students had access to instruction, regardless of learning platform (virtual or in-person). 1:1 devices were provided to all students and connectivity options were

offered to families that couldn't afford the monthly connectivity costs to ensure all students have Wi-Fi access to participate in remote 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.

- There were not sufficient student and staff technology devices and accessories including calculators, Chromebooks, digital curriculum subscriptions, and connectivity for students to implement all learning platforms. - Additional instructional time was needed to combat the impact of COVID-19. To provide this time summer learning will be offered and implemented to increase student achievement.

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.

\$ 29,651.40 * 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 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. Summer learning staff will implement a summer learning program to increase academic achievement in response to the learning loss due to COVID-19.

* (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				\$
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	Chromebooks including headphones and protective cases were needed to meet a 1:1 device	3/13/2020-9/30/2024		\$ 68,309.02

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.	most of the devices for students to participate in remote learning. Charging stations, charging cords, adapters, and extension cords may also be purchased when in-person instruction resumes to reduce the sharing of items to prevent the spread of COVID-19. Calculators will also be purchased for students. Connectivity: Wi-Fi hotspots were purchased along with the monthly connectivity costs. Digital Curriculum: Digital Curriculum: Online student subscriptions, including Learning.com, iReady, Edcite,		Increased student achievement due to increased participation in remote learning, as well as in person learning. Formal and informal student achievement data will be used to determine impact, as well as attendance records.	

		Dreambox, Google Classrooms, Classkick, RAZ Kids, Q-Interactive, Lexia, Syncblast, eBooks, STEMscopes, and Goalbook, were purchased for all students to support students during school closure, remote learning, and in-person 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	Summer learning staff will implement a summer learning program to increase academic achievement in response to the learning loss due to COVID-19.	3/13/2020-9/30/2024	Increased student achievement. Formal and informal student achievement data will be used to determine impact, as well as attendance records.	\$ 1,337.58
	* ☐ 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 \$ 69,646.60

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.

Grant Award Notification (GAN)

Rolesville Charter Academy (93P) 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.

Contacts

Rolesville Charter Academy (93P) 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>Jena Winters</u>

Substantially Approved Dates

Rolesville Charter Academy (93P) 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		Wednesday, July 28, 2021

New Applicant Summary

Rolesville Charter Academy (93P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Rolesville Charter Academy (93P) 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.

GAN Organization Data

Rolesville Charter Academy (93P) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

81151009

*** Address:**

908 Eagle Scholars Drive Rolesville, NC 27571

*** Superintendent:**

Ms. Shayla Lowman

Key Personnel:

* Ashley N. Benton - Grants Manager

History Log

Carolina Charter Academy: CFA (93Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:12:22 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Carolina Charter Academy: CFA (93Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	\$208,797.00	\$208,797.00
Carryover	\$0.00	\$0.00
Total	\$208,797.00	\$208,797.00

Budget

Carolina Charter Academy: CFA (93Q) Charter 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
93Q	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$208,797.00	\$206,294.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$208,797.00	\$206,294.00
Total Budgeted:		\$206,294.00
Total Remaining:	\$2,503.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Received	10/21/2021 09:32 AM	Admin, NCCCIP

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

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/21/2021 9:32 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 12:29 PM	Approved (Pending)		Powe, Tara			
9/10/2021 12:18 PM	Under Review		Powe, Tara			
9/8/2021 1:10 PM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All

**000 - Carolina Charter Academy**

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$35,443.00	\$0.00	\$35,443.00		
	Other	3	5110	418	000	00	\$6,801.00	\$0.00	\$6,801.00		
	Salary	3	5330	121	000	00	\$37,203.96	\$0.00	\$37,203.96		

	Other	3	5330	211	000	00	\$2,846.14	\$0.00	\$2,846.14		
	Salary	3	5420	116	000	00	\$30,000.00	(\$2,131.91)	\$27,868.09	FY22 AMEND TO INCLUDE FICA	
	Other	3	5420	211	000	00	\$0.00	\$2,131.91	\$2,131.91		
	Salary	3	5830	131	000	00	\$87,319.92	\$0.00	\$87,319.92		
	Other	3	5830	211	000	00	\$6,679.98	\$0.00	\$6,679.98		
Total:							\$206,294.00	\$0.00	\$206,294.00		

Grant Details

Carolina Charter Academy: CFA (93Q) 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.

ESSER stakeholders met several few times over the spring and summer to discuss ESSER . The first meeting took place May 4, 2021. Initially, a group of school staff (administrators as well as a few teachers) met to brainstorm and consider the budgets and needs for ESSER, then these ideas would be discussed at board meetings (our board includes two parents, and are open for public comment). At the board meetings, at least two, we discussed the data and determine the best use of ESSER funds to prevent, reduce or respond to the effects of COVID. After reviewing the data and the discussion that followed we determined the following areas of need: A. reading intervnetnion to address the learning loss as a result of COVID. B. curriculum for better reading instruction and learning C. software to support the student learning loss reduction efforts D. staff support for monitoring and reporting of COVID related activities including plans for long term closure if needed. E. support for our students' mental health needs contributed largely due to COVID related factors (isolation, family stress, etc.) MAP - Math data Reading Data F '20 S '21 Diff F '20 S '20 Diff K. 99 93 -6 99 93 -6 1. 83 61 -22 83 73 -10 2. 90 72 -18 89 52 -37 3. 37 16 -21 80 48 -32 4. 56 36 -20 67 49 -18 5. 62 27 -35 71 42 -29 6. 34 32 -2 80 80 0 7. 43 50 +7 81 77 -4 EOG data from 3-7 Math and 3rd Reading (no 4-7 reading scores yet - scores delayed for re-norming) indicate that 40-60% of students are not proficient/on grade level.

(Math numbers below). EOGs indicate 28% of students not proficient in Reading. 3rd: 45% 4th: 55% 5th: 74% 6th: 60% 7th: 60%

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 Map data shows a 14.5%ile point deficit in math and a 17%ile point deficit in reading when F'20 scores are compared to S'21. Only 6th and 7th grade faired somewhat well. Second through fifth grades had the greater learning loss. The EOG data above indicates a huge learning loss due to COVID and clearly shows a need for an interventionist, especially in Math, where 45-55% the 3rd and 4th graders are not proficient. While 72% of our students are proficient in reading we are concerned about the 28% who are not proficient. Based upon the above analysis and the reports of a decline in students' overall mental health we decided on the following use of ESSER III funds: A. A reading interventionist will be deployed to address the literacy skills learning loss due to the COVID disruptions. B. Reading curriculum and instructional software will be purchased to address the learning loss related to the COVID disruptions. C. Counseling services are needed to address the mental health needs of our students as a result of the isolation and other emotional stress caused by COVID. D. Coordination time must be compensated for in order to monitor all of the COVID related activities and plan for future disruptions, if needed.

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.

\$ 82,294.00 * 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 will use Map and EOC data to assess the progress we are making in addressing learning loss due to the COVID restrictions. Curriculum based assessments and data from instructional software will also be used in the monitoring process. A variety of research-based practices, including differentiated instruction will be used to mitigate learning loss.

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

Target students will have a reading plan developed by the reading interventionist identifying specific needs of every student in need. During the regular school year and the teachers will work from the plan to address those specific needs through direct teaching (Prater, 2018), tutoring (Nickow et al., 2020) and differentiated instruction (Tomlinson & Mc Tighe, 2011). We will also purchase and implement curriculum for better reading instruction (i.e., Reading Room Curriculum and Literacy Intervention Curriculum) as well as software to support the student learning loss reduction. The IXL Instructional software subscription will contribute to our efforts to increase student academic achievement.

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

We will continue to use a combination of text messages, email communication, letters, phone calls, the website, and meetings if needed. We will use virtual means when necessary. We will continue to support students who now or in the future need to learn in a virtual, distance education environment with live chats between parent(s), teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards.

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

We will use attendance software to track student attendance in both in-person and virtual environments as need. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of answer that is correct). The teachers are responsive and immediate when it comes to student performance and parent questions., thus reducing the psychological gap that often comes from distance learning.

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

Every target student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. the EOC and benchmark data will be monitored at least weekly and interventions will occur as necessary.

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	We need staff support for monitoring and reporting of COVID related activities including plans for long term closure if needed.	2021-22	Reports and plans for responding to COVID in the present and in the future.	\$ 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.	* ☐ Yes ☒ No				\$
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		2021-22 and 2022-23	Counselor logs on students needing services and the results of interventions Fewer discipline reports from teachers and other staff.	\$ 94,000.00

		We need support for our students' mental health needs largely due to COVID related factors (isolation, family stress, etc.). A counselor services are needed to address the mental health needs of our students as a result of the isolation and other emotional stress caused by 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				\$
	* ☐ 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 \$ 124,000.00

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)

Carolina Charter Academy: CFA (93Q) 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

Carolina Charter Academy: CFA (93Q) 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)]	<u>Rebecca Arroyo</u> <u>Alan Arroyo</u>

Substantially Approved Dates

Carolina Charter Academy: CFA (93Q) 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

Thursday, September 9, 2021

New Applicant Summary

Carolina Charter Academy: CFA (93Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Carolina Charter Academy: CFA (93Q) 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

Carolina Charter Academy: CFA (93Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

81051200

*** Address:**

8529 NC Highway 55 Angier, NC 27501

*** Superintendent:**

Ms. Maria Mills

Key Personnel:

* Ms. Maria Mills

History Log

Raleigh Oak Charter School (93R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/29/2021 10:48:14 AM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	10/29/2021 10:05:53 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/29/2021 10:05:48 AM	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.	C
	10/26/2021 4:33:40 PM	Miya Brown	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/26/2021 4:33:22 PM	Miya Brown	Status changed to 'Fiscal Representative Approved'.	S
	10/26/2021 4:33:03 PM	Miya Brown	Status changed to 'Draft Completed'.	S
	10/21/2021 9:39:08 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	10/21/2021 9:39:01 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Returned Not Approved'.	S
☐	10/21/2021 9:38:55 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
	10/18/2021 10:17:52 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 10:17:32 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 <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C
	10/18/2021 10:06:02 AM	Miya Brown	Status changed to 'Chief Administrator Approved'.	S
	10/18/2021 10:05:30 AM	Miya Brown	Status changed to 'Fiscal Representative Approved'.	S
	10/18/2021 10:05:08 AM	Miya Brown	Status changed to 'Draft Completed'.	S
	10/18/2021 9:31:42 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/18/2021 9:31:37 AM	Erin Lewis	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: Grant details: move the supplies and materials that will be purchased and are listed in part B (data analysis) down to part C (learning loss). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Erin Lewis <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C
	10/12/2021 10:20:44 AM	Miya Brown	Status changed to 'Chief Administrator Approved'.	S
	10/12/2021 10:20:17 AM	Miya Brown	Status changed to 'Fiscal Representative Approved'.	S
	10/12/2021 10:19:45 AM	Miya Brown	Status changed to 'Draft Completed'.	S
	10/6/2021 2:42:13 PM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/5/2021 10:25:28 AM	Erin Lewis	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: - Only supplies and materials are listed in the budget – please add the additional items that were listed in the grant details: software (screeners, digital curriculum, online assessment tools), teacher professional development, and any other costs to address learning loss (to equal at least 20% of the budget). - Supplies and materials are listed in the budget but are not listed in the grant details. Please include those under Part C or part D. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Erin Lewis <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C
	9/28/2021 2:59:51 PM	Miya Brown	Status changed to 'Chief Administrator Approved'.	S
	9/28/2021 2:59:30 PM	Miya Brown	Status changed to 'Fiscal Representative Approved'.	S
	9/27/2021 4:31:51 PM	Miya Brown	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/30/2021 10:48:32 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:48:36 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Raleigh Oak Charter School (93R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1)	<u>PRC181</u> CFDA: 84.425U	Total
Allotment		\$19,408.00	\$19,408.00
Carryover		\$34,512.00	\$34,512.00
Total		\$53,920.00	\$53,920.00

Budget

Raleigh Oak Charter School (93R) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
93R	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$19,408.00	\$19,408.00
Carryover Amount:	\$34,512.00	\$34,512.00
Allotment Plus Carryover:	\$53,920.00	\$53,920.00
Total Budgeted:		\$53,920.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by

Approved

10/29/2021
04:47 PMAdmin,
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
10/29/2021 10:04 AM	Approved (Pending)		Lewis, Erin			
10/26/2021 8:44 AM	Received		Admin, NCCCIP			
10/22/2021 4:49 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☒		3-5110-312- 000-000-00	0	Budget denied at the request of the PSU for amendments.
10/22/2021 10:15 AM	Denied (Pending)		Lewis, Erin			
10/22/2021 10:15 AM			Lewis, Erin	3-5110-312- 000-000-00	0	Budget denied at the request of the PSU for amendments.
10/18/2021 10:17 AM	Approved (Pending)		Lewis, Erin			
10/11/2021 10:16 AM	Received		Admin, NCCCIP			
10/5/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
				3-5110-411-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: - Only supplies and materials are listed in the budget - please add the additional items listed in the grant details: software (screeners, digital curriculum, online assessment tools), teacher professional development, and any other costs to address learning loss (to equal at least 20% of the budget). - Supplies and materials are listed in the budget but are not listed in the grant details. Please include those under Part C or part D. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
10/5/2021 10:22 AM	Denied (Pending)		Lewis, Erin			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/5/2021 10:22 AM			Lewis, Erin	3-5110-411- 000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: - Only supplies and materials are listed in the budget - please add the additional items listed in the grant details: software (screeners, digital curriculum, online assessment tools), teacher professional development, and any other costs to address learning loss (to equal at least 20% of the budget). - Supplies and materials are listed in the budget but are not listed in the grant details. Please include those under Part C or part D. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
7/30/2021 10:48 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Raleigh Oak Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	312	000	00	\$6,908.00	\$0.00	\$6,908.00		
	Other	3	5110	411	000	00	\$39,512.00	\$0.00	\$39,512.00		
											

11/9/2021 12:13:53 PM

Grant Details

Raleigh Oak Charter School (93R) 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.

1. School leaders and classroom teachers reviewed data from the middle of the year of the 2020-2021 school year. Based on the results of the reading and math assessments school wide, we developed a plan to address the learning loss and deficits across the building. 2. Raleigh Oak Charter School plans to address the learning loss from the effects of COVID by implementing a universal screener in reading and math to get a more accurate baseline of students' levels. We will also implement research based interventions to close learning gaps including SEL supports. Teachers will receive professional learning opportunities on the universal screeners as well as interventions. Math MOY Data: Kindergarten: 47% Below Grade Level ~ 53% On Grade Level First Grade: 45% Below Grade Level ~ 55% On Grade Level Second Grade: 81% Below Grade Level ~ 19% On Grade Level Third Grade: 97% Below Grade Level ~ 3% On Grade Level Fourth Grade: 53% Below Grade Level ~ 47% On Grade Level Fifth Grade: 82% Below Grade Level ~ 18% On Grade Level Sixth Grade: 76% Below Grade Level ~ 29% ON Grade Level Reading MOY Data: Kindergarten: PSF 62% Intensive ~ 20% Strategic ~ 18% Benchmark; NWF CLS 43% Intensive ~ 32% Strategic ~ 5% Benchmark ~ 20% Above Benchmark; NWF WRC 44%. Intensive ~ 12% Strategic ~ 19% Benchmark ~ 25% Above Benchmark First Grade: PSF 68% Intensive ~ 19% Strategic ~ 13% Benchmark; NWF WRC 23% Intensive ~ 16% Strategic ~ 32%

Benchmark ~ 30% Above Benchmark; WRF 50% Intensive ~ 11% Strategic ~ 20% Benchmark ~ 20% Above Benchmark; ORF Words Correct 39% Intensive ~ 7% Strategic ~ 32% Benchmark ~ 22% Above Benchmark; ORF Accuracy 20% Intensive ~ 26% Strategic ~ 54% Benchmark Second Grade: MAZE 35% Intensive ~ 8% Strategic ~ 20% Benchmark ~ 37% Above Benchmark; NWF CLS 50% Intensive ~ 19% Strategic ~ 19% Benchmark ~ 13% Above Benchmark; NWF WWR 45% Intensive ~ 19% Strategic ~ 27% Benchmark ~ 10% Above Benchmark; ORF Accuracy 32% Intensive ~ 14% Strategic ~ 54% Benchmark; ORF Words Correct 42% Intensive ~ 12% Strategic ~ 10% Benchmark ~ 36% Above Benchmark; WRF 45% Intensive ~ 23% Strategic ~ 23% Benchmark ~ 9% Above Benchmark Third Grade: MAZE 36% Intensive ~ 6% Strategic ~ 36% Benchmark ~ 22% Above Benchmark; ORF Words Correct 34% Intensive; 20% Strategic; 20% Benchmark ~ 26% Above Benchmark; ORF Accuracy 23% Intensive ~ 11% Strategic ~ 66% Benchmark Fourth Grade: MAZE 12% Intensive ~ 15% Strategic ~ 38% Benchmark ~ 35% Above Benchmark; ORF Words Correct 32% Intensive ~ 18% Strategic ~ 18% Benchmark ~ 32% Above Benchmark; ORF Accuracy 7% Intensive ~ 35% Strategic ~ 89% Benchmark Fifth Grade: MAZE 9% Intensive ~ 18% Strategic ~ 32% Benchmark ~ 41% Above Benchmark Sixth Grade: MAZE 10% Intensive ~ 25% Strategic ~ 35% Benchmark ~ 30% Above Benchmark; ORF Words Correct 21% Intensive ~ 16% Strategic ~ 37% Benchmark ~ 26% Above Benchmark; ORF Accuracy 100% As a result of COVID students have struggled with online, hybrid, and face to face instruction. The team has determined that utilizing universal screeners in reading and math for all K-7 students we will be able to effectively diagnose the learning deficits. We will also be able to adequately prescribe appropriate and targeted interventions for each students. Lastly, we will be able to treat the needs through a comprehensive intervention plan and strategies that all staff members will be trained in. Through the use of i-Ready, Mclass, Foundations, and Wilson Reading we will begin to recover much of the learning loss experienced 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.

An analysis of the data shown indicates that the majority of our students are performing below grade level in Reading and Math in grades K-6 on the Middle of the year assessments given in the 2020-2021 school. As a result the team indicates that a research based intervention program should be implemented to recover the loss of learning. In order to effectively do that we need a universal screener in reading and math to receive an accurate indication of where students are performing before appropriate interventions can be established. As a result of COVID, students have struggled with online, hybrid, and face-to-face instruction. The team has determined that by utilizing universal screeners in reading and math for all K-7 students we will be able to effectively diagnose the learning deficits. We will also be able to adequately prescribe appropriate and targeted interventions for each student. Lastly, we will be able to

treat the needs through a comprehensive intervention plan and strategies that all staff members will be trained in. Through the use of i-Ready, M-class, Foundations, and Wilson Reading we will begin to recover much of the learning loss experienced due to COVID. As a result of COVID, it required that all stakeholders assess our approach to effective instruction. Conversations and data led to the process for identifying our current instructional practices and how we would respond to the learning loss. Thus the decision to adopt a research-based math curriculum to support teaching resulting in closing gaps of learning. Alongside the Math curriculum, we will also purchase classroom supplies and materials to ensure students have the resources they need to be successful in and out of the home. These resources include workbooks, manipulatives, project supplies, and supplemental reading materials.

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.

\$ 53,920.00 * 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 team has determined that utilizing universal screeners in reading and math for all K-7 students to include low income, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and students within the foster care system. These screeners will help us to effectively diagnose the learning deficits. They will be administered three times throughout the school year at Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). The results from the universal screeners will assist is inadequately prescribing appropriate and targeted interventions for each student. Lastly, we will be able to treat the needs through a comprehensive intervention plan and strategies that all staff members will be trained in. We plan to implement the use of i-Ready, M-class, Foundations, and Wilson Reading we will begin to recover much of the learning loss experienced due to COVID. Alongside the Math curriculum and screeners, we will also purchase classroom supplies and materials to ensure students have the resources they need to be successful in and out of the home. These resources include workbooks, manipulatives, project supplies, and supplemental reading materials..

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

The team has identified a need to incorporate a comprehensive math program due to the multiple years of deficits in math presenting by over 50% of the student population. We have identified the need for quality teacher professional development with the needed resources being provided for all teachers. We will implement Singapore Math/Dimensions to provide students with concrete, pictorial, and abstract concepts related to math. Teachers having effective training with resources aligned to the content standards they are required to teach, they can begin to address learning deficits and close gaps for all students. We seek these funds to make this a reality.

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

We plan to host 4 lectures throughout the school year at the beginning of each quarter. During the lectures we will discuss our vision, mission, and charter as a public Waldorf School. What the Waldorf method of teaching is and how we achieve this in a public school setting. At that time we will provide the plan for how parents can support their children both in person and online. We will also host quarterly parent/teacher conferences where teachers will share student performance. This will take place for all families, both virtual and face to face. All students will receive mid term progress reports four times a year as well as quarterly Report Cards. Our Parent Circle will host parent engagement events that will provide training from teachers and administrators, as well as authors, and child development personnel.

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

If we are permitted to offer distance learning in 2021-2022 school year we will utilize Power School attendance along with our school level attendance policy as listed: Plan C requires your child to attend all live instruction for the entire lesson block for all academic areas, including specials. Plan C students must be visible on screen Plan C students must remain in the classroom and participating for the entire lesson block Assignments will no longer count for attendance purposes for Plan C students, they must be present in the live lesson All other attendance requirements will be followed for Plan C students as written in the 2020-2021 parent student handbook We have also included a component where teachers are required to make contact with the parent/guardian on the same day if a student is absent. Teachers will participate in virtual engagement professional development to deploy effective strategies for engaging student more fully while online.

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

We plan to utilize the data from previous years 2018-2019, 2019-2020, 2020-2021 to compare with data we will acquire during the 2021-2022 and subsequent years once we implement the universal screeners in Reading and

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				\$

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 \$ 0.00

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.

Contacts

Raleigh Oak Charter School (93R) 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>Angela Dawson</u> <u>Miya Brown</u>

Substantially Approved Dates

Raleigh Oak Charter School (93R) 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	

Tuesday, September 28, 2021

New Applicant Summary

Raleigh Oak Charter School (93R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Raleigh Oak Charter School (93R) 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.

GAN Organization Data

Raleigh Oak Charter School (93R) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

48894606

*** Address:**

9400 Forum Drive Raleigh, NC 27615

*** Superintendent:**

Ms. Angela Dawson

Key Personnel:

* Miya Brown

History Log

Cardinal Charter Acad at Wendell Falls (93T) Charter 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 9:23:04 AM	Cindy Hogston	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	11/8/2021 9:14:54 AM	Cindy Hogston	Please include the carryover budget of \$117,580 in your PRC181 budget and resubmit.	C
☐	10/21/2021 3:45:41 PM	Leonore Ballard	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
	10/21/2021 3:45:41 PM	Leonore Ballard	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/21/2021 3:45:34 PM	Leonore Ballard	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
	10/21/2021 3:45:34 PM	Leonore Ballard	Status changed to 'Fiscal Representative Approved'.	S
	10/21/2021 3:45:25 PM	Leonore Ballard	Status changed to 'Revision Completed'.	S
	10/20/2021 3:12:25 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Cardinal Charter Acad at Wendell Falls (93T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$117,580.00	\$117,580.00
Carryover	\$233,188.00	\$233,188.00
Total	\$350,768.00	\$350,768.00

Budget

Cardinal Charter Acad at Wendell Falls (93T) 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
93T	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$117,580.00	\$0.00
Carryover Amount:	\$233,188.00	\$233,188.00
Allotment Plus Carryover:	\$350,768.00	\$233,188.00
Total Budgeted:		\$233,188.00
Total Remaining:	\$117,580.00	\$0.00

Current Budget Status

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



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/4/2021 4:45 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/4/2021 4:45 PM	Approved (Pending)		Admin, NCCCIP			
9/28/2021 5:16 PM	Approved (Pending)		Powe, Tara			
9/27/2021 8:20 AM	Received		Admin, NCCCIP			
9/10/2021 4:46 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Powe, Tara
		☒		3-5110-411-000-000-00	0	Budget denied due to overage of \$114,974. Budget must match allotment amount of \$233,188.
		☒		3-5110-462-000-000-00	0	Budget denied due to overage of \$114,974. Budget must match allotment amount of \$233,188.
		☒		3-5210-411-000-000-00	0	Budget denied due to overage of \$114,974. Budget must match allotment amount of \$233,188.
		☒		3-5360-126-000-000-00	0	Budget denied due to overage of \$114,974. Budget must match allotment amount of \$233,188.
		☒		3-5840-411-000-000-00	0	Budget denied due to overage of \$114,974. Budget must match allotment amount of \$233,188.
9/10/2021 10:22 AM	Denied (Pending)		Powe, Tara			
8/23/2021 12:21 PM	Under Review		Powe, Tara			
7/7/2021 8:17 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Cardinal Charter Acad at Wendell Falls

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	411	000	00	\$67,746.67	\$0.00	\$67,746.67		
	Equipment	3	5110	462	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	5210	411	000	00	\$33,333.33	\$0.00	\$33,333.33		
	Salary	3	5360	126	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	5840	411	000	00	\$42,108.00	\$0.00	\$42,108.00		
Total:							\$233,188.00	\$0.00	\$233,188.00		

Grant Details

Cardinal Charter Acad at Wendell Falls (93T) 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.

Cardinal Charter Academy at Wendell Falls will provide students an opportunity to complete educational diagnostics 3 times a year in the form of iReady and NWEA for reading and math. 5th grade will also participate in a diagnostic NWEA of science 3 times a year since this is a tested area in this grade level. Data was then analyzed by instruction leadership team as well as grade level PLC's to determine academic gaps and areas of need for each grade level and specific domains for both reading and math. The data analysis was then utilized to develop a school wide needs assessment by the instructional lead team. Cardinal Charter Academy at Wendell Falls. intended to address student learning loss by ensuring all students receive small group instruction based on their academic targeted need. This may include the purchasing of new computer equipment and software. In addition, each student at Cardinal Charter Academy at Wendell Falls will participate in a daily intervention/enrichment block (Cardinal Time) to support targeted learning needs. Students will be provided both pre and post assessments of specific standards based off of grade level common assessment. Targeted instruction will occur for all students to close learning gaps on specific standards identified in common assessment data during PLC's. Students will also have an opportunity to participate in after school tutoring in reading and math. Tutoring will occur on a 6 week rotation basis to target specific needs in reading

and/or math. Tutoring is offered by highly qualified teachers employed with the school. We will provide sanitation and cleaning supplies to our teachers to reduce germ transmission. We will address the specific needs of our special populations by providing additional online resources, curriculum, PD, contracted services supplies and materials. Lastly, Cardinal Charter Academy at Wendell Falls will offer a summer learning program targeting at risk students for academics throughout the summer with the intention to close learning gaps in both reading and math.

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 COVID 19 and NC Governor shut down of school beginning March 16, 2020 as well as NC SB 720 that voted to approve the federal waive for ESSA testing there is no NC EOG data for the 2019-2020 school year as a baseline for students. In addition, Cardinal Charter Academy at Wendell Falls did not open until August 2020, therefore would not have school based data for EOG's or any other diagnostic for the 2019-2020 school year. A summary of the two diagnostic data points that Cardinal Charter Academy at Wendell Falls utilizes (Northwest Evaluation Association's Measure of Academic Progress (NWEA-MAP) and iReady) show varied grade level proficiency for math, reading and science. According to NWEA 56.5% of students grades 3-6 are proficient in math and 67.9% of students grades 3-6 are proficient in reading. According to the iReady diagnostic, 23.75% students grades 3-6 require tier 2 interventions and 21.25% of students grades 3-6 require tier 3 interventions in reading. According to the iReady diagnostic, 40% of students grades 3-6 require tier 2 interventions and 22.5% of students grades 3-6 require tier 3 interventions in math. Both assessments are adaptive online assessments with NWEA being ability based and iReady being standards based. Cardinal Charter Academy at Wendell Falls shows greater student deficit and need in the area of math, specifically in the areas of geometry and number and operations. Cardinal Charter Academy at Wendell Falls also utilizes NWEA and iReady in compliance with the State Board of Education data diagnostic tool for Read to Achieve in 3rd grade. All students are assessed at the beginning of the year in grades K-6 with North West Evaluation Association's Measure of Academic Progress (MAP) (grades K-6), and iReady (K-6). A triangulation of data from MAP, iReady, NC Check-ins (3-8), iReady assessments and formative assessments are used to identify students performing below grade level in reading and/or math. Identified students are provided various interventions based on the Multiple Tiered Systems of Support (MTSS) program both in and out of the classroom. Frequent MTSS meetings are held with each individual team to ensure that all students within the grade level are getting the appropriate interventions such as small group instruction in the classroom, flexible grouping during Success Time (Cardinal Time), small group instruction with an interventionist/coach (during school or after school), or one-on-one instruction. Cardinal Charter Academy at Wendell Falls currently employs one reading interventionist that serves students who show a

deficit of reading skills at least 2 years below their current grade level. This intervention is intense and targeted based on deficits shows in iReady assessment, NWEA assessment and NC Check In data (where applicable). During the scheduled remediation/enrichment Success block (Cardinal Time) students in all grades K-8 are provided targeted instruction based on need. In addition, data chats provide a focused opportunity to identify the strengths and gaps of our gifted learners. Through this discussion the team is able to plan for and implement instructional strategies that will extend the learning of our AIG students. Students that are identified as having a disability through an Individualized Education Plan (IEP) are also included in the data chat discussions to continue to receive Tier I, II, and III interventions based on both academic and behavioral need. "

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.

\$ 102,606.00 * 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;

Cardinal Charter Academy at Wendell Falls administers iReady Diagnostics in both reading and math three times a year. We use this data to determine student needs and drive instruction. We also administer NC Check-ins, NWEA, and Mastery Connect Assessments. Grade levels use this data to drive instruction during PLC meetings and school wide data digs.

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

PSU utilizes research based instructional programs to target areas of need in both reading and math. PSU also ensures all students are placed in their least restrictive environment regarding MTSS, ELLs, Special Education and 504 students. Teachers are required to differentiate instruction including high frequency and high intensity small group instruction. Each grade level provides a daily enrichment and intervention block to meet targeted needs.

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

PSU provided an opportunity for student led conferences both in person and virtually. Weekly communication is sent to families both from the school level and from the grade level regarding weekly activities, standards being covered, and other academic resources.

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

Teachers keep a daily record of attendance. Truancy conferences are held with parents to identify and attempt to reduce barriers to education.

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

PSU tracks student progress through PLP (personalized learning plans) and 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				\$
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	We will address the unique needs of special populations through additional supplies and materials, online resources, curriculum, PD and contracted services.	Summer 2021 - June 30, 2024	decrease learning loss for special populations in above mentioned data analysis section by up to 5%.	\$ 50,000.00

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	We will provide additional sanitizing supplies and materials to our classroom teachers, nurse, front office workers, custodial staff, cafeteria staff and maintenance department.	Summer 2021 - June 30, 2024	reduce amount of virus and germ transmission throughout the school	\$ 63,162.00

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		Summer 2021 - June 30, 2024	Increase student engagement by up to 20%	\$ 40,000.00

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.		We will provide additional computer, software, computer supplies to support students and teachers during day-to-day instruction. This includes, but not limited to, replacing damage, lost or stolen devices and purchasing additional devices to support student/teacher population.			
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	We will support learning loss through the implementation of a summer learning plan. Details of this plan will be as a result of FY 21/22	Summer 2022	Decrease learning loss in above mentioned data analysis section by up to 5%.	\$ 75,000.00
	* ☒ Yes ☐ No		Summer 2021 - June 30, 2024	Increase student engagement by up to 20%	\$ 20,000.00

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.		We will provide additional computer, software, computer supplies to support teachers during day-to-day instruction. This includes, but not limited to, replacing damage, lost or stolen devices and purchasing additional devices to support student/teacher population.			
Total ESSER III Allotment					\$ 248,162.00

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)

Cardinal Charter Acad at Wendell Falls (93T) 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

Cardinal Charter Acad at Wendell Falls (93T) 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)]	<u>Leonore Ballard</u>

Substantially Approved Dates

Cardinal Charter Acad at Wendell Falls (93T) 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 13, 2021

New Applicant Summary

Cardinal Charter Acad at Wendell Falls (93T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Cardinal Charter Acad at Wendell Falls (93T) 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

Cardinal Charter Acad at Wendell Falls (93T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

049492984

*** Address:**

6041 Taylor Rd. Wendell, NC 27591

*** Superintendent:**

Dr. Frank Pistella

Key Personnel:

* Leonore Ballard

History Log

Pocosin Innovative Charter (94A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:12:29 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Pocosin Innovative Charter (94A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$51,420.00	\$51,420.00
Carryover	\$99,298.00	\$99,298.00
Total	\$150,718.00	\$150,718.00

Budget

Pocosin Innovative Charter (94A) 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
94A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$51,420.00	\$0.00
Carryover Amount:	\$99,298.00	\$99,298.00
Allotment Plus Carryover:	\$150,718.00	\$99,298.00
Total Budgeted:		\$99,298.00
Total Remaining:	\$51,420.00	\$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 10:58 AM	Approved (Pending)		Powe, Tara			
8/24/2021 10:54 AM	Under Review		Powe, Tara			
7/30/2021 10:48 AM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All

**000 - Pocosin Innovative Charter**

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	121	000	00	\$81,608.72	\$0.00	\$81,608.72		
	Other	3	5330	211	000	00	\$6,243.59	\$0.00	\$6,243.59		
	Other	3	5330	231	000	00	\$11,445.69	\$0.00	\$11,445.69		
Total:							\$99,298.00	\$0.00	\$99,298.00		

Grant Details

Pocosin Innovative Charter (94A) 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.

Pocosin Innovative Charter School is a K-8 charter school serving almost 190 students in grades K-8. Of these 190 students, at least 86% qualify for free and reduced lunch and many were considered academically at-risk prior to the pandemic as the school draws from all historically underperforming schools. Most of our students enter at least one grade level below expectations. During the long-term closure, PICS reached out to provide as many resources as possible to maintain instruction but understand that students did not have home learning support. Due to a general lack of connectivity and bandwidth in this rural region, most instruction and assignments relied on cycles of workbooks and packets distributed with food packages and returned to the School on a weekly and bi-weekly basis. A small percentage of students elected to work remotely since March 2020 which has significantly impacted their academic progress and social/emotional well-being. Of the 190 students, 15% of the total population is EC. Of those students, only 3 students have made growth and progress towards grade level proficiency in Reading and/or Math. Our greatest concern with the data shared above, is that it is primarily comprised of all internal assessments as there were no formal assessments last year, and we have not gotten to formal assessments this year. PICS utilizes NC Check-Ins as well as IXL to monitor student progression and to identify skills deficiencies. All of our MTSS is built on internal

assessments for now which shows a high average of at-risk students with some growth from benchmark 1 to benchmark 2 when intensive remediation and tutoring sessions were put into place within COVID restrictions. Therefore, the leadership team is concerned that the academic regression and learning loss continues to increase as the data already shows. Those students who were unable to come to campus for assessments are the ones least likely to have made progress and have not attended tutoring session and small group interventions that have been offered through the year. PICS will continue to identify its at-risk students using formal assessment data, but will also include EDS data, attendance data, engagement and completion data, and behavioral/social/emotional data. PICS will also prioritize students known to be in transition for housing and qualify under McKinney Vento for additional support and services. Our coordinator is working directly with those families to ensure attendance in the summer program. Multiple groups have met to review student performance data, attendance data, behavioral data, special education, ell data, and climate and culture survey data to determine critical areas of support that are needed. The participants in these meetings have included: general education teachers, curriculum coaches, testing coordinator, leadership team, Child Study Team, governing board members, and parents. We have utilized our weekly admin team meetings, our child study team meetings, governing board meetings, and our parent/community outreach committee meetings. We have also reviewed climate survey data from teachers, parents, staff. We have identified multiple gaps in performance and significant increases in our at-risk population. We intend to use ESSER ii funds to address the most critical gaps in our students most at-risk for failure/retention from this school year and those who have failed to make any progress in the IEP goals and PMP goals. The first action is to provide a 6-week summer school program that is designed to remediate academics in grades K-8 in core courses Reading/Math and Science for half of the day and will provide physical activities and enrichments the other half of the day. The School will offer bus transportation and food service for all students who attend. Funds from ESSER II were appropriated to provide an intensive and purposeful summer camp program for 6 weeks to help remediate our most at-risk students academically in the core subjects of Reading and Math, and Science when appropriate. Almost all of the funds went to salaries for certified instructors who could provide appropriate academic support. The summer camp also was designed to include physical activity and enrichments in PE/Sports, STEM, Art, and agriculture aligned with the mission of the School. PICS recognizes the critical need to support so many students (well over 86% student body) who were at-risk prior to the pandemic and been learning remotely since March 2020 and many of whom have had personal crises and other disruptions to the home and educational environment that challenged their ability to attend, to engage and to develop a successful path forward in learning. In addition to the small group of remote learners, the COVID restrictions related to space and learning environments compromised the School's ability to provide many small group work centers which are where we find the most positive correlation to learning gains. Remote and alternative learning models have decreased the normal learning gains we see from students year over a year who have been systemically at-risk academically for many years. Academic learning loss is a huge concern for all stakeholders. PICS is concerned that the past 15 months of disrupted learning has led to multiple years' worth of academic learning loss and will result in subgroup

academic achievement gaps similar to those from 5-10 years ago. The learning gaps and lack of progress are most noticeable in our at-risk population including EDS, EC, ELL, and interestingly, the few AIG students who have continued to show proficiency but have not had the same opportunities to show increased growth or progress towards their EP goals. Most of our data that shows huge learning gaps for our subgroups of students will be our primary focus for the next three years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness.

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 multiple teams who have met to discuss and develop a long-term recovery plan for these students agree that the most important resources needed are certified intensives/remediation instructors who can work with small groups of students daily, a mental health counselor to specifically work with those students who have suffered additional challenges at home due to the pandemic and other critical challenges. The data shows increased achievement gaps year over year for our most at-risk students. The learning loss has been prevalent across our EDS students, EC students, and a few of our ELL students. Our EDS students who have come to our school from local LEA's are historically one or more grade levels behind upon their enrollment and this has exacerbated those gaps. Our assessment tools and progress monitoring tools have demonstrated significant gaps in specific skills/standards that require direct instructional support and scaffolding and during instruction where students were not fully engaged and lacked support at home. PICS recognizes the critical need to support so many students who have been learning remotely or in a hybrid schedule since March 2020 and many of whom have had personal crises and other disruptions to the home and educational environment that challenged their ability to attend, to engage and to develop a successful path forward in learning. In addition to the remote learners, the alternate schedules and inability to deliver our educational model with one on one and small group learning has decreased the normal learning gains we expect to see from our students year over year. Finally, our school has dramatically increased the number of students that are economically disadvantaged and struggling with new challenges at home making them more at risk for failure and for mental health resources. Academic learning loss is a huge concern for all stakeholders. RCS is concerned that the past 15 months of disrupted learning has led to years worth of academic learning loss and will result in academic achievement gaps across subgroups of students similar to those from 5-10 years ago. The learning gaps and lack of progress are most noticeable in our at-risk population including EDS, EC, ELL, and interestingly, the AIG students who have continued to show proficiency. but have not had the same opportunities to show increased growth or progress towards their EP goals. Most of our data that shows huge learning gaps for our subgroups of students will be our

primary focus for the next two years to decrease the achievement gaps and increase progress towards proficiency first, and college and career readiness after. PICS intends to use the ESSER iii funds to staff critical positions to support this fragile cohort of students. These positions include an additional EC teacher, Reading and Math intensives staff to work in small groups throughout the day, a social worker/dean to manage and monitor attendance, tardies, truancies, and to conduct well-checks and home visits as needed. The staffing also includes at a minimum an additional licensed Counselor to support high-needs students and staff and to provide the mental health plans and workshops for the community. This person will assist and work with our mental health counselor who sees students daily. PICS will develop a larger CST membership where each member specializes in critical areas to support an intentional MTSS model to improve Tier 1 instruction daily and to improve the interventions used in Tier 2 and Tier 3 to help move students out of MTSS and back into general education when possible. The positions who will be tapped to lead the comprehensive team are: Admin, Counselor, Reading Coach, Math Coach, EC Director, Dean, and Mental Health Counselor. This team will work on documenting student academic and social/emotional growth over the next two years that is believed to be necessary to move our students back into grade level proficiency and work towards grade level college and career readiness.

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.

\$ 99,298.00 * 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;

PICS will continue to use high-quality assessments to measure students' baseline level of performance in Math, Reading, Science, and other areas as appropriate. These include NC Check-ins IXL, NC EOG/EOC, and other internal benchmarking tools such as STAR data as well as unit tests from the core curriculum. As assessments are disaggregated, students will be moved into small groups based on content knowledge and mastery so that teachers can scaffold and remediate deficiencies. The School will provide supplemental learning materials and resources for

the EC students, ELL students, and AIG students as well as those students moving through Tier 2 or 3 in MTSS. The differentiation will occur during the class with differentiated student groups and in pull-out groups when appropriate. Students on an IEP, ELP or EP will have supplemental time and resources as dictated in their plans. The additional staff funded through the ESSER iii grant will be able to provide this level of one on one and small group support for all students in the lowest quartile as well as other students performing one or 2 grade levels below their expectations. The inclusion of academic and non-academic staff will help ensure that learning loss is examined and remediated through a full lens of needs including a school-home connection. Many students will need academic support coupled with social/emotional support. Our parent and community outreach committee will continue to work with the school administration to help support parents and identify what measures the school can take to meet the needs of all struggling students. This committee also provides additional connections to outside resources in the community for families if needed for those who also qualify for McKinney Vento/Homeless/Foster support. All of these various assessments will provide different data points to help the administration and instructional support team to develop differentiated instructional groups for teachers to implement in the classroom and for remediation and intensive teachers to utilize during small group pull-outs and one on one remediation support. PICS anticipates at least 3 years of targeted and focused remediation and interventions will be needed to close the achievement gaps of students who have been identified as at-risk for a variety of reasons and differentiation in the classroom is expected in addition to resource rooms, pull out sessions and summer camps and extended day academic programming. The grant funds will be used to fund salaries for fully certified, licensed intervention teachers to provide small group and one on one support for at-risk students. These interventionists will support students at-risk for failure or below grade level in Reading, Math. These interventionists will use the core curriculum, benchmark assessments, and supplemental instructional resources to scaffold and support struggling students.

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

PICS will continue to operate its educational model of instructional delivery which naturally allows for differentiation in all core subjects and will increase the protected block in the master schedule for interventions during MTSS blocks. During this time, students will work in small groups at their ability level on specific skills and standards found to be deficient based on the assessment results. Teachers will receive additional professional development in using their core curriculum materials and in strategies to differentiate instruction. These activities may include small group remediation, intensive tutoring with certified staff funded with this grant, skill and drill activities using research-based and approved digital resources (IXL, STAR) and scaffolded learning activities led by certified staff, EC teachers, ELL teachers, and AIG certified teachers to provide effective, appropriate differentiation for the students guided by their assessment data and supported by social-emotional-wellness data that show attendance, behavior, and other non-academic needs. Some students, in the middle grades will have intensive reading and math courses, or electives that are designed to improve skills, studying, and test-taking strategies. Our K-5 students will continue to have protected

time in the master schedule for intentional interventions through our MTSS plan. PICS plans to first identify the students' academic weaknesses, identify the root cause for those weaknesses, and then ameliorate them based on those informational inputs. Some students will need remediation and tutoring for instructional time lost during the pandemic. Others may need a more comprehensive approach that includes social and emotional support before the academic supports will be valuable. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; PICS will continue to utilize Parent Square as the primary communication tool for parents. Parent Square is an effective tool to share information, alerts, and live links to other sources of information. In addition to that, Parent Square can deliver communication in any language the parent selects, so all families of other home languages have equal access to important information. Teachers will utilize the classroom version of the parent square to deliver daily updates or information. PICS has become a full Google Education platform, so all parents have access to student information, assignments, and grades through a log-in as well. PICS's website is connected to multiple forms of social media to find the broadest reach to the parents and community as needed. These various forms of communication include information on how to best support students in their personal learning and provide confidential reports that go directly to parents and general information including at-home resources, links to supportive curriculum, links to foodservice options, links to the counselors, links to staff emails, and links to other support services that they may require. Parents also have access to their own child's teacher during remote learning via teacher "virtual" office hours which includes a community chat room, private emails, and phone calls. Different school personnel reaches out to families regarding student attendance, grades and behavior. The new grant funds will support additional staffing positions to create a comprehensive child study team to provide more information and more support resources for families for at-risk students. The school will continue to provide home technology for families who need it and supply kits for nondigital curriculum for families who require it. Most importantly, PICS will continue to provide parent conference opportunities to discuss student achievement each quarter and as needed for unique student monitoring. As a Title 1 School, PICS also provides whole group and small group parent sessions that help parents understand how the school supports the children's needs and what the parent can do at home to share the responsibility and success in supporting student engagement and growth. The School also works with a committee comprised of leadership, parents, and community members to support the home-school connection and to develop specific programs and activities that best meet the needs of our families and best support the learning process for our students.

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

PICS will continue to utilize Parent Square as the primary communication tool for parents. Parent Square is an effective tool to share information, alerts, and live links to other sources of information. In addition to that, Parent Square can deliver communication in any language the parent selects, so all families of other home languages have

equal access to important information. Teachers will utilize the classroom version of the parent square to deliver daily updates or information. PICS has become a full Google Education platform, so all parents have access to student information, assignments, and grades through a log-in as well. PICS's website is connected to multiple forms of social media to find the broadest reach to the parents and community as needed. These various forms of communication include information on how to best support students in their personal learning and provide confidential reports that go directly to parents and general information including at-home resources, links to supportive curriculum, links to foodservice options, links to the counselors, links to staff emails, and links to other support services that they may require. Parents also have access to their own child's teacher during remote learning via teacher "virtual" office hours which includes a community chat room, private emails, and phone calls. Different school personnel reaches out to families regarding student attendance, grades, and behavior. The new grant funds will support additional staffing positions to create a comprehensive child study team to provide more information and more support resources for families for at-risk students. The school will continue to provide home technology for families who need it and supply kits for nondigital curriculum for families who require it. Most importantly, PICS will continue to provide parent conference opportunities to discuss student achievement each quarter and as needed for unique student monitoring. As a Title 1 School, PICS also provides whole group and small group parent sessions that help parents understand how the school supports the children's needs and what the parent can do at home to share the responsibility and success in supporting student engagement and growth. The School also works with a committee comprised of leadership, parents, and community members to support the home-school connection and to develop specific programs and activities that best meet the needs of our families and best support the learning process for our students.

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

Although PICS was able to track attendance and student engagement this year, it became a cumbersome task with parents changing their students' learning environment often from live to remote and remote to live. Many also experienced frequent health scares or long-term health issues and elected to keep their students home even though COVID was not the issue. To support this grant request, we have included a funded position for a Dean of students to manage daily attendance, truancy issues, tardiness issues and to conduct home visits when needed to ensure the well-being of the students. Each month the comprehensive CST will review school-wide attendance data and identify trends by grade level if any, and focus on individual students and families who are struggling with daily attendance. Our social workers and admin team will help confirm if these families require additional social services, transportation, food, or other support and if they qualify for McKinney Vento programs, etc. Attendance data will be tracked and outcome measures should include that increased attendance results in improved academic performance. Should students operate in a remote learning environment, staff will be tasked with monitoring student ENGAGEMENT, beyond attendance to ensure students have access to the support and resources they need to complete assignments,

understand the work, and find academic success in the remote environment. Additional staffing funded with this grant will provide additional avenues of support for struggling learners in person or those who remain in a remote learning environment if deemed necessary.

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

PICS has created a detailed data tracking tool to monitor historical student achievement by grade level and cohort. Although many charter schools have students who transition in and out of the school, we have found a way to track student cohorts in each grade level whenever reasonable. Our comprehensive CST will now include additional interventionists who work directly with students in small groups for intensive tutoring and remediation. They will review student data from NC Check-Ins, IXL, and STAR internal benchmarking and progress tools to track student achievement, growth, and progress. These data points will most importantly, help the team ensure student progress is occurring. Secondly, the multiple data points will help drive decision-making in determining which supports and resources have had the greatest impact and which if any, have negligible impact. From there, the team will make future decisions to continue or increase the methods having the greatest positive impact on student growth and phase out any activities, strategies, and staffing that does not show a positive, correlation to student growth. Secondly, the CST will disaggregate the data across known cohorts of students in each grade level to demonstrate learning progress and growth for students who had previously demonstrated proficiency at grade level but experienced learning loss during the pandemic that represents current levels of performance. The goal is to show a positive correlation between previously successful students finding new academic gains and proficiency using the programs and resources implemented through this specific grant. A comparative study of report cards, EOG/EOC Assessments, and other internal benchmarking tools will be used to compare and contrast former performance, pandemic performance, and current levels of performance over the 3-year implementation of these funds. Beginning in the summer of 2021 using ESSER ii funds to build a focused academic summer program with competency-based activities and student portfolios, the leadership team will continue to build and add to the student portfolios of performance and create new competency-based portfolios for students who did not attend camp but are being tracked for academic progress. These school-wide data archives and student-centered portfolios will help PICS represents the effectiveness of this program and the appropriate usage of these grant funds to support learning loss. The impact measures will include end-of-year assessments including EOG's/EOC's and ongoing assessments which may include NC CheckIns, IXL, STAR, and other assessment tools as deemed appropriate. Other impact measures include attendance, family engagement, and mental well-being (climate).

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				\$

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 \$ 0.00

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)

Pocosin Innovative Charter (94A) 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

Pocosin Innovative Charter (94A) 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)]	<u>Stephanie Phelps</u>

Substantially Approved Dates

Pocosin Innovative Charter (94A) 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

Thursday, August 5, 2021

New Applicant Summary

Pocosin Innovative Charter (94A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Pocosin Innovative Charter (94A) 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

Pocosin Innovative Charter (94A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

81452780

*** Address:**

500 1st St Creswell, NC 27928

*** Superintendent:**

Mr. David Mahaley

Key Personnel:

* Amber Chesson

History Log

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/27/2021 9:30:35 AM	Katherine Buck	Status changed to 'Draft Completed'.	S
	8/9/2021 8:40:21 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:43:21 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

**Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - FY 2022 - FPMS-ARPA
ESSER III PRC 181 - Rev 0 - Allotments**

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$33,280.00	\$33,280.00
Carryover	\$62,586.00	\$62,586.00
Total	\$95,866.00	\$95,866.00

Budget

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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
94Z	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$33,280.00	\$0.00
Carryover Amount:	\$62,586.00	\$62,586.00
Allotment Plus Carryover:	\$95,866.00	\$62,586.00
Total Budgeted:		\$62,586.00
Total Remaining:	\$33,280.00	\$0.00

Current Budget Status

Budget	Date of	Modified by

Status	Status	
Received	09/27/2021 08:42 AM	Admin, NCCCIP



Budget History



Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/27/2021 8:42 AM	Received		Admin, NCCCIP			
9/24/2021 4:46 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Powe, Tara
		☒		3-5110-121- 135-000-00	0	Returning budget for revisions at the request of 94Z via email from K. Buck on 9/24/21.
9/24/2021 9:46 AM	Denied (Pending)		Powe, Tara			
9/24/2021 9:46 AM			Powe, Tara	3-5110-121- 135-000-00	0	Returning budget for revisions at the request of 94Z via email from K. Buck on 9/24/21.
8/9/2021 8:40 AM	Received		Admin, NCCCIP			



Highlight Amended Rows

All ▼

135 - Other

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

							Amount	Amount	Amount	Justification	Comments
	Salary	3	5110	121	000	00	\$42,994.27	\$0.00	\$42,994.27		
	Other	3	5110	211	000	00	\$3,289.06	\$0.00	\$3,289.06		
	Other	3	5110	221	000	00	\$9,802.67	\$0.00	\$9,802.67		
	Other	3	5110	231	000	00	\$6,500.00	\$0.00	\$6,500.00		

Total: \$62,586.00 \$0.00 \$62,586.00

Grant Details

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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.

NERSBA administrators and teachers has studied student data (grades, attendance, progress made toward graduation) and determined that there is a need for an additional remedial program to address the student learning loss resulting from the disruption in educational services due to COVID19. In addition to offering a summer learning program, NERSBA plans to add additional teaching staff for the 2021-2022 school year to provide more focused learning environment for students in the learning loss category.

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.

NERSBA anticipates a significant number of students who need to repeat a course. The data thus far in the school year indicates that those students will not achieve a high enough final average or will not be proficient on final exams.

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.

\$ 12,517.20 * 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;

NERSBA will continue using state assessments (EOC and CTE post-assessments) which are valid and reliable. Teachers will also make assessments for courses that are not tested using EOCs or CTEs. The teacher-made tests are valid and reliable and are based on the curriculum taught in the course. Children with disabilities will be allowed the accommodations as per their IEP or 504 documentation.

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

NERSBA provides unique learning experiences through hands-on learning, collaborative activities and enrichment activities. Due to the interruption in education because of COVID19, the learning needs of our students have not been met. We will address these learning losses by offering a summer learning program and adding additional teaching staff in core subject(s) for the 2021-2022 school year.

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

NERSBA will maintain open communication with parents and families on how they can effectively support students. NERSBA staff will provide to parents and students literature and other resources pertaining to mental health, improving study skills, time management and staying safe online.

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

NERSBA will take attendance for each class daily for classes that meet face-to-face as well as school days when instruction is delivered virtually. Attendance will be monitored by school administration and follow-up will be made when students are accumulating consecutive or excessive absences.

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

NERSBA will develop a process for tracking student academic progress including monitoring grades and attendance. Using this data, school administrators will work with teachers to develop remediation groups and plans for 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				\$
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	NERSBA will add additional teaching staff in an effort to address the learning losses that have occurred as a result of the COVID 19 pandemic.	2021-2022 school year	Improvement in student achievement and proficiency	\$ 50,068.80

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 \$ 50,068.80

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.

Grant Award Notification (GAN)

**Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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>Hallet Davis</u>

Substantially Approved Dates

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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

New Applicant Summary

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

**Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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

**Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - FY 2022 - FPMS-ARPA
ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)**

*** D.U.N.S. Number:**

78643288

*** Address:**

1215 Saint Andrews Street Jamesville, NC 27846

*** Superintendent:**

Mr. Hallet S. Davis, Jr.

Key Personnel:

* Billy Askew

History Log

Two Rivers Community School (95A) Charter 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 3:59:01 PM	Natalie Oransky	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 3:59:01 PM	Natalie Oransky	Status changed to 'Chief Administrator Approved'.	S
☐	11/8/2021 3:58:48 PM	Natalie Oransky	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
	11/8/2021 3:58:48 PM	Natalie Oransky	Status changed to 'Fiscal Representative Approved'.	S
	11/8/2021 3:58:29 PM	Natalie Oransky	Status changed to 'Revision Completed'.	S
	10/20/2021 3:12:35 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Two Rivers Community School (95A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$141,038.00	\$141,038.00
Carryover	\$0.00	\$0.00
Total	\$141,038.00	\$141,038.00

Budget

Two Rivers Community School (95A) Charter 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
95A	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$141,038.00	\$92,819.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$141,038.00	\$92,819.00
Total Budgeted:		\$92,819.00
Total Remaining:	\$48,219.00	\$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

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5210	121	000	00	\$31,999.92	(\$31,999.92)	\$0.00	FY21-22 AMEND EXPLANATION OF EXPENDITURE OF FUNDS	
	Other	3	5210	211	000	00	\$2,450.00	(\$2,450.00)	\$0.00		
	Salary	3	5230	121	000	00	\$0.00	\$27,999.84	\$27,999.84	FY21-22 AMEND EXPLANATION OF EXPENDITURE OF FUNDS	
	Other	3	5230	211	000	00	\$0.00	\$2,142.00	\$2,142.00		
	Other	3	8200	399	000	00	\$104,134.08	(\$41,456.92)	\$62,677.16	Rounding Difference	Rounding Difference is not an appropriate justification statement for this amendment.

Total: \$138,584.00 (\$45,765.00) \$92,819.00

Grant Details

Two Rivers Community School (95A) Charter 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) The Needs Assessment and Plan for ESSER II was initially developed by the Two Rivers Community School (TRCS) MTSS team which includes the school director, the EC director, the reading specialist, the guidance counselor. The school director was the main source of input for health and safety needs, while the others helped create a plan for reducing learning loss. The team examined benchmarks and progress monitoring data collected throughout this year, thought about other initiatives already being implemented in the school (through the NC ACCESS Grant), and made a plan for addressing learning 3gaps. Once this plan was drafted, classroom teachers gave input, as did the board of directors (which consists of parents and community members). TRCS has always worked to assess and monitor student growth and progress, but school closures in the spring of 2020 and hybrid learning for most of the 2020-21 school year made this work difficult. In grades K-4th ELA was assessed using mClass testing. We used 2019-20 MOY scores (the last data point before school closure), 2020-21 BOY and MOY scores to determine the percentage of students below grade level and to determine whether or not students were making progress. In grades 5th-8th we typically use EOG scores and NC Check-ins to monitor progress toward grade-level standards. However, there were no 2019-2020 EOGs and the MTSS team opted out of NC Check-in this year. Instead, we used teacher

assessments and Acadience benchmarks and progress monitoring to assess older students. For math, students were assessed using Imagine Math benchmarks and the NCensi screener (grades k-6th). The Tables below represent the summarized data that is relevant to ELA and Math performance. mClass Data (K-4th Grade)- Change in achievement from MOY 2020 to MOY 2021

from MOY 2020 to MOY 2021				EC	Intervention	Regular Ed.	Total	Regressed
14%	5%	6%	7%	No Growth	28%	42%	16%	
23%	Little Growth	42%	42%	10%	20%	Total Below	84%	89%
32%	50%	Grade Level	Adeq. Growth	0	10%		11%	11%
On Grade Level	14%	0	54%	39%	Grades 5-8 ELA- Percentage of Students			
performing below, at, or above grade-level				EC	Intervention	Regular	Of Total	Students
Below	92%	80%	7%	24%	At	8%	20%	
78%	64%	Above	0	0	15%	12%	Grades K-8 Math- Percentage	
of Students performing below, at, or above grade-level				EC	Intervention	Regular		
Of Total Students	Below	91%	100%	13%	31%	At	9%	
0	64%	51%	Above	0	0	23%	18%	Our

comprehensive plan for addressing learning gaps is multi-pronged. First, we have a new ELA curriculum (EL Schools) that was partially implemented during the 2020-21 school year. Teachers will attend additional training for this program during the summer of 2021. This program will introduce a consistency in teaching that hadn't previously existed at Two Rivers. Giving teachers this tool will make core instruction stronger. We will use ESSER II or III funds to contract with an EL Schools coach to support this program. Next, the disruption in educational services had the strongest impact on our most vulnerable students- students who were already academically struggling. We found that many of these students were not engaged in remote learning, were less likely to complete schoolwork assigned, and missed class more often. Because of this, our plan includes hiring a part-time (20-29 hours) EC Teacher/Interventionist. During the 2020-21 school year, we had an all-hands-on-deck approach to supporting students; specials teachers and TAs provided extra support and interventions. In the upcoming years, some of these staff members will not have this flexibility as they will return to their "normal" jobs. Having an extra person whose job is dedicated to supporting low performing students will be crucial. Third, this COVID year has made us realize that we need a stronger assessment plan. We will use ESSER funds to implement a more thorough assessment program older students. Specifically, we will implement the NWEA MAP testing suite for ELA for students in grades 4-8 and for math in grades 3-8. Finally, we plan to make use of the summer to ameliorate learning loss. Our summer program will focus on students with the greatest academic need.

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 inevitable that students' academic performance would decline given school closures in the spring of 2020 and the many transitions in the 2020-21 school year. The Two Rivers team examined data from two lenses. First, we asked what the overall impact of closures was on the general student body. Next, we asked if the closure and subsequent transitions disproportionately impacted students who were already performing poorly in school. For ELA, we examined different measure because Two Rivers uses different instruments (mClass for younger students, and EOG/Check-ins & Acadience for older students). In the two years previous to the 2020-21 school year, about 32% of students in grades K-3 did not meet grade-level expectations for reading by MOY testing periods. In the 2020-21 school year the number of students who were below grade level and not making adequate progress by the MOY assessment increased to 50%. Not surprisingly, school closure and hybrid learning had less of an impact on older students. In past years mid-year assessments show that about 79% of students are reading on grade-level while this year (2020-21) about 76% of students were at grade-level in reading. Older students already have the basic skills necessary for reading, so online learning didn't have as great of an impact on them. There are some caveats to this which will be discussed later. We see a similar decline in math learning as assessed by the NCensi and Imagine Math benchmarks. In previous years, 75-80% of students in grades K-2 were at grade level in math and on the 2020-21 MOY assessment 34% of the students were performing below grade-level- representing about a 10-15% decrease in the number of students at grade-level. At Two Rivers, math tends to be a weaker subject for older students, with 65-79% of the students being proficient in math over the past few years. It is a little more difficult to access the impact of COVID on math for students in grades 3-8 because we did not give NC Check-ins this year. Our BOY and MOY benchmark assessments were through Imagine Math. According to these assessments, very few students are at grade-level (about 20%). According to teacher reports about 70% of students are at grade-level in math. 2020-21 EOGs will give us a better understanding of gaps in math for students in intermediate and middle grades. A second goal of our data analysis was to examine the impact of school closure and hybrid learning on our most vulnerable students. Based on anecdotal evidence from EC teachers, students with IEPs were more likely to miss EC work sessions (even when those same students were attending regular education classes), had less support at home, and had greater difficulty with online learning. EC teachers report that 85% of EC students did not make progress toward their goals in math and 95% of EC students did not make progress toward their goals in ELA over the past year. This is devastating for students who are already struggling in school. This lack of progress is consistent with a breakdown of school-wide data which examined making grade-level progress by subgroup. Eighty-four percent of EC students in grades K-4 did not make adequate growth in reading and zero EC students in K-4th grade were at grade level in math. For older students, the pattern was similar with only 8% of the EC students reading on grade level and 12% on grade level in math. Similarly, students who are in MTSS interventions did not make progress toward grade-level performance in either reading or math over the past year. These results suggest that Two Rivers offer more support for struggling students, increased learning opportunities for all students (via a summer program), and teacher support in

implementing our new ELA curriculum. Teachers will attend training on this curriculum this summer (supported by the NC ACCESS grant), but adding virtual coaching sessions will add to this support. Once this curriculum is implemented, Two Rivers will use NC ACCESS grant funds to strengthen the math curriculum, thus our focus for ESSER funds will be on EC/Intervention support, increasing learning opportunities via summer programming, increasing ELA support for teachers, and improving assessment for grades 3-8.

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.

\$ 28,207.60 * 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;

Throughout the 2020-21 school year, it has become apparent that Two Rivers needs a more coherent way to assess students. Currently, we have different assessments for different grades in ELA and a hodgepodge of assessments in math. ESSER II funds will be used to provide high-quality assessments for grades 3-8 which will help teachers determine students' strengths and weaknesses and guide instruction. Our testing plan includes: 1) mClass testing for ELA in grades k-3 as part of RTA. We choose to stick with this assessment because we have historic student data which will help us see growth for specific students as well as look at class by class trends. In addition, in K-2nd grade students will have BOY, MOY, and EOY benchmarks in the ELSchools ELA Skills Block (phonics instruction). This data will allow teachers to group students into differentiated phonics groups and each group has weekly assessments. 2) In grades K-2 students take the Acadience math screener at the BOY, MOY, and EOY to measure math progress. 3) In grades 4-8 students will take the NWEA MAP ELA assessments (BOY, MOY, and EOY), and 4) in grades 3-8 students will take the NWEA MAP Math assessments (BOY, MOY, and EOY). The higher grades (specifically 4th-8th) were the grades that had many inconsistencies in assessment in the past. NWEA Map tests give teachers great information about standards that students have mastered and therefore will help teachers plan instruction for the whole class and

differentiated groups. The NWEA MAP tests are high-quality, "smart" tests which have been validated and provide standardized results.

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

According to the data and anecdotal evidence the students who were already struggling learners are the ones who suffered the most during remote and hybrid learning. Two Rivers recognized this early on and even when school was closed for most students at the beginning of the 2020-21 school year, we made accommodations to have students with IEPs and students who needed Tier II and III interventions in school face-to-face if parents consented. Going forward, we recognize that these students will be at a significant deficit going in to the 2021-22 school year. We have several plans to support these students: 1) ESSER II funds and RTA funds will be used to offer a summer program and students who are not achieving grade-level standards will be given priority for attendance. 2) ESSER III funds will be used to hire a 20-29 hour a week EC teacher/interventionist. This position will provide extra support for students with disabilities and do math interventions in grades 4-8 (other grades have teaching assistants that have been trained to do interventions). 3) During the past year, the MTSS team has worked with a school psychology professor at Appalachian State University. She and her graduate students have helped us develop our library of research based interventions and the graduate students did interventions with remote Two Rivers students. This relationship will continue in the future, with masters-level school psychology students working in the school to provide interventions. 4) During the 2020-21 school year teachers in K-8th grade began implementation of a new ELA curriculum. It was an odd time to start a new program, but it gave teachers some experience with the curriculum and next year it will be implemented with fidelity. In K-2 the program has two pieces: Skills Block, which is small group phonics instruction and Modules, which are focused on writing and comprehension. In 3rd-5th grades students receive instruction in modules and all-block (a focus on grammar and conventions) and in 6th-8th grade the modules include instruction in comprehension, vocabulary, grammar, and conventions. Teachers will be attending summer professional development to support implementation (paid for with NC ACCESS Grant funds) and ESSER II funds will support teachers through virtual coaching. This curriculum has been very effective in many school districts across the country.

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

During the 2020-21 school year, teachers supported students and parents with distance learning by providing information, especially in the form of short videos, about different aspects of distance learning- for example, google classroom, submitting assignments, checking grades, and using Imagine Math. Teachers had office hours during which parents or students could zoom or call with questions. At Two Rivers, one of the benefits of remote learning has been increased communication between teachers and parents. We plan to keep up the great communication, taking advantage of the fact that parents had to be more involved in their students' schooling than ever before. COVID Relief Funds have increased the technology at Two Rivers tenfold. Before COVID none of our classes had 1-to-1 devices

and now 3rd-8th grade students are 1-to-1 and by 2021-22 our 2nd grade students will have devices (NC ACCESS Grant funds). This is significant because teachers have commented on how easy it is to create short videos with instructions/information and post them to the google classroom so that students and parents can access instructions when at home. In addition, In addition to the normal handouts we give parents (e.g., on supporting students with reading, or letters about content covered in class) Two Rivers will host Family Nights with different academic themes four times next year (supported by NC ACCESS Grant funds). Finally, Two Rivers will update it's Family-Student Agreement to include distance learning.

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

Two Rivers has a staff member who tracks attendance. When a student has 10 absences, the guidance counselor reaches out to the parents to make a plan for improving absences. During the 2020-21 school year, it was important to monitor attendance because of remote instruction. The guidance counselor set up a system to alert parents when students with multiple absences were not present in zoom lessons. Engagement was a big issue during periods of distance learning. Teachers participated in a book study of the Distance Learning Playbook by Fisher and Frey and engaging students is a big part of the content. Teachers will continue to learn and refine remote instruction by participating in professional development and by giving them more time to share and collaborate with one another.

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

A portion of ESSER funds is dedicated to contracting with NWEA MAP for assessment in math and ELA. This will give Two Rivers a consistent measure for students in grades 3rd-8th grade. We have a strong system for tracking K-2 students in math and ELA. The MTSS team will meet at the beginning of the year to review initial benchmark data and compare it to data from the 2020-21 school year as well as previous years in order to determine which students have experienced learning loss. The team will determine interventions for both specific students and for the whole class when necessary. Progress monitoring will be done for individuals receiving intervention and the team will meet regularly to review progress. Benchmark data will be collected at the BOY, MOY and EOY.

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				\$
		As mentioned above ESSER III			\$ 34,449.92

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	above, ECERT funds will be used to hire a part-time special education teacher. We plan to keep this extra position for the entire grant period, potentially increasing it to a full-time position if needs warrant this. The team made this a priority because data shows that EC students did not make adequate progress toward their goals during the spring 2020 school closure and during remote learning. Having another staff member serving students with disabilities will be beneficial to both individual students and to teachers, as this teacher can help classroom	Employment from 8/2021 through 6/2022	EC students and intervention students will be impacted the most. However, all students will be impacted by providing more support to the students at highest need because classroom teachers will be supported	

		teachers with classroom differentiation.			
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	Unbudgeted expenses to be used in coming years	Completed by 9/2024	Entire school	\$ 78,380.48

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 \$ 112,830.40

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.

Grant Award Notification (GAN)

Two Rivers Community School (95A) Charter 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

Two Rivers Community School (95A) Charter 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)]	<u>Rebecca Arroyo</u>

Substantially Approved Dates

Two Rivers Community School (95A) Charter 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

New Applicant Summary

Two Rivers Community School (95A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - New Applicant Summary

There are no new applicants.

GAN Information

Two Rivers Community School (95A) Charter 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

Two Rivers Community School (95A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 2 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

160401514

*** Address:**

1018 Archie Carroll Road Boone, NC 28607

*** Superintendent:**

Dr. Natalie Oransky

Key Personnel:

* Dr. Natalie Oransky

History Log

Wayne Preparatory (96F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/1/2021 9:35:03 AM	Tara Powe	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/1/2021 9:34:57 AM	Tara Powe	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District/Charter as NOT APPROVED for the following reasons: • The final 1/3 of the ESSER III funds have now dropped, the budget is returned to amend to add in that amount for a total budget now that all funds have dropped for PRC 181. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. <i>If you have any questions, please feel free to contact Tara Powe at Tara.Powe@dpi.nc.gov.</i>	C
	10/14/2021 11:54:10 AM	John Twitty	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/14/2021 11:54:04 AM	John Twitty	Status changed to 'Fiscal Representative Approved'.	S
	10/14/2021 11:53:57 AM	John Twitty	Status changed to 'Draft Completed'.	S
	7/22/2021 8:48:40 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:50:46 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Wayne Preparatory (96F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$349,138.00	\$349,138.00
Carryover	\$701,802.00	\$701,802.00
Total	\$1,050,940.00	\$1,050,940.00

Budget

Wayne Preparatory (96F) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
96F	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$349,138.00	\$0.00
Carryover Amount:	\$701,802.00	\$701,802.00
Allotment Plus Carryover:	\$1,050,940.00	\$701,802.00
Total Budgeted:		\$701,802.00
Total Remaining:	\$349,138.00	\$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
11/1/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Powe, Tara
		☒		3-5110-141- 3-000-00	0	The final 1/3 of the ESSER III funds have now dropped, the budget is returned to amend to add in that amount for a total budget now that all funds have dropped for PRC 181.
11/1/2021 9:32 AM	Denied (Pending)		Powe, Tara			
11/1/2021 9:31 AM			Powe, Tara	3-5110-141- 3-000-00	0	The final 1/3 of the ESSER III funds have now dropped, the budget is returned to amend to add in that amount for a total budget now that all funds have dropped for PRC 181.
8/6/2021 8:26 AM	Received		Admin, NCCCIP			
7/22/2021 8:48 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

3 - Other

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

i	Salary	3	5110	141	000	00	\$115,600.80	\$0.00	\$115,600.80		The final 1/3 of the ESSER III funds have now dropped, the budget is returned to amend to add in that amount for a total budget now that all funds have dropped for PRC 181.
i	Other	3	5110	211	000	00	\$8,843.48	\$0.00	\$8,843.48		
i	Other	3	5110	411	000	00	\$20,000.00	\$0.00	\$20,000.00		
i	Other	3	5110	418	000	00	\$144,900.19	\$0.00	\$144,900.19		
i	Equipment	3	5110	461	000	00	\$500.00	\$0.00	\$500.00		
i	Equipment	3	5110	462	000	00	\$69,900.19	\$0.00	\$69,900.19		
i	Other	3	5210	414	000	00	\$6,000.00	\$0.00	\$6,000.00		
i	Other	3	5330	411	000	00	\$3,000.00	\$0.00	\$3,000.00		
i	Other	3	5330	414	000	00	\$6,000.00	\$0.00	\$6,000.00		
i	Equipment	3	5330	461	000	00	\$10,000.00	\$0.00	\$10,000.00		
i	Other	3	5360	143	000	00	\$144,501.00	\$0.00	\$144,501.00		
i	Other	3	5360	211	000	00	\$11,054.35	\$0.00	\$11,054.35		
i	Equipment	3	5810	461	000	00	\$6,000.00	\$0.00	\$6,000.00		

	Other	3	5830	312	000	00	\$15,000.00	\$0.00	\$15,000.00		
	Other	3	5830	411	000	00	\$15,000.00	\$0.00	\$15,000.00		
	Salary	3	5860	135	000	00	\$83,604.24	\$0.00	\$83,604.24		
	Other	3	5860	211	000	00	\$6,397.75	\$0.00	\$6,397.75		
	Other	3	5860	312	000	00	\$4,500.00	\$0.00	\$4,500.00		
	Other	3	5860	411	000	00	\$15,000.00	\$0.00	\$15,000.00		
	Other	3	5870	312	000	00	\$15,000.00	\$0.00	\$15,000.00		
	Other	3	6300	312	000	00	\$1,000.00	\$0.00	\$1,000.00		

Total: \$701,802.00 \$0.00 \$701,802.00

Grant Details

Wayne Preparatory (96F) 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.

The district identified gaps in core, supplemental and intensive instruction. Also based on the needs assessment, the district determined that building capacity, communication and collaboration were much needed as well as identified gaps in car, supplemental and intensive instruction. The focus and vision for the future will heavily rely on three-tiered instruction and data-based problem solving. Funds will be allocated to strengthen ore, supplemental and intensive instruction as well as to drive data decision making. This process will require teachers and administrators to gain knowledge in increasing rigor in core instruction for in-person learning. We will use data to develop plans for both supplemental and intensive instruction. These tools will be used to address student learning gaps resulting from the loss of learning that disrupted the educational environment this past 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.

WPA will use funds around providing three-tiered instruction for all scholars. The staff has been working on providing three-tier instruction in academics, but also realizes the importance of social emotional and behavior as well. It is essential for scholars recovering from learning losses. Additional time, staff and resources is vital for both scholar and teacher success. Some of the resources Wayne Prep will purchase to provide three-tiered instruction in the classroom in closing learning gaps due to the pandemic are small group leveled books focused on phonics instruction, math manipulative, number talk books, leveled classroom libraries, novels for learning, credit recovery course and technology. WPA plans to use the funds to move the district forward by increasing technology. By purchasing more devices the district will be better prepared in the event of another shut down for virtual learning and for three-tiered instruction. The site will also begin to utilize Thinking Maps, graphic organizers across grade levels. Professional development and online learning access will be given to all staff members. In the area of three-tiered instruction for social and emotional, the site will invest more in training scholars on the Seven Habits of Happy Kids and Leader In Me. This will be done by providing workbooks for scholars and additional training and resources for teachers. Also, for our Exceptional Children's classrooms, part of their classroom library will consist of books based on social and emotional issues. To encourage interaction and repair gaps caused by the pandemic, the staff will be trained on Cooperative Learning through Kegan which includes professional development and coaching days. Data to inform instruction is a high priority for the LEA. Through the purchase of iReady diagnostic and professional development a focus will be put on using data to inform instruction. Other tools that will be utilized to collect data are credit recovery which has an intervention piece for high and middle school scholars as well as a credit recovery piece for high school students. Finally professional development for both education leaders and teachers is important. COVID-19 has resulted in a disruption of educational services and shift to remote learning. This requires new ways of thinking. It is important for leaders in education to be familiar with new technology as well as teachers. Professional development in social and emotional learning, math manipulatives and cooperative learning will be provided. Thinking Maps and iReady training will be given to leadership and teachers.

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.

\$ 489,498.40 * 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;

Wayne Prep has decided to use the iReady diagnostic and progress monitoring as a valid and reliable tool to accurately assess students academic progress and assist educators in meeting students academic needs. The iReady diagnostic is used in K-8 grades. It provides data to determine both needs in core, supplemental and intensive instruction. It correlates with core curriculum through using the diagnostic to determine which standards need prerequisite taught or which skills the scholar has already mastered. This helps with the supplemental and intensive instruction. The LEA will continue to use EasyCBM which is a valid and reliable tool to progress monitor scholars receiving strategic and intensive instruction. WPA will finally use Edgenuity in grades 6-11 to determine scholars who have additional academic needs and to prescribe differentiated instruction for those scholars.

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

WPA is implementing numerous activities to meet the comprehensive needs of scholars. CRA or Concrete, rational and abstract theory is a proven theory in teaching math instruction. To increase concrete knowledge of math and allow scholars to have individual math manipulative to decrease the spread of the virus, math manipulative will be purchased for all math classes in grades K-8. Tools and instruction will also be provided to increase instruction in the science of reading. Phonic instruction in grades K-3 will be a high priority while also remediating with supplemental and intensive phonics instruction in grades 4-8. Tools to deliver phonics instruction, differentiated small group reading and materials and furniture to implement both are critical to meetings of students. Also, in middle and high school Edgenuity will be used to provide intervention to scholars as well as course recovery for scholars who may have had a disruption in learning from COVID-19.

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

One tool WPA plans to use to inform and assist parents is Otus. Otus is a tool teachers can use to communicate parents, present information and integrate with PowerSchool. to allow parents full access to scholar information in one place. This will streamline information to effectively support students and families. GoGuardian I a tool the LEA will begin to use to monitor scholars and provide information to parents on a student's participation in online activities. Administrators and teachers know the challenges of monitoring scholars participation online and GoGuardian Admin and GoGuardian Teacher will allow staff to monitor scholars whether they are working online in class or in a distance learning environment.

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

Tracking student attendance and improving student engagement in distance learning will be met through Otus. GoGuardian Teacher and GoGuardian Admin. These tools monitor scholar engagement and movement online. Scholar engagement will improve by providing additional professional development for administrators and teachers in presenting information to scholars online, integrating technology in the classroom and using data to inform instruction. Additionally, a digital learning specialist will be hired to work with staff on regranting technology. Tools will also be purchased to make distance learning for teachers easier such as an additional monitor, trackpad, document camera and multiple online 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 will be done by comparing pre-pandemic iReady data to current iReady data. Reports will be created to collect data on students in all subgroups including low-income students, children with disabilities, English Learners, racial and minorities, students experiencing homelessness and children and youth in foster care. Data on all scholars as well as each subgroup will be collected from historical iReady data and EOG or EOC data. This will be compared to current iReady and EOG or EOC data. Students who are not growing or progressing at a normal rate or identified as experienced a learning loss as a result of the pandemic will have opportunities to remediate. This includes small group instruction, online learning programs, access to tutors and interventionist, opportunities for hands on learning and rigorous core curriculum. These scholars will be progress monitored frequently to measure progress and benchmarks will be used to re-address learning needs and losses.

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 touches water fountains	July 2021 - June 2024	Scholars will be able to use the water fountain without spreading germs	\$ 6,400.00

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 air purifiers to filter the air	July 2021-June 2024	Air will be purified to lessen the spread of the virus	\$ 6,500.00
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	+The school has opted in the StrongSchoolsNC K-12 Testing Program	Nov 2021 - June 2024	Staff and scholars will be frequently tested to determine if anyone is positive	\$ 20,000.00

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	+Students will be provided free wireless tablets	July 2021 - June 2024	Scholars who qualify will receive tablets	\$ 30,000.00
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	Custodians will order supplies to thoroughly clean and sanitize all classrooms	July 2021 - June 2022	Facilities will deep cleaned to minimize the spread of the virus or if an individual test positive	\$ 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				\$

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 technology hardware to move to one-to-one	July 2021 - June 2024	EasyCBM, I-Ready Diagnostic and growth checks in reading and math, NC Check-Ins and EOG and EOC data will be used to monitor impact measures.	\$ 50,000.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		August 2021- August 2022	Behavior tracking and office referrals will be used.	\$ 130,000.00

		Leader in Me workbooks for scholars and professional development to encourage personal growth and Kegan professional development for teachers to encourage interaction and repair gaps caused by COVID, the staff will be trained on Cooperative Learning through Kegan which includes professional development and coaching days. WPA will hire an onsite nurse to screen students for virus and also hire a social worker to provide support to families as well as 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	The majority of funds will be used on Summer Learning to provide staff, materials, resources, and snacks. Staff will use materials and resources to work with small groups to close learning gaps.	June 2021-July2 2021	Easy CBM, I-Ready Diagnostic and growth checks in reading and math, and RTA Test will be used to monitor impact measures.	\$ 159,639.60
	* ☒ Yes ☐ No	WPA will provide a one time bonus to staff who have stay through the pandemic	July - 2021 - June - 2022	Retain current staff for consistency for scholars	\$ 128,902.00

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 \$ 561,441.60

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.

Grant Award Notification (GAN)

Wayne Preparatory (96F) 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.

Contacts

Wayne Preparatory (96F) 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>John Twitty</u>

Substantially Approved Dates

Wayne Preparatory (96F) 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

Thursday, October 14, 2021

New Applicant Summary

Wayne Preparatory (96F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Wayne Preparatory (96F) 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.

GAN Organization Data

Wayne Preparatory (96F) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79416527

*** Address:**

600 Tommy's Road Goldsboro, NC 27530

*** Superintendent:**

Mr. John E. Twitty, Sr.

Key Personnel:

* Dr. Tina Hinson

History Log

Sallie B Howard School (98A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/3/2021 11:11:54 AM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Approved'.	S
	10/25/2021 10:34:49 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/25/2021 10:34:40 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
☐	10/21/2021 4:01:47 PM	JoAnne Woodard	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
	10/21/2021 4:01:47 PM	JoAnne Woodard	Status changed to 'Chief Administrator Approved'.	S
☐	10/21/2021 4:01:37 PM	JoAnne Woodard	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
	10/21/2021 4:01:37 PM	JoAnne Woodard	Status changed to 'Fiscal Representative Approved'.	S
	10/21/2021 4:01:26 PM	JoAnne Woodard	Status changed to 'Revision Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:12:46 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Sallie B Howard School (98A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,187,868.00	\$1,187,868.00
Carryover	\$2,399,182.00	\$2,399,182.00
Total	\$3,587,050.00	\$3,587,050.00

Budget

Sallie B Howard School (98A) 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
98A	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$1,187,868.00	\$1,187,868.00
Carryover Amount:	\$2,399,182.00	\$2,399,182.00
Allotment Plus Carryover:	\$3,587,050.00	\$3,587,050.00
Total Budgeted:		\$3,587,050.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	11/04/2021 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
11/4/2021 4:46 PM	Approved	☒	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Letchworth, Tina
10/25/2021 10:33 PM	Approved (Pending)		Letchworth, Tina			
10/22/2021 8:51 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			
8/26/2021 11:02 AM	Approved (Pending)		Eddy, Melissa			
8/6/2021 8:29 AM	Received		Admin, NCCCIP			
7/26/2021 8:26 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Sallie B Howard School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$200,000.40	\$0.00	\$200,000.40		
	Other	3	5110	211	000	00	\$15,300.00	\$0.00	\$15,300.00		
	Other	3	5110	312	000	00	\$50,000.00	\$0.00	\$50,000.00		

	Other	3	5110	413	000	00	\$175,000.00	\$0.00	\$175,000.00		
	Other	3	5110	418	000	00	\$75,000.00	\$75,000.00	\$150,000.00	INCREASE REVENUE	
	Equipment	3	5110	461	000	00	\$250,000.00	\$0.00	\$250,000.00		
	Salary	3	5210	121	000	00	\$40,000.08	\$0.00	\$40,000.08		
	Other	3	5210	211	000	00	\$3,060.00	\$0.00	\$3,060.00		
	Other	3	5210	317	000	00	\$75,000.00	\$0.00	\$75,000.00		
	Other	3	5210	418	000	00	\$25,000.00	\$0.00	\$25,000.00		
	Salary	3	5270	121	000	00	\$40,000.08	\$0.00	\$40,000.08		
	Other	3	5270	211	000	00	\$3,060.00	\$0.00	\$3,060.00		
	Other	3	5270	418	000	00	\$25,000.00	\$0.00	\$25,000.00		
	Other	3	5350	198	000	00	\$300,000.00	\$0.00	\$300,000.00		
	Other	3	5350	211	000	00	\$22,950.00	\$0.00	\$22,950.00		
	Other	3	5350	411	000	00	\$75,000.00	\$0.00	\$75,000.00		
	Other	3	5400	343	000	00	\$80,852.44	\$0.00	\$80,852.44		
	Salary	3	5830	146	000	00	\$45,000.00	\$0.00	\$45,000.00		
	Other	3	5830	211	000	00	\$3,442.50	\$0.00	\$3,442.50		
	Salary	3	5840	146	000	00	\$45,000.00	\$0.00	\$45,000.00		
	Other	3	5840	211	000	00	\$3,442.50	\$0.00	\$3,442.50		
	Other	3	5880	312	000	00	\$20,000.00	\$0.00	\$20,000.00		
	Equipment	3	5880	462	000	00	\$20,000.00	\$0.00	\$20,000.00		
	Other	3	6400	311	000	00	\$200,000.00	\$0.00	\$200,000.00		
	Other	3	6540	411	000	00	\$50,000.00	\$19,943.00	\$69,943.00	INCREASE REVENUE	
	Equipment	3	6550	541	000	00	\$157,074.00	\$842,925.00	\$999,999.00	INCREASE REVENUE	

	Equipment	3	6580	541	000	00	\$400,000.00	\$250,000.00	\$650,000.00	INCREASE REVENUE	

Total: \$2,399,182.00 \$1,187,868.00 \$3,587,050.00

Grant Details

Sallie B Howard School (98A) 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.

With ESSER III funds our goal is to restore students to their pre-pandemic levels of attendance (95%), academic proficiency in core subjects and competencies on state exams (SRC "B"); address social and emotional stressors/issues that adversely impact students mental health; and restore students' love for learning and motivation to achieve. Established in 1997, SBHS is a free, public charter school in Wilson, NC, a rural, low-wealth area located an hour outside of our state's capital. We serve over 1000 students, primarily African American (59%) and Hispanic (35%), in grades K-10. Within our study body 14.2% receive services as English Language Learners, 8.9% receive special education services, and 75.6% are eligible for free/reduced price meals. School leaders, teachers, department heads, team leaders, and parents have been involved in identifying academic, social/emotional needs of students, families, teachers and staff that can be addressed with ESSER III funds. Parents and teachers responded to needs assessment surveys, school leaders met weekly to plan and implement learning recovery interventions, including summer sessions, increased staffing, upgrading technology and facilities, etc., and department heads were consulted on impact of Covid disruptions that can be addressed with ESSER funds. Top priority needs from all stakeholders focused on recovering learning losses experienced by students. Factors impacting learning losses range from lack of supervision at home, poor attendance, difficulty using educational devices, unstable online connectivity, social/emotional barriers, including lack of motivation, reported depression, not completing assignments, social isolation, etc. Other factors include insufficient teacher and parent

proficiency in using technology, online tools, software, platforms, etc., distractions, disruptions, interruptions, and challenges in teaching and learning in students' home setting, high teacher/student classroom ratio in a remote learning environment, and more. As a result of gathering information and suggestions from stakeholders, we plan to use ESSER funds to assess and address student learning gaps in the following ways: 1. Reduce teacher/student instructional ratio by adding teachers and instructional assistants in classrooms as needed. This will include regular ed, ESL, and EC classes, where student data shows it is most needed to raise student achievement levels. This will require purchasing and equipping mobile classrooms to reduce teacher/student ratios. 2. Provide extended day instructional remediation and enrichment, including summer school, afterschool, Saturday school, and intercession classes. 3. Provide small group remediation and enrichment intervention during regular school day hours for students not yet performing grade level work. 4. Provide mental health counselor, clinical therapist, and registered nurse to address and respond to social/emotional trauma experienced by students, staff, and parents as a result of school closings and the Covid pandemic. 5. Equip students, teachers, staff, and classrooms with upgraded technology needed for efficient and effective teaching and learning, including educational devices, connectivity, network, interactive tvs, cameras, projectors, work stations, mobile technology carts, etc. 6. Equip teachers and instructional staff with research and evidence based print and digital textbooks, instructional material, software, progress monitoring assessment tools, etc., to supplement instruction aimed at closed learning gaps resulting from educational disruptions and learning losses due to Covid pandemic. 7. Purchase activity buses that are equipped with AC, seat belts, and features to safely and reliably take students on educational field trips to historic and cultural sites, museums, etc. to deepen students' knowledge and understanding of critical concepts and skills taught in core content subjects. 8. Purchase school buses to provide safe, social distancing when transporting students to and from school. 9. Purchase research and evidence based instructional materials to use for efficient and effective student assessment, progress monitoring, remediation, and enrichment of learning losses due to school closures and disruptions related to Covid pandemic. The purchases will include, but not be limited to print and MyOn digital novel studies, Achieve 3000 summer and fall reading remediation, Reading Renaissance program, Lucy Calkins writing program, Coach digital correlated with EOG standards, etc. 10. Provide Professional Development training for teachers to become proficient in aligning curriculum scope and sequencing of instruction with standard taught before and after teachers' grade level; small group remediation and enrichment training; differentiated instruction, and more. Additional training in become a trauma informed teaching staff and implementing age and grade appropriate, safe, nonjudgmental, and emotionally healthy discussions about what's on a student's mind. 11. Parent education workshops and trainings to support students with technology uses, including platforms, software, devices, connectivity, etc. Parent education to support students in coping with social/emotional stresses and trauma as a result of Covid related experiences

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.

Attendance in grades K-8 for the first 3 quarters of the previous, non-pandemic 2019-2020 school term averaged 93.7%. The number/% of K-8* students earning failing grades in the first 3 quarters of the current Covid-19 2020-2021 school term averaged 19%. The number/% of K-8 students earning failing grades in the first 3 quarter of the previous, non-pandemic 2019-2020 school term averaged 15%. These two data points especially support our plan to use ESSER funds to mitigate learning losses and social emotional stresses experienced by students as a result of the school closings and disruptions caused by Covid pandemic. Low income demographics (75%) of our students and families support our use of ESSER funds to provide the academic, social, and emotional resources, supports, tools, and experiences students need to fully recover from the learning and social/emotional losses as a result of educational disruptions due to Covid pandemic. In the past school year students' attendance, work submitted, passing grades in core subjects have decreased by 10-20% compared to previous years. This data represents a significant decline in learning that must be recovered to prevent students from falling further behind in their learning trajectory. Several key strategies to address student learning gaps resulting from the disruption in educational services were discussed. Major interventions intended to implement using ESSER funds include, 1. staffing of additional teachers to provide targeted extended day remediation, small group instruction during school hours; 2. mental health counselors and nurses to address social and emotional trauma experienced by students, staff, and parents; 3. equipping the school with an inventory of PPE materials and supplies to create and maintain a safe school in compliance with CDC protocols and guidelines; 4. replacing and upgrading computer instructional devices, equipment, software, platforms, to prepare for both in-person and remote learning contingencies; 5. safe vehicle transportation equipped with AC and set belts to take students on educational field trips to recover learning losses as a result of Covid 19, reducing teacher student ratio by adding mobile classrooms, and equipping all classrooms with quip classrooms with network, cameras, hardware, software, interactive tvs, projectors, connectivity, etc. and 6. enriching and deepen learning experience with high quality educational field trips to historic sites, museums, STEM camps, arts and culture events, in response to Covid 19 learning losses. These activities will deepen students' knowledge and exposure to relevant educational concepts.

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.

\$ 1,118,926.00 * 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 need to track progress in reducing student learning loss cannot be overstated. Collecting and analyzing high quality, valid, and reliable assessment data informs instruction so that teachers know what, when, and whom to reteach, differentiate instruction, and how to form small groups for strategic, targeted instruction and greater learning mastery. We will use such tools to track student progress in core content subjects (reading, math, science, social studies). The goal to measure progress in reducing learning loss will include, but not be limited to, using pre/post test assessments and progress monitoring of grade level proficiency in core academic subjects, quarterly formative and summative benchmarks, NCCINS tests, IStation reading tests, mid quarter progress reports, and final grades;

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

Learning losses and social emotional trauma experienced by students as a result of the educational disruptions caused by Covid, will require a comprehensive approach to restore students to pre-pandemic levels of academic and social/emotional functioning. We will staff additional certified teachers to lower class size and deliver strategic, differentiated small group instruction, and provide extended day remediation and enrichment during afterschool, Saturday school, intercession, and summer school programs. Smaller class sizes accelerates recovery from learning loss due to Covid. We will adopt high quality, evidenced based curriculum and assessment materials to track student progress in core content subjects (reading, math, science, social studies), including print and digital textbooks, software, supplements, etc.

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

We serve a large number of low income families many of whom have few technology devices other than a cell phone or internet connectivity. School closings due to Covid pandemic created a huge challenge and an opportunity to educate and support parents in the effective use and maintenance of electronic devices - chrome books, tablets, hot spots, and our tech support team. Soon we will be returning to in-person classes and we will conduct in-person classes and parent workshops to educate and equip parents on how they can effectively support their students to get the most out of their educational experience. Parents will learn how to use the devices and platforms students use for instruction, submitting assignments, study guides, reading and math software, and more. Additional parent workshops will be offered in responding to trauma, coping with social/emotional stresses, mental health resources available to parents, Parenting on Purpose, and more. Workshop will be conducted separately in Spanish and English to accommodate non-English speaking parents. Interpreters are also available for parent teacher conferences and school meetings.

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

Student attendance has clearly been the primary factor in learning loss during Covid remote instruction. The lack of student engagement even while present during remote instruction exacerbated the learning loss. Engaging students in distance education using technology can bring live, interactive instruction to students in-person and remote learners simultaneously. This technology allows students to see and interact with classmates and the teacher in real time. As teachers become

more adept at finding and using more student friendly and engaging platforms, software, apps, and teaching/learning tools that are also effective at building agency and mastery in learning crucial skills and knowledge, the greater student engagement and achievement will be evidenced via distance 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 progress will be tracked and compared to grades earned before, during, and after school closings due to Covid pandemic. Students will be identified as having demonstrated learning loss by comparing pre-pandemic grades with grades earned during Covid remote instruction with grades being earned after returning to in-person instruction, or post-pandemic learning. Comparison data collected will include progress report grades, quarterly report card grades, state exam scores, End of Quarter exam grades, End of Year exam grades, state competency scores, 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	Purchase school buses equipped with HVAC, , and safety features to reduce exposure to environmental health hazards, permit social distancing, and support student health.	6/1/2021 - 9/30/2024	1. impact of purchasing buses equipped with HVAC, and safety features that allow social distancing to minimize the risk of virus transmission will be measured by tracking the number of Covid positive cases found among students and staff and the number of absences of students and staff due to illnesses related to Covid or other virus transmission.	\$ 999,999.00

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. Install HEPA filters in classrooms, offices, and other spaces at school. 2. Replace/upgrade HVAC unit to improve air quality and ventilation, etc.	6/1/2021 - 9/30/2024	Reduce virus transmission and achieve better air quality through campus.	\$ 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	Learning losses for special needs populations including ED (educationally disadvantaged), ESL, and EC are exacerbated by difficulties they face navigating the technology and isolation of distance learning. Recovery from those losses can be accelerated by adding EC and ESL teachers to lower teacher student ratio, providing more small group instruction, contracted evaluation services, and high quality, research based, curriculum materials, software, and equipment.	6/1/2021 - 9/30/2024	The impact of addressing the unique needs of EC, ESL, and ED special populations will be measured by pre/post test assessments and progress monitoring of grade level proficiency in core academic subjects using quarterly formative and summative benchmarks, NCCINS tests, ACCESS tests, IStation reading tests, tracking student attendance, mid quarter progress reports and final grades;	\$ 211,120.16
	* ☒ Yes ☐ No		6/1/2021 - 9/30-2024		\$ 80,852.44

**IMPROVING
PREPAREDNESS AND
RESPONSE:**

Developing and implementing procedures and systems to improve preparedness and response efforts.

Implementing an effective and efficient school leadership communication system improves preparedness and the ability to respond quickly and appropriately when needed to act to address urgent safety matters. The use of mobile technology carts and walkie talkies allow school leaders the freedom to be present monitoring any location in the building rather than confined to an office away from students and teachers where they may be needed at a moments notice. A school leader's presence alone mitigates disruptions and creates a sense of safety and access among students and teachers.

The impact of implementing an effective and efficient school leadership communication system is measured in the number of absences, suspensions, counseling referrals, behavioral incidents, in-school suspensions and detention referrals, etc.

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 sanitizing and cleaning supplies inventory to prevent and reduce risks of Covid infections.	6/1/2021 - 9/30/2024	The impact of providing adequate supplies to sanitize and clean school facilities will be measured by maintaining a monthly inventory of sanitizing and cleaning supplies on hand, following daily/weekly procedure of replenishing sanitizing/cleaning products in bathrooms, classrooms, halls, entrances, cafeteria, etc. and submitting records to facilities manager.	\$ 69,943.00

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	1. upgrade computer devices one to one 2. provide connectivity devices to families as needed 3. equip classrooms with network, cameras, hardware, software, interactive tvs, projectors, connectivity, etc. 4. provide technology that allows in-person and remote learning simultaneously.	6/1/2021 - 9/30/2024		\$ 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.

The impact of providing educational technology to students is measured by the progressive reduction of learning losses suffered as a result of Coronavirus pandemic. Progress monitoring quarterly improvements in formative and summative assessments and grades demonstrate the impact of technology on increases in student achievement.

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	Staff school with registered nurse, counselor, and therapist to address social/emotional trauma experience by students, families, and staff. Mental health staff will conduct trauma informed workshops and trainings for parents, students, and staff.	6/1/2021 - 9/30/2024	The impact of providing mental health services and supports will be measured by a decreasing number of absences, suspensions, counseling referrals, and academic improvements in student grades. .	\$ 96,885.00
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	Extended day supplemental after school, summer school, saturday school, intercession enrichment will be provided to address the academic and social emotional needs of students suffering learning loss and social/emotional adjustment needs of students impacted by disruptions due to school closings created by Covid pandemic.	6/1/2021 - 6/30/2024		\$ 21,176.00

				The impact of summer learning and extended day remediation and enrichment will be measured in pre/post assessments in core subjects including, math, reading, and science, retesting state EOG exams in math and science for students who failed those exams during the school year, progress monitoring using formative and summative assessments,	
	* ☒ Yes ☐ No	1. staffing additional certified teachers to deliver strategic, differentiated small group instruction, lower class size, afterschool, saturday school, intercession, and summer school remediation/enrichment activities. 2. acquiring	6/1/2021 - 9/30/2024		\$ 88,148.40

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.		high quality, evidence based curriculum and assessment materials to track student progress in core content subjects (reading, math, science, ss). Including print and digital textbooks, software, supplements, etc. 3. lower student teacher ratio by adding temporary, cost effective, mobile classrooms. Smaller class sizes accelerates recovery from learning loss due to Covid. 4. conduct monthly parent education workshops to train parents in use of technology students are using for instruction, submitting assignments, use of study guides, etc. 5. Tracking attendance, and academic progress...using daily attendance reports, classwork, homework, and weekly quizzes. .		The goal to reduce learning loss will be measured by the following: 1. pre/post test assessments and progress monitoring of grade level proficiency in core academic subjects using quarterly formative and summative benchmarks, NCCINS tests, IStation reading tests, etc.; 2. Quarterly tracking student attendance, mid quarter progress reports and final grades; 3. Parent attendance at monthly/quarterly parent educational workshops, teacher conferences, and teacher communication tools such as Remind.	

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

Sallie B Howard School (98A) 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)]	<u>JoAnne Woodard</u> <u>Sandeep Aggarwal</u> <u>Rebecca Arroyo</u>

Substantially Approved Dates

Sallie B Howard School (98A) 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

Thursday, August 26, 2021

New Applicant Summary

Sallie B Howard School (98A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Sallie B Howard School (98A) 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

Sallie B Howard School (98A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

3789968

*** Address:**

1004 Herring Avenue E Wilson, NC 27893

*** Superintendent:**

Dr. JoAnne Woodard

Key Personnel:

* Sandeep Aggarwal

History Log

Wilson Preparatory Academy (98B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:12:48 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Wilson Preparatory Academy (98B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$366,901.00	\$366,901.00
Carryover	\$0.00	\$0.00
Total	\$366,901.00	\$366,901.00

Budget

Wilson Preparatory Academy (98B) 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
98B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$366,901.00	\$364,284.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$366,901.00	\$364,284.00
Total Budgeted:		\$364,284.00
Total Remaining:	\$2,617.00	\$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 11:50 AM	Approved (Pending)		Powe, Tara			
9/29/2021 11:44 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Wilson Preparatory Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	418	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Salary	3	5330	121	000	00	\$106,163.04	\$0.00	\$106,163.04		
	Other	3	5330	211	000	00	\$8,120.96	\$0.00	\$8,120.96		
	Other	3	6550	551	000	00	\$150,000.00	\$0.00	\$150,000.00		
	Equipment	3	6580	541	000	00	\$70,000.00	\$0.00	\$70,000.00		
Total:							\$364,284.00	\$0.00	\$364,284.00		

Grant Details

Wilson Preparatory Academy (98B) 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.

Wilson Prep has returned to face to face in-person instruction, and based on student needs due to remote virtual learning and the lack of engagement for some students as noted by their skills levels returning to school. In April Wilson Prep parents were asked to give input on how to use ESSER III funds. Teachers were asked to provide input on how to address the learning gaps and losses noted in the students in their classrooms. Administration discussed with the board of directors the option to offer summer learning, purchase IReady software in reading and math to address learning loss, outdoor learning spaces/ playground space to provide students with fresh air and exercise and provide adequate physical distancing while outside, and improved air quality and sanitation to decrease the possible transmission of COVID. The plans for PRC 181 funds were discussed and shared in an open board meeting on April 2021. Teachers, parents and stakeholders have shared interest in offering instructional support for at risk students, software and technology to address learning loss and improved outdoor facility space. This learning loss support is geared to provide supplemental instruction during the school year to the impacts noted due to extended virtual learning. The learning loss support will engage students and close some of the gaps of academic loss during COVID

pandemic and remote virtual learning . Facility improvements to air quality and sanitation to minimize virus transmission.

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.

Wilson Prep will deliver screening assessments for core subjects and skills. Our highest priorities would be students falling a grade level or more behind in key subjects and skills (i.e., a fifth grader in the 2021-22 school year is scoring at a beginning 4th grade level or lower in May of 2021). We will provide supplemental instructional support ,coaching and tiered instructional strategies, including those to address intensive supports for curriculum, instruction, and data use. This is necessary so teachers can not only screen their students, but also build efficacy in delivering instruction and progress monitoring to actually close the gaps in our students' progress. A summer learning program was offered in summer 2021 and it benefitted our at risk population, especially in middle school and transitioning 9th graders. For example, rising sixth grade students in the 2020-2021 school year, ended their 5th grade year 2019-2020 with varying degrees of instruction delivery and access due to school closure and Remote learning due to the COVID pandemic. They then transitioned to 6th grade all while doing virtual instruction and did not return to face to face learning in the middle school until face to face instruction returned in the Spring . Currently, Wilson Prep data shows that at the beginning of the school year BOY about 20% of 6th graders were projected to need supplemental support. Based on spring data from 2021, 15% -20% of 6th graders need instructional support (supplemental/intensive support). On a quarterly basis, we evaluate the program objectives and intended outcomes under Section 4106. The Board of Directors is given an update by the Executive Director and Principal at Board meetings. We will be expanding the music program to gives students the opportunity to be part of the music department. WE will evaluate the effectiveness of the objective and intended outcomes by increasing participation by 5%. Wilson Preparatory Academy used NWEA data throughout the year. This helps validate if strategies in the classroom are helping to improve student performance throughout the year. We also have continual staff meetings throughout the year to update and improve activated that will stimulate student academic performance. EOG/EOC data will be used to identify areas to improve academic achievement. We also do follow-up surveys with teachers. Facility Improvements: There is a need for improved air quality and sanitation to decrease COVID virus transmission and improved outdoor play ground space

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.

\$ 75,000.00 * 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;

Wilson Preparatory Academy used NWEA data throughout the year. This helps validate if strategies in the classroom are helping to improve student performance throughout the year. We also have continual staff meetings throughout the year to update and improve activated that will stimulate student academic performance. EOG/EOC data will be used to identify areas to improve academic achievement.

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

NWEA is an assessment that is used to determine where students are performing and provide research based find out hwere the student providing researh based practices to meet the need e

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

Zoom As a communication tool for parents students and teacher Reminders software to provide school reminders to parents Schoology allows Wilson Prep to bring everyone together-students, teachers, coaches, parents, administrators- Google classrooms for direct instruction

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

Power School to track attendance Synchronize with schoology School counselor will contact the family if a student has an absence of more than 3 days straight

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

EOG EOC test scores Quarterly NWEA 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	Halo devices	2021-2023	Improve air quality for improved student health	\$ 20,000.00

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	improve HVAC	2021-20233	Improved air quality to decrease COVID transmission through the air	\$ 50,000.00
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				\$

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 Reading program for Struggling learners summer 2022,2023 and 2024 for who have not meet grade level standards by the end of the school year	2021-2024	The Summer program will allow students to make additional growth to meet instructional and grade level goals	\$ 69,284.00
	* ☒ Yes ☐ No	Purchase school buses/vans	2021-2024	The additional buses/vans will provide additional space for students to allow for 3-6 feet of physical distancing	\$ 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.

Total ESSER III Allotment \$ 289,284.00

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)

Wilson Preparatory Academy (98B) 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

Wilson Preparatory Academy (98B) 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)]	<u>Daryl Woodard</u>

Substantially Approved Dates

Wilson Preparatory Academy (98B) 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	Thursday, September 30, 2021

New Applicant Summary

Wilson Preparatory Academy (98B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Wilson Preparatory Academy (98B) 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

Wilson Preparatory Academy (98B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

5493436

*** Address:**

2755 Tilghman Rd N Wilson, NC 27896

*** Superintendent:**

Mr. Daryl Woodard

Key Personnel:

* Phillip Rountree

History Log

Appalachian State U Academy Middle Fork (34Z) 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
	10/14/2021 10:42:43 AM	Jessica Duncan	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/14/2021 10:40:27 AM	Jessica Duncan	Not Approved Comment: The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District/Charter as NOT APPROVED for the following reasons: · In Part D: Allowable Uses, you have Laptops, iPads and accessories listed under Education Technology. Is that coded as 411 in your budget? If those are being inventoried, they should be coded as 462 (Computer Equipment Inventoried). · In your Needs Assessment and/or Data Analysis, you mention hiring Interventionists and providing an afterschool tutoring program/summer program. However, these components are not included in Part D: Allowable Uses. Please remove from Part A/B or add to the appropriate category in Part D. · Please upload an updated 2021 Debarment Certification. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Jessica Duncan Jessica.Duncan@dpi.nc.gov ESSER Program Administrator Federal Programs Monitoring and Support Division	C
	9/22/2021 3:39:12 PM	Talana Bell	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/22/2021 3:18:32 PM	Roxie White	Status changed to 'Fiscal Representative Approved'.	S
	9/22/2021 3:18:23 PM	Roxie White	Status changed to 'Draft Completed'.	S
	9/22/2021 2:59:46 PM	Roxie White	Status changed to 'Chief Administrator Returned Not Approved'.	S
	9/22/2021 2:53:01 PM	Roxie White	Status changed to 'Fiscal Representative Approved'.	S
	9/22/2021 2:52:48 PM	Roxie White	Status changed to 'Draft Completed'.	S
	8/6/2021 12:11:51 PM	Alex Charles	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	7/30/2021 10:52:03 AM	Talana Bell	Status changed to 'Chief Administrator Approved'.	S
	7/30/2021 10:51:23 AM	Roxie White	Status changed to 'Fiscal Representative Approved'.	S
	7/30/2021 10:51:16 AM	Roxie White	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/27/2021 1:30:34 PM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:42:45 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Appalachian State U Academy Middle Fork (34Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$423,834.00	\$423,834.00
Carryover	\$852,968.00	\$852,968.00
Total	\$1,276,802.00	\$1,276,802.00

Budget

Appalachian State U Academy Middle Fork (34Z) 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
34Z	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$423,834.00	\$0.00
Carryover Amount:	\$852,968.00	\$852,968.00
Allotment Plus Carryover:	\$1,276,802.00	\$852,968.00
Total Budgeted:		\$852,968.00
Total Remaining:	\$423,834.00	\$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 - Duncan, Jessica
		☒		3-5110-131-000-000-00	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 9:35 AM	Denied (Pending)		Duncan, Jessica			
10/28/2021 9:34 AM			Duncan, Jessica	3-5110-131-000-000-00	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.
7/27/2021 1:30 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	131	000	00	\$206,000.16	\$0.00	\$206,000.16		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	162	000	00	\$44,000.16	\$0.00	\$44,000.16		
	Other	3	5110	211	000	00	\$19,125.02	\$0.00	\$19,125.02		
	Other	3	5110	221	000	00	\$33,387.26	\$0.00	\$33,387.26		
	Other	3	5110	231	000	00	\$25,304.16	\$0.00	\$25,304.16		
	Other	3	5330	181	000	00	\$25,000.80	\$0.00	\$25,000.80		
	Other	3	5330	211	000	00	\$1,912.55	\$0.00	\$1,912.55		
	Other	3	5330	221	000	00	\$5,420.15	\$0.00	\$5,420.15		
	Salary	3	5350	121	000	00	\$32,760.00	\$0.00	\$32,760.00		
	Salary	3	5350	141	000	00	\$156,000.24	\$0.00	\$156,000.24		
	Other	3	5350	192	000	00	\$22,680.00	\$0.00	\$22,680.00		
	Other	3	5350	211	000	00	\$16,175.19	\$0.00	\$16,175.19		
	Other	3	5350	221	000	00	\$45,840.24	\$0.00	\$45,840.24		
	Other	3	5350	231	000	00	\$37,956.24	\$0.00	\$37,956.24		
	Other	3	5350	411	000	00	\$26,490.55	\$0.00	\$26,490.55		
	Salary	3	5830	131	000	00	\$110,000.16	\$0.00	\$110,000.16		
	Other	3	5830	211	000	00	\$8,415.01	\$0.00	\$8,415.01		
	Other	3	5830	221	000	00	\$23,848.03	\$0.00	\$23,848.03		

	Other	3	5830	231	000	00	\$12,652.08	\$0.00	\$12,652.08		
Total:							\$852,968.00	\$0.00	\$852,968.00		

Grant Details

Appalachian State U Academy Middle Fork (34Z) 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.

1) School administration reviewed the following data to determine the school's educational needs: - Attendance records - Report card grades - Formative classroom assessment data - Informal Reading Inventory data (IRI) - NC Early Numeracy Skills Indicator (NCENSI) - BOG scores - After school tutoring attendance reports - Staff surveys - CSI Needs Assessment Self-Evaluation data - Annual lab school evaluation data Using this data, school administrators met with teachers and other instructional staff during PLT meetings to analyze quantitative and qualitative data about student performance and academic achievement. Teachers provided information about the current educational needs of students as a result of COVID. They brainstormed a list of instructional needs, special programming, and other ideas that would help compensate for learning loss. Teachers also talked to their students to elicit feedback on proposed academic programming and any resources/materials that students felt they needed to be successful. School administrators also connected with our university partner, Appalachian State University, to elicit input from education faculty on curricular decisions and programming information that will be most effective in addressing learning loss. Other university partners who were consulted included Information Technology Services, Finance, Human Resources, Office of Disability Resources, and Emergency Management. Collectively, they helped

the team determine how to best use ESSER funds to impact student learning. A team took all of this information and worked with the finance department to assist us in determining how to best use the funds to support student learning, reduce learning loss, and close the achievement gap. 2) When schools abruptly closed in March 2020 and moved to virtual learning, many of our students did not have the necessary tools and resources they needed for remote learning. Access to devices and reliable Internet put a real strain on student learning. This resulted in a gap in learning until the school was able to invest in the necessary technology to support remote learning. This continued until November 2020 when the school reopened under a hybrid learning model. Even then, students were in-person two days a week and at home three days a week. This caused undue hardship on families, which directly impacted learning and resulted in learning disruptions. Even when students were invited back to school four days a week, teachers had to spend a considerable amount of time re-teaching material and getting students "caught up". This was particularly evident in literacy in the primary grades and with at-risk students who were already below grade level prior to COVID. As a low-performing, Title I school, the loss of learning resulted in the widening of the achievement gap and creating more learning deficits. The school will address learning loss by focusing on early literacy development. This includes shared reading, reading workshop, and developing reading skills. To accomplish this, we plan to hire interventionists to assist with small group literacy and math instruction. We will also continue our partnership with the reading faculty from the College of Education to host Literacy Cast, daily hour-long sessions focused on vocabulary development, writing, and community. The interventionists will also provide small group math instruction to fill in gaps in learning that have stemmed from COVID-19. A STEM specialist will be hired to plan STEM activities and teach a STEM-based enrichment class. This interdisciplinary work will expose students to math through an interdisciplinary model. The school will also invest in LEGO math, a robotics curriculum that teaches students how to plan, design, test, and improve their robotic creations following a research design process. An afterschool tutoring program that focuses on literacy and STEM programming will be offered to all students starting in the 2020-21 school year. By taking advantage of additional hours outside of the regular school day, students will receive additional academic support to make up for loss in learning. To address the social-emotional needs of students, the school will hire a school counselor to work collaboratively with our current Director of Student Affairs and school social worker to provide more intentional mental health services and supports.

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 Academy's School Improvement Plan focuses on increasing reading and math proficiency by 5% for students in grades K-5 as based on EOGs and NC Check-in data. In addition, the Academy will increase reading and math

proficiency for EC and ELLs by 4% as measured by state check-in testing, IRI data, and EOG assessments. Informal Reading Inventories (IRIs) were conducted at the beginning of the year and again at mid-year to assess student growth and needs for improvement. IRIs were given to all 1st-5th graders. Kindergarten teachers administered Letterland assessments in phonemic awareness, letter identification, sound production, and basic print concepts. Other informal assessments have been conducted throughout the year and used to inform instructional decisions. The IRI assessments have shown growth among students who have returned to in-person instruction. However, the growth is slower than what we saw in our first year and the first half of our second year before the COVID closures. IRIs show that only 52% of students are on grade level in reading. Students will continue to need targeted reading support to make up for the learning loss they have experienced since last March. K-2 classes have the lowest numbers because of the need for early literacy skills to be taught in-person as much as possible. As students have returned to school, progress has been made but more time and more resources are needed to meet these needs. The NC Early Numeracy Skills Indicator (NCENSI) was administered mid-year and the data is being used to target student needs in math. Students were assessed on the early numeracy skills expected at each grade level. This includes numeration, place value, fraction knowledge, and the use of operations. In math, 60% of students are currently working on grade-level material. However, there are still learning gaps within that 60% that require additional support and practices, especially as it relates to the conceptual knowledge for understanding number sense, operations, and fractions. These skills will need additional reinforcement and small group support to help students build confidence in their mathematical knowledge. In the fall of 2020, 44% of students required academic conferences to discuss their progress and to figure out next steps. Discussions with families focused on regularly attending Zoom sessions and completing assignments. While that number has decreased to 33% in spring 2021, we realize that we still need to provide additional targeted support to students over the next 2-3 years. We will need to provide increased instructional support using small groups and even one-on-one sessions to meet the learning loss that has stemmed from the pandemic. The demographic makeup of students at the Academy is 90% minority with 100% of students coming from low-income families. Almost thirty percent of students are English language learners and 14% are identified as students with disabilities. It is imperative that the school provide quality programming that supports the whole child and their respective families. We feel confident that our plan for using ESSER III funds will help accomplish this goal and make up for learning loss. The School Improvement Plan discusses the following ways of meeting the needs of students and increasing proficiency: - Provide continued collaboration across grade levels along with specialists/support staff to reduce achievement gaps due to instructional barriers during the pandemic - Provide teacher training and continuous staff development - Provide professional development for EC and ELL teachers - Supply instructional materials and resources targeted to meet the needs of learners (virtual, hybrid, and in-person) - Offering an afterschool program - Summer programming for struggling 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.

\$ 789,728.00 * 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 Academy has implemented strategies to ensure that the needs of all students are met. Supporting at-risk students who are not meeting grade-level benchmarks is a priority focus for all staff. Interventionists will be hired to provide small group instruction to students in reading, math, and STEM. These certified teachers will assess students' academic progress through data analysis of student performance on Informal Reading Inventories (IRIs), the NC Early Numeracy Skills Indicator (NCENSI), benchmark assessments, NC Check-Ins, Letterland assessments, and classroom formative assessment data. These assessments along with student work samples will be used to capture students' learning over time and to document growth. Attendance data will also determine the effectiveness of the implemented programming. Interventionists will analyze the assessment data to create flexible, small groups for math and literacy instruction. Groups can be focused on skill development and/or leveled content. Working collaboratively with classroom teachers, interventionists will reteach material, make up for lost instructional time, and frontload new material. Instruction will be differentiated based on each student's academic needs in literacy and math. These small-group sessions will be critical to the success of students catching up and being able to perform on grade level. The school also plans to hire three instructional assistants. This will ensure that all kindergarten classrooms will have a classroom teacher and instructional assistant, first and second grades will get an additional shared instructional assistant, and third through fifth grades will get a shared instructional assistant. These instructional assistants will conduct check-ins multiple times each day with students to re-teach material and to provide support with assignments. The school plans to hire a full time substitute for the school to allow teachers to be out of the classroom as needed. Afterschool program will be focused on learning deficits created by COVID.

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

The Academy is a literacy-based lab school, which means the school's programming is centered on increasing students' abilities and self-confidence in all areas of literacy. As a direct result of COVID-19, the university's reading education program developed a daily Literacy Cast. These hour-long sessions focused on vocabulary development, writing, and community. The professors developed daily slideshows that led students through a variety of activities to encourage discussion among students as they were introduced to new literature and worked to develop their own reading and writing skills. Literacy Cast also provided six different author visits where students met award-winning authors. Lastly, the Literacy Cast sessions connected students with graduate students in the reading education program and provided opportunities for those teachers to practice new strategies, observe other teachers teaching, and learn how to effectively interact with students in an online environment. Literacy Cast has been so successful that the school plans to continue it into the 2021-22 school year and beyond. ESSER III funds will be used to sustain the program so that it can continue to benefit students in their literacy development. An afterschool program will be developed and implemented starting with the 2021-22 school year. This program will be an extension of the school day, which will include engaging instructional activities that will support the academic curriculum. Teachers will be available to assist students with assignments, re-teach material, and frontload upcoming material. This will provide additional measures for the school to address learning loss and help close the achievement gap for at-risk students. ESSER funds will be used to hire an afterschool coordinator, hire teachers, and purchase materials and supplies. In addition, the school will hire a full-time substitute teacher to provide continuity of instruction when teachers have to be absent due to quarantines and other personal needs. This year it was difficult to find enough substitutes to provide coverage when teachers had to be absent. This was critical during peak times of COVID-19. Recognizing that this often negatively impacted student learning, the school feels confident that having a dedicated full-time substitute teacher will alleviate the need to piecemeal coverage for teachers. The goal is to hire a substitute teacher with previous teaching experience or a retired teacher, which will allow learning to continue even when teachers have to be absent.

* (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 informed through letters, phone calls, and virtual meetings on how to actively work in partnership with the Academy for strengthening student achievement and addressing learning loss in core content areas.
- Teachers review academic strategies with parents during academic and attendance conferences in efforts to further support learning and academic achievement.
- A school-wide technology support team provides technical assistance for students and families for remote and hybrid learning.
- A technology course is provided to families on how to access and use Schoology, the school's learning management system.
- Remote learning kits are provided to students who are learning virtually, which includes a variety of learning tools and manipulatives that are designed to help bridge virtual learning with classroom instruction.
- Devices and hotspots are provided to families for remote learning

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

The Academy is committed to developing the whole child -- social skills, emotional needs, and cognitive abilities. This is accomplished by fostering a safe, supportive, and inclusive learning environment for all students. Training is provided to the staff on working with children of trauma and building safety nets for emotional support. Restorative circles and groups are facilitated to help students understand the importance of repairing relationships and building self-efficacy. Social and emotional support for students across grade levels has contributed to decreased suspensions and improved classroom and school-level management. Other initiatives will include: - Student attendance is recorded by classroom teachers daily. - The Data Manager and school social worker monitor student attendance. - Attendance conferences are facilitated to address attendance issues with families. - School-wide Morning Meetings are hosted daily for all students, both in-person and virtual. These meetings encourage and motivate students to engage with each other and build community. - The CARE team tracks students who are in the higher tier of academic and behavioral risk. This team includes the principal, Director of Curriculum, Director of Student Affairs, school social worker, school nurse, and an EC teacher - SEL support groups are offered for students who are referred to the CARE team for lack of academic motivation.

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

The Director of Curriculum regularly works with teachers to analyze student performance data on formative and summative assessments. This work happens during weekly PLT meetings. The results from this data is used to monitor student progress and to identify students who need additional support. They routinely track and monitor student grades, IRI data, benchmarks, and other assessment data. This data will be used by the interventionists to make instructional decisions to drive student learning by closing the achievement gap and addressing learning loss. Comparing EOG scores from the 2018-19 school year to the 2020-21 school year will be critical in identifying students who have experienced learning loss as a result of COVID-19. Attendance data will also be analyzed to make informed decisions about increasing student engagement, which will have a direct impact on addressing 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				\$

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	The school plans to continue to provide devices for students that can be used for virtual learning			\$ 22,450.00

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.		virtual learning, at-school learning, and at home outside of school hours. These devices will provide students with access to educational technology that will further their learning and contribute to the school's academic program. Being able to access the school's learning management system, Schoology, will be important for student success. To accomplish this, the school plans to purchase additional Chromebooks, iPads, and the necessary accessories for these devices (i.e. cases).	2021-22 school year, 2022-23 school year, and 2023-24 school year	The school will analyze usage data and other relevant analytics to determine the impact of these devices. Student engagement, the amount of time spent on Schoology, student performance data, and attendance records will be used to measure the impact that these devices will have on learning.	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	The Academy does not currently have a school counselor on staff. With a huge focus on the whole child, this need became even more apparent during COVID-19. The school plans to hire a full-time school counselor to help meet the social, emotional, and mental health needs of students. This will include incorporating mindfulness, emotional intelligence support, and SEL best practices into the school's academic program.	2021-22 school year, 2022-23 school year, and 2023-24 school year	The impact of the school counselor will be determined by analyzing qualitative and quantitative data. This includes but is not limited to attendance records, discipline referrals, PBIS data, the number of outside referrals, counseling schedules, student meeting data, student academic performance data, and student and staff surveys.	\$ 232,313.00

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				\$

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 \$ 254,763.00

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)

Appalachian State U Academy Middle Fork (34Z) 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

Appalachian State U Academy Middle Fork (34Z) 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)]	<u>Roxie White</u>
	<u>Sandi Jones</u>
	<u>Talana Bell</u>
	<u>Charma Howson</u>
	<u>Hannah Reeder</u>
	<u>Kori Trainor</u>

Substantially Approved Dates

Appalachian State U Academy Middle Fork (34Z) 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 30, 2021

New Applicant Summary

Appalachian State U Academy Middle Fork (34Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Appalachian State U Academy Middle Fork (34Z) 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

Appalachian State U Academy Middle Fork (34Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

781866264

*** Address:**

3125 Williston Road Walkertown, NC 27051

*** Superintendent:**

Hannah Reeder

Key Personnel:

* Talana Bell

* Amie Snow

* Kori Trainor

* Charna Howson

History Log

Arapahoe Charter School (69A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:10:05 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Arapahoe Charter School (69A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$448,376.00	\$448,376.00
Carryover	\$902,638.00	\$902,638.00
Total	\$1,351,014.00	\$1,351,014.00

Budget

Arapahoe Charter School (69A) 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
69A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$448,376.00	\$0.00
Carryover Amount:	\$902,638.00	\$902,638.00
Allotment Plus Carryover:	\$1,351,014.00	\$902,638.00
Total Budgeted:		\$902,638.00
Total Remaining:	\$448,376.00	\$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			
8/23/2021 3:59 PM	Approved (Pending)		Powe, Tara			
8/23/2021 12:26 PM	Under Review		Powe, Tara			
8/4/2021 9:03 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Arapahoe Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	142	000	00	\$45,000.00	\$0.00	\$45,000.00		
	Other	3	5110	181	000	00	\$3,000.00	\$0.00	\$3,000.00		
	Other	3	5110	211	000	00	\$3,672.00	\$0.00	\$3,672.00		
	Other	3	5110	221	000	00	\$10,406.40	\$0.00	\$10,406.40		
	Other	3	5110	231	000	00	\$12,527.04	\$0.00	\$12,527.04		
	Other	3	5110	418	000	00	\$8,882.48	\$0.00	\$8,882.48		
											

	Salary	3	5210	121	000	00	\$99,999.84	\$0.00	\$99,999.84		
i	Salary	3	5210	142	000	00	\$42,000.00	\$0.00	\$42,000.00		
i	Other	3	5210	181	000	00	\$9,000.00	\$0.00	\$9,000.00		
i	Other	3	5210	211	000	00	\$11,551.50	\$0.00	\$11,551.50		
i	Other	3	5210	221	000	00	\$32,736.76	\$0.00	\$32,736.76		
i	Other	3	5210	231	000	00	\$25,054.08	\$0.00	\$25,054.08		
i	Salary	3	5270	121	000	00	\$49,999.92	\$0.00	\$49,999.92		
i	Other	3	5270	181	000	00	\$3,000.00	\$0.00	\$3,000.00		
i	Other	3	5270	211	000	00	\$4,054.49	\$0.00	\$4,054.49		
i	Other	3	5270	221	000	00	\$11,490.38	\$0.00	\$11,490.38		
i	Other	3	5270	231	000	00	\$6,263.52	\$0.00	\$6,263.52		
i	Salary	3	5330	121	000	00	\$93,879.12	\$0.00	\$93,879.12		
i	Other	3	5330	181	000	00	\$6,000.00	\$0.00	\$6,000.00		
i	Other	3	5330	211	000	00	\$7,640.76	\$0.00	\$7,640.76		
i	Other	3	5330	221	000	00	\$21,653.80	\$0.00	\$21,653.80		
i	Other	3	5330	231	000	00	\$12,527.04	\$0.00	\$12,527.04		
i	Salary	3	5350	121	000	00	\$99,528.00	\$0.00	\$99,528.00		
i	Salary	3	5350	142	000	00	\$15,500.00	\$0.00	\$15,500.00		
i	Other	3	5350	192	000	00	\$2,400.00	\$0.00	\$2,400.00		
i	Other	3	5350	211	000	00	\$8,983.38	\$0.00	\$8,983.38		
i	Other	3	5350	221	000	00	\$25,458.32	\$0.00	\$25,458.32		
i	Salary	3	5830	131	000	00	\$54,999.96	\$0.00	\$54,999.96		
i	Other	3	5830	181	000	00	\$3,000.00	\$0.00	\$3,000.00		
i											

	Other	3	5830	211	000	00	\$4,437.00	\$0.00	\$4,437.00		
	Other	3	5830	221	000	00	\$12,574.39	\$0.00	\$12,574.39		
	Other	3	5830	231	000	00	\$6,263.52	\$0.00	\$6,263.52		
	Salary	3	6550	171	000	00	\$5,500.00	\$0.00	\$5,500.00		
	Other	3	6550	211	000	00	\$420.75	\$0.00	\$420.75		
	Other	3	6550	221	000	00	\$1,192.40	\$0.00	\$1,192.40		
	Other	3	8200	399	000	00	\$142,041.15	\$0.00	\$142,041.15		

Total: \$902,638.00 \$0.00 \$902,638.00

Grant Details

Arapahoe Charter School (69A) 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.

Current NWEA MAP Data:

<https://docs.google.com/document/d/1t8NeSReiAB5yey8lcGzpCk9iGICIFr3IBall56fZFZo/edit?usp=sharing> Six-Year Performance Data: https://drive.google.com/file/d/1ijLS0N_90fJuRCcbzATWXR8DKKyjeVmr/view?usp=sharing The links above provide an overarching look at our school wide performance data. Our NWEA MAP assessment data reflects our most recent benchmarks given in April and is being compared to the 2018/2019 MAP and EOG data as a means of comparing current cohort group data to our pre-pandemic data points. The Growth/Performance data analysis provides a six year view of state-testing data. This data was used to identify specific school improvement needs for the 2019/2020 school year. Many initiatives were put into place that year that were unfortunately cut short due to the pandemic and school closure beginning in March 2020. This data is still relevant as our needs at that time have only been heightened due to a prolonged period of virtual/blended learning. A team of teacher leaders, administrators, school counselors, and other support personnel took a deeper dive into individual grade span and student data to discover trends and find commonalities. This deeper dive brought in data from BOG, NC Check-in, and iStation; as well as, a review of teacher input on needs, MTSS notes, logs, and available IEP data. Lastly, the

administration and school counselors discussed data points surrounding students' social/emotional well being. As a school, we have seen an increase in student hospitalizations during the pandemic. While no school-wide data point is available, feedback from our student services team revealed a great deal of depression, anxiety, and increased apathy amongst the student body. The trends discovered and all feedback were used to develop our needs assessment and determine our strategic priorities for the use of the additional ESSER funding. These trends will be discussed in the analysis 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.

An overall preview of our data reveals that between the Winter (December) 2020 MAP assessment and the Spring (April) 2021 MAP assessment our projected proficiency has declined. This shows that, as the current school year has progressed, student deficits have increased and their progress towards grade-level proficiency has continued to decline during the pandemic. Additionally, looking at cohort groups over time, our projected proficiency by group is on average 12.8% lower in mathematics and 13.3% lower in ELA than it was pre-pandemic. By reviewing all available data our team continues to see a need for structured intervention services at the school-wide and exceptional children's levels in order to reduce educational gaps and prevent further learning loss. We found that students who were placed in Tier 1 of our multi-tiered system of support (MTSS) prior to the pandemic have either (1) remained in Tier 1 (2) increased their deficits and moved into Tier 2/3 or (3) have not attended enough school to provide quality or reliable data. Additionally, IEP teams continue to report that students are not making adequate progress towards their IEP goals due to the limited amount of face-to-face time with students. Virtual intervention services have operated at a bare minimum during the pandemic. In the beginning, the burden was on the school to figure out how to provide both Title 1 and EC services. However, once a comprehensive plan was put in place, student and family engagement in the process has been limited. As school returns to full face-to-face instruction the individual needs of our students will outweigh the time our current staff have to dedicate to co-teaching and small group intervention. As we ramp up our assessment initiatives and identify student deficits we recognize that our current staff does not have the capacity to respond to all of the needed services. Additionally, if left unaddressed, the social/emotional needs of our students will continue to impede learning in the classroom. In order to meet these needs it will be necessary to increase our EC and Title staff; as well as, maintain our current counseling staff that was made possible with CARES funding. Furthermore, increasing the number of instructional aides in the classroom will better allow for small group interventions. While addressing deficits is crucial, we also recognize that a well rounded education program is going to be the key to preventing our students from disengaging further from school. The implementation of additional enrichment courses

for our kindergarten through 8th grade students has been identified as a means of rounding out our educational program and engaging students at a deeper level of learning. ESSER funds provide us the opportunity to add and retain positions that are needed to respond to and reduce the learning loss that has occurred during the pandemic as well as prevent our students from falling further behind while we rebuild our enrollment as a school. In looking over our data and the planning budgets for all ESSER funds we aimed to focus on addressing learning loss in ways that would be sustainable long-term once our total enrollment is back to its former levels that can support the additional 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.

\$ 269,537.40 * 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;

ESSER funds will be used to purchase assessment tools that are more reliable and give us better data. mClass Reading 3D will allow us to hone in on specific deficit areas and drill down into foundational reading skills for all subgroups of students including children with disabilities, English Learners, racial and ethnic minorities, students who experience homelessness, and students in foster care. The continuation of utilizing the NWEA MAP Growth and MAP fluency assessments will also help give more specific data points, targeted areas of concern, and a continuum of learning to help facilitate the optimum amount of growth for each child's specific needs. Following the beginning of year assessments, these tools will be utilized as benchmarks in the Fall, Winter, and Spring quarters. All data will be used as a means of determining appropriate interventions for students on a whole school, small group, and individual level. Using these tools, teachers have instantaneous access to student data and a wealth of information concerning individual student deficits that can be used in planning and differentiation of their instruction. Weekly PLC meetings will continue to focus on student data and how to respond to the unique needs of our students. The addition of Title 1 teachers, EC Teachers, and instructional aides will also provide a greater capacity for administering assessments and conducting data dives/analysis thus putting more reliable information in the hands of teachers in a timely manner.

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

In response to the growing academic deficits of our students, we have proposed hiring additional Title 1 teachers. These additional staff will serve in reading and math. We currently have one teacher focusing on each academic area. Additional teachers will be able to increase the number of children served in Title who receive evidence-based interventions specific to reading and math. Hiring additional teacher assistants will increase the amount of intervention time each child receives within the regular classroom. The students can receive small group, evidence-based intervention from the teacher, teacher assistant, and Title and/or EC teacher. This will double, and in some cases, triple the amount of intervention time received which will produce a decrease in deficit areas.

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

ESSER funds will allow the school the additional resources needed to host additional parent nights and provide more in-depth resources to parents. Quarterly parent events will focus on providing resources to parents that will allow them to support their students with the skills that will be taught in the coming months. All staff will work together to develop packeted and bound materials for parents that detail topics of study, physical print examples, and digital resources that parents can use at home to effectively support their students. At our quarterly meetings, parents will be offered the opportunity to take a "refresher" course taught by our teaching teams that focus on the skills their students will be learning.

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

By maintaining our current level of student services (school counselors/social workers/behavioral interventionist) we will be able to continue to track student attendance and further respond to the current lack of engagement. School counselors and administration will continue to conduct monthly home visits for students who demonstrate a lack of engagement with the school. We will continue to utilize the Arapahoe Attendance Council (a committee comprised of administration, the school social worker, a school counselor, teachers, and the school resource officer) to meet with families of students who are truant and issue attendance recovery contracts.

* (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 pre- and post- pandemic will be tracked using MAP reading, reading fluency, and math data. MAP assessments are given a minimum of three times a year-beginning of year, middle of year, and end of year. Data from intervention assessments used in Title Reading and Title Math will also be used to measure the reduction of deficit skills and mastery of understanding. These assessments are given three times a year as well. The Title Reading and Math intervention tools also have a progress monitoring piece which measures progress towards

mastery of standards. The frequency of the progress monitoring pieces administered vary based on the severity of need. The data from these tools will also be used.

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	Over 20% of our student population are identified in the exceptional children's program. The majority of these students had substantial learning gaps prior to the pandemic. The prolonged period of blended learning has not been effective at reducing these	Implementation will occur in August 2021 and will continue through the 2023/24 school year.	Student growth will be measured by mClass, MAP, and NC Check-in assessments. Progress monitoring logs for EC students will be reviewed for efficiency and success of interventions given by EC teachers. IEP teams will continue to report on students'	\$ 137,989.00

		gaps. ESSER funding will be used to acquire additional EC resource support as a means of responding to the increased needs of our EC students. The additional staff will allow interventions to be tailored more towards the individual needs of students and provide the capacity for co-teaching in many of our classrooms. Additionally, the addition of EC staff will allow our assessment data to be reviewed more frequently and thoroughly in order to further track students progress and strengthen our multi-tiered		progress towards IEP goals. Observational data will be used to gauge students' engagement with the co-teaching model and monitor effectiveness. The duration and frequency of EC services will be monitored to ensure an appropriate increase of services.	

		that there is a system of support. Lastly, additional staff will provide the capacity to respond to the learning loss that has occurred by allowing the frequency and duration of service to increase as needed for all EC 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				\$
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	Our school serves around 500 to 560 students each year. Our typical operational budget only allows for one school counselor to meet the needs of all student kindergarten through 12th grade. An additional	Implementation will occur in August 2021 and will continue through the 2023/24 school year.		\$ 162,550.00

		counselor was able to be added to the staff using CARES act funding. This additional position will need to be maintained using ESSER funds in order to respond to the increased levels of depression and anxiety that is present in our students. The presence of two school counselors is crucial at preventing further social/emotional decline amongst students. Additionally, a comprehensive students services team allows for more small group and whole class sessions to reduce overall		Counseling logs and school mental health reports will be reviewed frequently to study and identify trends and ensure that more students are being seen on a daily basis. Student risk-assessments and hospitalizations will be monitored and expected to decline as a result of the increased social/emotional support.	

		feelings of stress and anxiety for all 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	The use of ESSER funds will allow us to implement a summer learning opportunity that will give us long lasting results and help to reduce the major gaps that have occurred as a result of school closure and blended learning opportunities. Some of these funds will be used to purchase Catch up with Coach, a resource that is designed specifically for a shorter amount of time, like summer learning. The funds will also be used to hire	Implement June 2021, June 2022, June 2023	Catch up with Coach post assessments will be used to measure student growth and proficiency. There will be a summer administration of the EOGs to measure proficiency.	\$ 158,985.00

		personnel like counselors, teachers (EC. Title, regular), and school nurse. This will help students grow academically so they are more prepared for the following school year demands.			
	* ☒ Yes ☐ No	A portion of ESSER III funds are reserved as unbudgeted and will be used strategically to continue the operation and continuity of services. A budget amendment will be created prior to implementing eligible activities.	Funds are reserved to be used in the 2022-2023 school year.	Depending on where the funding is shifted impact measures will be the same as those listed in the categories above.	\$ 173,576.60

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.

Total ESSER III Allotment \$ 633,100.60

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.

Grant Award Notification (GAN)

Arapahoe Charter School (69A) 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

Arapahoe Charter School (69A) 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)]	<u>Chris Watson</u>

Substantially Approved Dates

Arapahoe Charter School (69A) 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

Friday, August 13, 2021

New Applicant Summary

Arapahoe Charter School (69A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Arapahoe Charter School (69A) 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

Arapahoe Charter School (69A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

20184664

*** Address:**

9005 NC Hwy 306 S Arapahoe, NC 28510

*** Superintendent:**

Mr. Chris Watson

Key Personnel:

* Cody Edwards

History Log

Cape Fear Center for Inquiry (65A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:09:34 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Cape Fear Center for Inquiry (65A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$283,009.00	\$283,009.00
Carryover	\$0.00	\$0.00
Total	\$283,009.00	\$283,009.00

Budget

Cape Fear Center for Inquiry (65A) 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
65A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$283,009.00	\$280,452.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$283,009.00	\$280,452.00
Total Budgeted:		\$280,452.00
Total Remaining:	\$2,557.00	\$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 9:09 PM	Approved (Pending)		Eddy, Melissa			
9/22/2021 8:47 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Cape Fear Center for Inquiry

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	312	000	00	\$15,000.00	\$0.00	\$15,000.00		
	Equipment	3	5110	461	000	00	\$16,900.00	\$0.00	\$16,900.00		
	Equipment	3	5110	462	000	00	\$18,000.00	\$0.00	\$18,000.00		
	Salary	3	5330	121	000	00	\$56,100.00	\$0.00	\$56,100.00		
	Other	3	6550	551	000	00	\$174,452.00	\$0.00	\$174,452.00		
Total:							\$280,452.00	\$0.00	\$280,452.00		

Grant Details

Cape Fear Center for Inquiry (65A) 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. Cape Fear Center for Inquiry conducted our needs assessment for ESSER III funding to support our most important educational needs as the result of remote learning due to COVID-19. We garnered the expertise and support of the following teams in providing feedback and analysis to determine the highest needs for our school: Teacher Council, MTSS Problem Solving Team, Coordinator team, Covid Adhoc Committee, Lifelong Learning Committee and Finance Committee. CFCI looked at qualitative and quantitative data elements from NWEA MAP and EOGs and formative data, as well as surveys to assess and address learning gaps resulting from the disruption in educational services. We will continue to use the same elements to best determine success in addressing the learning gaps for our students. A. Academic Impact addressing: Learning Loss 1. Interventionists - Minimum of 20% that will provide Tier III math and literacy support to students considered at risk. Although additional support is planned this year (2021-22), the increase in students needing Tier II and Tier III support from 2020-21 is indicative of the need for sustained continuous support for students moving into 2022-23. 2. Professional Development - To enable teachers to embed inquiry (the core foundational learning at CFCI) into the learning, PD is needed to address learning loss and closures that continue to occur due to the pandemic. B. Facility Constraints and Learning 1. Outdoor Classrooms that allow for safety and

alternatives to crowded indoor spaces for eating and instruction. Space was a primary barrier to providing in-person learning. Space constraints and social-distancing requirements need to be addressed through alternative spaces.

2. Transportation - Use of alternate transportation for students to the outdoor learning sites (field experiences) that have previously been arranged through parent drivers. Covid protocols have limited the ability to teach and learn through off-site experiences and the affect of not engaging through alternative experiences is having an impact on student interest and engagement.

3. Technology - Although the school is a 1-1 device facility - the need for innovation and support through alternative digital spaces is limited. The need for a space that allows increasing digital literacy and innovations for students and teachers is key.

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 in Part A, CFCI has determined:

a. Academic supports, learning loss and recovery:

a1. Additional academic support is needed to ensure student growth in the next 1-2 years. The opportunity to hire an academic interventionist to work with students in Tier 3 interventions to reduce learning loss is crucial. (a minimum of 20% of the ESSER III grant will be used for this purpose)

a2. Funding for professional development will increase teachers ability to mitigate learning loss through focused inquiry pd.

b. Facility constraints for student and staff:

b1 Increase Outdoor Classroom Space - In response to increased exposure in cramped, indoor classroom, especially during collaborative time and when eating, the school will increase outdoor classroom space to enable students to be outdoors without masks for a minimum of 2 hours per day.

b2. CFCI will obtain 3 activity busses that will allow the mission and vision of the school to become fully operational again through monthly field experiences which engage all learners in hands-on real-world experiences.

b3. CFCI will outfit the technology space with additional desktops that will allow up to 25 students and teachers the ability to access tools and resources for learning and creativity.

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.

\$ 56,100.00 * 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;

CFCI will use high-quality assessments including NWEA MAP for K-8 math; mClass for K-3 reading and NWEA MAP for 4-8 reading for benchmark testing. In addition, progress monitoring will occur through the use of easyCBM (all of which are valid and reliable) for all students. In addition, CFCI will be conducting ongoing data and student progress monitoring meetings throughout the school year to monitor student attendance and grades, as well as formative benchmark assessment and classroom data. This 20% learning loss expenditure will be a structured, engaging learning environment that supports and complements what students are learning in class. Although not part of the 20% allocation, teachers will have PD in differentiation and inquiry to further support student engagement and experiences that support learning.

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

Teachers will use high quality evidence based activities to meet student needs including: Math - Eureka Math - CORE curriculum and Zearn resources for K-8 as well as Delta Math and illustrative math and khan academy for extensions Literacy - Literacy Footprints guided reading, Secret Stories phonics and Fountas and Pinnell for interventions

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

CFCI will provide weekly updates and information from the director, weekly newsletters from teachers, monthly newsletters with specific information on how to support students. In addition, we will continue to engage parents through field experiences, student led conferences, parent/teacher conferences and check-ins as well as online resources and tutorials from coordinators and/or teachers.

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

When/if necessary the school will track student attendance through online surveys, check-ins, google classrooms, asynchronous learning and synchronous learning opportunities. Teachers and others (including the front office, counselors, coordinators) will reach out if students are absent. For the 2021-22 school year, the school is adopting a framework which advises monitoring five key metrics, Contact, Connectivity, Relationships, Prior Chronic Absence and Attendance (in-person and remote). Together, we believe these data points paint a holistic picture of whether students are positioned to benefit from current learning opportunities. Monitoring of these data points also alerts us when timely action is needed when students face challenges like showing up to class and/or engaging.

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

Where possible we will use MAP, mClass and EOG data to best understand where a student was pre-pandemic and how they have made progress or experienced learning lost over the past 2 years. We will also examine grade level and loop level and school wide trends or data that suggests a higher need for action and/or intervention. During our data meetings and problem solving meetings we will look at the discrepancies and trends to make decisions that will best support our 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		Purchase of outdoor furniture will take place during 2021-22		\$ 16,900.00

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.		ESSER III funds will be used to improve the expansion of outdoor facilities to allow students to be outside to reduce COVID transmission. The purchase of outdoor classroom furniture will mitigate spread of the virus and exposure. The ability for students to work outdoors, eat outdoors, and play outdoors will enhance their learning opportunities and support student health while enabling them opportunities to learn and play outdoors where they are able to have a break from mask protocols.		Impact will be measured by reduced absence rates due to health issues (covid/quarantine) and increased use of outdoor space through survey of teachers.	

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				\$ 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				\$ 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	To prevent additional learning loss due to COVID, CFCI will invest ESSERIII funds			\$ 18,000.00

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.		to upgrade technology in our learning lab. This will allow all students access to quality digital learning. The funding will specifically be used for securing desktops and hardware for use in the STEM lab which all students access. This purchase will allow innovation to occur for teachers and students including low-income, students with disabilities and will increase the use of technology to support learning loss incurred from the pandemic.	Equipment will be acquired during the 2021-22 school year.	Impact will be measured by increase in technology skills and knowledge of digital literacy.	

MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☐ Yes ☒ No				\$ 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				\$ 0.00
	* ☒ Yes ☐ No	CFCI will use ESSER III Funds to implement activities to maintain the operation and continuity of services. 1. Transportation - Purchase of 3 activity busses that will ensure	1. Busses will be financed through 9/2024. 2. PD will be allocated and used in 2022-23 school year.		\$ 189,452.00

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.	the experiential learning that has been the hallmark of our inquiry based model and mission is able to continue. Pre-pandemic teachers would make on avg. monthly high impact field trips to ensure deeper understanding and learning and enable students to take action. These trips had been possible through the coordination of families who provided transportation. With Covid protocols in place for volunteers and transportation, the field experiences have been limited to	1. Impact will be measured through increased visits to experiential learning sites, increased social emotional response and through assessment of learning. 2. The impact of the Professional development will be a stronger teacher core with the ability to embed more inquiry into lessons and ensure students are able to access curriculum through integrated and engaging lessons developed by highly motivated professionals.	

		meeting students at a site which has been a deterrent in providing our students with the hallmark of it's programming. The ability to get off campus will give our students: Real World Learning - Field trips are one of the best tools that we can use to provide every student with real-world experiences. Whether it's a trip to the grocery store, park, library, museum, theater, community garden or restaurant, each experience that a student participates in contributes to their understanding of the world. When			

		the world. When our students leave the classroom, they see the connections between what is happening at school and in the 'real-world'. They begin to see that what they learn within the walls of the classroom can help them solve the problems they see in the world around them and can have a direct impact on who they become as people. Access - Students are able to access tools and environments that are not available at school. Our community is a rich learning laboratory. Field trips make it possible to take			

		students to see an underwater ecosystem at the Fort Fisher aquarium, participate in citizen science in the Cape Fear river, use high powered microscopes at UNCW, see and touch historical artifacts at the Cape Fear Museum to name a few. Each experience solidifies learning and supports important academic concepts. Socio-emotional Growth - Students who go on field trips become more empathetic and tolerant. A study showed that when students participate in field trips to a art			

		museum (for example) they show increased empathy, tolerance and critical thinking skills. Studying art gives students a chance to think about a topic or theme from a different perspective. So important after being cloistered in their homes or classrooms for over 18 months. Academic Impact -Field experiences increases test scores. A recent study by Emilyn Ruble Whitesell showed that middle school students who participate in science field trips through the Urban Advantage program score better on the			

		better on the state science test. Field trips and hands on learning make concepts more memorable. Just think back to what you learned in school, the field trips you took, and what you learned on them are still some of the clearest concepts. Additionally, field trips are important because students are able to engage with content in a variety of ways. Concepts are presented through all different media and different modalities, so students who struggle with traditional learning can feel			

		smart and confident. They are able to access the content better when they can learn more authentically. When students return to school, their experiences serve as a touchpoint for the unit. Some of our students worlds are so small, but having the use of transportation broadens the scope of a child's experience and learning. Traveling off-site can bring multisensory learning experiences to life and create enthusiasm for a learning. CFCI will purchase bus equipment to enable the learning to			

		continue. 2. Professional Development - CFCI will allocate money towards high quality professional development in inquiry based practices which will give teachers the tools to mitigate learning loss. The professional development experiences will 1) occur over an extended period of time, 2) involve active participation of teachers by immersing them in authentic inquiry, inquiry based activities, and discussions, 3) model effective inquiry-based instruction, and 4) allow teachers opportunities for continuous			

		continuous reflection on their beliefs and practices during the PD and in their classrooms in order to identify areas that could be improved upon and implement the necessary revisions. There is also a need during this time (through a pandemic that quells collaboration and meaningful interactions) to provide PD that gives teachers the means for continued communication and collaboration in an effort to 1) share ideas and inquiry-based lessons, 2) discuss frustrations, obstacles, and successes during			

		the implementation of inquiry-based instruction, and 3) facilitate reflection on ways to enhance students' learning experiences.			
					Total ESSER III Allotment \$ 224,352.00

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)

Cape Fear Center for Inquiry (65A) 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

Cape Fear Center for Inquiry (65A) 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)]	<u>Kim McCormick</u>

Substantially Approved Dates

Cape Fear Center for Inquiry (65A) 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

Sunday, September 26, 2021

New Applicant Summary

Cape Fear Center for Inquiry (65A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Cape Fear Center for Inquiry (65A) 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

Cape Fear Center for Inquiry (65A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

111892837

*** Address:**

2525 Wonder Way Wilmington, NC 28401

*** Superintendent:**

Mrs. Danielle View

Key Personnel:

* Kim McCormick

History Log

Children's Village Academy (54A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/13/2021 4:30:45 PM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/13/2021 4:29:38 PM	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: ■ In the grant details: ensure that the following items highlighted in your application match the budget: building repairs, two new buses, supplement for leadership team, EC teacher salaries, tech resource specialist, PD/workshops, teacher incentives or extra duty pay. ■ In the budget: include a justification and position details for each of the salaries (where it says “add”). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Erin Lewis <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/23/2021 2:51:23 PM	Melba Lovick	Status changed to 'Chief Administrator Approved'.	S
	9/23/2021 2:51:18 PM	Melba Lovick	Status changed to 'Fiscal Representative Approved'.	S
	9/23/2021 2:51:13 PM	Melba Lovick	Status changed to 'Draft Completed'.	S
	8/22/2021 9:02:35 AM	Tina Hinson	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	8/22/2021 9:02:30 AM	Tina Hinson	The FY 2022 ESSER III (ARPA-American Rescue Plan Act) application has been returned to the Charter for the following corrections: Ensure that the application and submitted budget for the carryover funds match. The strategies that you place in the allowable uses should be found in the submitted carryover budget. Once these corrections have been made, change the status back to Chief Admin Approved. If you need assistance, give me a call at 919-252-3905.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/9/2021 8:37:07 AM	Melba Lovick	Status changed to 'Chief Administrator Approved'.	S
	8/9/2021 8:37:02 AM	Melba Lovick	Status changed to 'Fiscal Representative Approved'.	S
	8/9/2021 8:36:54 AM	Melba Lovick	Status changed to 'Draft Completed'.	S
	8/6/2021 12:56:24 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	7/30/2021 7:36:46 AM	Melba Lovick	Status changed to 'Chief Administrator Approved'.	S
	7/30/2021 7:36:40 AM	Melba Lovick	Status changed to 'Fiscal Representative Approved'.	S
	7/30/2021 7:36:35 AM	Melba Lovick	Status changed to 'Draft Completed'.	S
	7/19/2021 12:04:50 PM	Melba Lovick	Status changed to 'Draft Started'.	S
	5/18/2021 11:45:10 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Children's Village Academy (54A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) PRC181 CFDA: 84.425U	Total
Allotment	\$230,691.00	\$230,691.00
Carryover	\$373,527.07	\$373,527.07
Total	\$604,218.07	\$604,218.07

Budget

Children's Village Academy (54A) 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
54A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$230,691.00	\$0.00
Carryover Amount:	\$373,527.07	\$373,527.07
Allotment Plus Carryover:	\$604,218.07	\$373,527.07
Total Budgeted:		\$373,527.07
Total Remaining:	\$230,691.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	11/09/2021	Evans, Allie

(Pending)

11:45 AM

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/9/2021 11:45 AM	Denied (Pending)		Evans, Allie			
11/9/2021 11:45 AM			Evans, Allie	3-5320-311- 000-000-00	0	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
10/23/2021 8:32 AM	Received		Admin, NCCCIP			
10/13/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☒		3-5320-311- 000-000-00	0	In the budget: include a justification and position details for each of the salaries (where it says "add").
10/13/2021 4:30 PM	Denied (Pending)		Lewis, Erin			
10/13/2021 4:30 PM			Lewis, Erin	3-5320-311- 000-000-00	0	In the budget: include a justification and position details for each of the salaries (where it says "add").
7/29/2021 10:04 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Children's Village Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5320	311	000	00	\$30,000.00	\$0.00	\$30,000.00		 Budget returned to allow for adjustment to reflect final 1/3 installment amount.
	Salary	3	5350	121	000	00	\$30,080.00	\$0.00	\$30,080.00		
	Salary	3	5350	131	000	00	\$37,417.04	\$0.00	\$37,417.04		
	Salary	3	5350	141	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	5350	211	000	00	\$8,223.04	\$0.00	\$8,223.04		
	Other	3	5350	411	000	00	\$36,261.00	\$0.00	\$36,261.00		
	Other	3	5350	418	000	00	\$3,861.99	\$0.00	\$3,861.99		
	Equipment	3	5350	462	000	00	\$45,000.00	\$0.00	\$45,000.00		
	Other	3	5840	311	000	00	\$55,000.00	\$0.00	\$55,000.00		
	Other	3	5840	411	000	00	\$17,684.00	\$0.00	\$17,684.00		
	Equipment	3	6300	541	000	00	\$70,000.00	\$0.00	\$70,000.00		
Total:							\$373,527.07	\$0.00	\$373,527.07		

Grant Details

Children's Village Academy (54A) 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.

Reopening assessment data collected by CVA during the first two weeks of the fall 2020 semester revealed that over 30 percent of those students lost academic ground amid the educational chaos that ensued. Those data were obtained using the evidence-based iReady tool to assess students' academic readiness, grade-level status, and predicted level of performance on the North Carolina End-of-Grade (NC EOG) tests in reading, math, and science; and the BRIGANCE comprehensive skills battery, which was administered to students in CVA's PreK-2 classes to assess that group of students' literacy and math functioning. The collective results of these assessments revealed that more than three-fourths (76 percent) of CVA students were performing at or below the grade level in which they were performing when the state shut down its schools in March 2020. Nearly a quarter of CVA students showed significant declines in their test scores, results that placed many of them a full grade level below where they were in spring 2020. For all classes, NC EOG results for CVA's remote-learning students were found to be the most inconsistent; however, students who received the highly focused tutoring provided them by the school's ELISS (Extended Learning and Integrated Student Support) intervention project realized considerable improvements in math and reading. ELISS participants who, prior to receiving that project's one-on-one and small-group support were attempting less than

10,000 per week, increased their problem-completion rate by more than five times after receiving individual support through high-dose tutoring. Similarly, the skills mastery of ELISS participants, measured at .05 prior to receiving the project's one-on-one support, was recorded at 4.0 after remediation. When ELISS support team members were placed in CVA classrooms to provide immediate instruction and remediation to struggling students, the number of skills those students mastered on the iReady and IXL tutorial tools increased dramatically. During the months of August and December 2020, ELISS participants' NC EOG scores went from non-Proficient to Proficient on five skill levels. Meanwhile, the school administrators put an aggressive remediation and tracking protocol in place using data-driven instruction, a daily intervention block, and one-on-one small group tutoring. In recent months, as the school shifted to Plan A for K-5 and Plan B for grades 6-8, the CVA Board of Directors mandated a special analysis of the nine-week NC Check-in data by learning mode status. The concern was that about 28 percent of families were still opting for fully remote instruction, and their attendance and participation rates were poor. As anticipated, the findings showed that students not in school were performing far worse than those in school. In consultation with post-secondary experts in teaching and learning including social-emotional learning experts, it was determined that strategies were needed to effectively encourage parents to allow their students to return to school in person. In discussions with parents, we determined that they were mostly concerned about the lack of support at home, the social and emotional environment, and conditions conducive to the spread of the virus. Specifically, parents needed assurance that the school was following CDC, state, and local guidelines for reducing the risk of COVID spread in the facilities, including buses, classrooms, playground, cafeteria, and any common areas; and that we were taking seriously the need for proper social distancing, airflow, sanitizing, personal protective equipment (PPE), screening and training of students, teachers, and staff. Our custodial staff conducted a facility assessment. This is because the middle school was built in 1928 and the elementary school was built in the mid-1950s. Both campuses need improvements and repairs to satisfactorily address the guidelines outlined by CDC for safe school openings. None of the bathrooms on the campuses have automated soap dispensers and hand dryers; some lacked adequate hot water (according to health inspections). Similarly, because of the age of the school buildings, some of the rooms are terribly small and cannot accommodate more than 10 students under social distancing guidelines. Other challenges include flooring (e.g., carpet) that was not consistent with CDC guidelines for deterring germs, and no central air and heating to ensure proper airflow. Busing is also a problem as middle and elementary students ride the same buses to school. The current CDC guidelines recommend 6 feet social distancing for middle school students and only 3 feet for elementary-aged students. This means limited space on buses, multiple trips, and significant challenges getting students to school on time. It is noteworthy that some of these challenges were partially addressed with funds awarded through ELLIS and iCARES grants, such as the expansion of outdoor classrooms, deep cleaning of classroom tiles, and the conduct of COVID training. The needs assessment identified five goals for ESSER funding: Target learning loss through high dose tutoring and one-on-one and small group remediation; Incentivize in-school learning among reluctant parents opting for fully remote-learning; Continue implementing learning PODs, especially for students with special needs;

move to a year around school model for the foreseeable future and Reduce the Risk of COVID spread throughout the school environment and facility. ESSER III funds will be used to heavily expand and monitor data-driven instruction and staff, with adequate tracking and remediation using evidence-based tools and curriculum resources. Funds would also be used to keep students on task, especially during summer months when "summer slide" becomes a threat. During this time, we will focus on academics and enrichment to improve academic self-efficacy and social-emotional 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.

CVA primarily used classroom and benchmark assessment data throughout the 2019-2020 school year. CVA utilized I-Ready for its local benchmark assessments, which is a tool that is aligned to the standards assessed through the NC EOGs, predicts proficiency level performances (levels 1-5) on the NC assessments, and indicates whether students are making significant gains in the growth measure. Between the first and third benchmarks, K-8 students demonstrated significant gains in growth. While proficiency was lower than the 50% schoolwide goal, K-8 students meeting I-Ready growth targets went from 18% to 69% in reading and from 40% to 85% in math by the 3rd benchmark. The results showed that many students demonstrated high growth performance, while a few moved from not proficient to proficient. In addition to using the local benchmark data, CVA tracked the progress of student performance using data walls, which documented students' performance on classroom assessments (weekly). According to the data, at least 50% of students per grade level were demonstrating proficiency on their weekly assessments consistently. Review and analysis of all student data were conducted by staff (teachers, testing coordinator, and administration) quarterly and used to modify/enhance both classroom instruction and daily intervention. CVA's local benchmark data was encouraging as we began to see the growth gains because of daily intervention and a heavy focus on the math remediation of targeted students (e.g., math growth gains from 40% to 85% by the third 9-week formative benchmark). Another area of success was the progress made to truly align after-school tutorials with daily intervention and increase the consistency of staff tracking the data effectively. The use of the iReady tool used during the school day and after school allowed us to keep close track of student areas of strength and weaknesses. Among challenges, CVA serves a large population of at-risk youth, with an EDS (Economically Disadvantaged Student) population of about 91%. According to NC School Report Card (2018-2019) data, CVA's "Incoming Student Readiness" percentage was 11.8%, which was the lowest in the county. In the Lenoir County Schools, the local district, the average is 43%. With the majority of new enrollees entering CVA below grade level, the challenge is enormous for both moving students to grade-level performance and exceeding expected growth. In

addition, CVA recognizes the need to recruit more highly qualified and effective teachers --teachers who are especially skilled at helping students performing below grade level to show significant improvement even in the face of local income barriers and other challenging demographics. With only one teacher per grade, even one ineffective teacher in the chain can have a lasting detrimental effect on academic achievement. We believe that CVA has met this challenge by focusing on recruitment efforts and putting strategies in place (establishing competitive sign-on bonuses and salaries, increasing opportunities for leadership, etc.) that will attract highly effective teachers to join our small community. Students with disabilities (SWD) performed significantly lower in math and reading than other students in grades 3-8 in benchmark assessments, which is a continued trend resulting in CVA being identified as a Title I targeted support school (TSI) in 2018. Exceptional Children's (EC) team and administration have implemented strategies to address the gaps in SWD performance, including implementing an improvement plan specifically for the EC program. The EC plan will address revised MTSS practices, increased SEL strategies, and full evaluation of full-range support services (Speech, OT, etc.).

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.

\$ 92,419.20 * 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;

For all students, regardless of background and ability level, CVA will: 1) Use the NC Check-In benchmark assessment tool every nine weeks to monitor student academic progress and to accurately estimate grade-level performance for the end of the school year on the EOG tests. This standardized tool has been sanctioned by the NC Department of Public Instruction (DPI) and is of high quality and research-based. It has been scientifically aligned to the NC EOG tests in terms of its predictive validity of grade-level performance. 2) Continue implementation of an intervention remediation block during the school day using data from weekly classroom assessments, daily diagnostics tools, such as iReady and IXL, which have research-based evidence and proven to get results. These tools provide stain level

analysis (e.g., geometry, measurement, number sense, and reading for information) by the whole class and by students. 3) Conduct comprehensive assessments of lower elementary students (k-2) using the standardized, evidence-based Brigance Comprehensive Assessment for math and literacy. These data will be used to determine if younger students are making expected growth and achieving proficiency levels that adequately prepare them for entry into the testing grades, 3-8.

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

Intense, high-dose one-on-one and one-to-small group tutoring will characterize afterschool academic enrichment and support. The afterschool tutoring and real-time remediation and daily tracking will serve the core function of providing students with extended and highly individualized learning opportunities. Certified k-8 teachers and well-training paraprofessionals will use diagnostic reports from tutoring tools such as iReady and IXL to focus their remediation and closely align their academic support with identified deficiencies (e.g., equations, measurement, place value, number properties, fractions, or reading for information). The expert Solution Team Leads (highly qualified reading and math resource teachers) will similarly ensure that the afternoon instructional faculty is providing academic support services that are aligned with weaknesses identified by the school day instructional faculty, including the classroom teachers, the special education teachers, and/or the School Improvement Team. Individualized academic plans and Individual Educational Plans will similarly guide academic support during afternoon academic services. The expert Solution Team Leads will also ensure that processes outlined in the U.S. Department Education, What Works Clearinghouse, best practice guide for identifying, tracking, and monitoring students' progress in afterschool programming, is followed. This scientifically developed publication will help ensure that struggling students who get off track academically can get back on track and stay there. Procedurally, student progress monitoring data will be documented electronically in online e-folders and shared weekly with students' parents and school day teachers via a secured portal. The approach relies on learning being consistently monitored, and problems being solved immediately with complete transparency. A teacher or paraprofessional will be assigned to each group of up to 3 students, not to exceed 5, which will help ensure a level of productive engagement and effective academic, and social support for all students. Functionally, students will also be encouraged to work together and share ideas. When students discuss and defend their ideas or solutions with classmates, they learn to think problems through, to support their own opinions. This intensive academic tutoring and remediation will be bookend on the front by an hour of help with homework, and on the backend by academic enrichment and recreational activities. That is, at the end of the day, students can select to visit the library, computer lab, play organized sports, engage in arts, music, dance, or simply free play. The program will use an evidence-based curriculum such as Engineering is Elementary, a leading STEM curricular for K-12 students with fun-filled lesson plans and hands-on activities. The program will also offer Kinetic City® an innovative series of evidence-based afterschool STEM learning tools. These programs will be offered as extra academic curriculum activities throughout the program year. For all students, regardless of background and ability level, CVA will: 1) Monitor whole class and individual

student progress through "data walls" that summarize weekly classroom tests and quizzes by the student by subject matter content standard. Data walls will be reviewed weekly by administrators and lead teachers with individual classroom teachers and as a whole within grade level spans (e.g., K-2; 3-5; and 6-8) during PLC meetings. 2) Continue implementation of a 90-minute intervention remediation block using a daily five rotation method that is highly focused on areas of deficiency for small groups of similar ability students. 3) Conduct high-dose one-on-one tutoring and one-to-small group tutoring with students using aligned resource materials, such as standard-based activities, lesson plans, worksheets, and released items aligned to curriculum standards. 4) Conduct weekly or bi-weekly formative classroom assessments of student knowledge, skills, and abilities to assess mastery of content, particularly following instruction assigned with curriculum standards. 5) Re-teach any standards for which the whole class has not mastered at 80 percent competency. 6) Employ three highly qualified lead teachers with expert qualifications in reading and math, k-8, to monitor, track, and oversee the implementation of evidence-based instruction, remediation, and tutoring. These will include lead math teacher (k-5); lead reading teacher (k-5); lead reading teacher (6-8).

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

In addition to conferences with parents following each 9-week grading period, CVA will conduct real-time outreach to parents when students start to demonstrate a lack of academic engagement, failure on formative tests and quizzes, low participation, or disruptive behavior. Parents will be full partners in their children's progression. Also, joint fun-filled character education sessions will be available to students. Positive Action is a social-emotional character education curriculum with modules that focus on improving social and emotional learning, attainment of important life skills, conflict resolution, self-esteem, and reductions in disruptive student behavior. Positive Action is a scientifically based curriculum with proven results in helping children make healthy life choices and resist negative peer pressures, according to the U.S. Department of Education What Works Clearinghouse. All contacts will be logged. In addition, CVA will offer the following: 1) parent, teacher, and student contracts for major assignments throughout the year; 2) technology literacy workshop for parents in order to check-out devices sent home during remote learning; 3) technology literacy workshop for parents on how to use various school supported platforms, such as Zoom, IXL, iReady, Reading Eggs, Brain Pop, and resource sites; 4) outreach to parents regarding ongoing incentive strategies to keep students engaged and actively participating in learning; 5) provide assistance to parents who need temporary childcare support during remote learning hours; and 6) maintain a website and other social media to provide real-time updates for parents regarding school activities, policies, and practices;

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

CVA will track student attendance during in-school learning days as typical -- daily within 15 minutes of the start of the school day. For remote learning days, CVA has developed a grade-aligned checklist of activities with times for students and parents to follow. For example, students are provided guidance on morning logon times, when breaks

will occur, and the use of cameras during live instruction. Policies and guidelines have also been put in place to manage remote learners' attendance, such as when teachers should clock a student as absent or tardy when engaged in remote learning with live instruction. CVA will also use an incentive program to reward students for high-quality participation and engagement during distance learning. For example, students can earn "CVA Tiger Bucks" for various activities, such as logging in on time; participating during live instruction, and turning assignments in on time. Students can use the bucks in the school store to purchase fun and desirable items. CVA has also developed a protocol for conducting fun-filled online Saturday Academy using competitive virtual games modeled after the popular "It's Academic" educational TV series. Such activities address social-emotional learning and academic self-efficacy.

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

CVA will use two baselines for tracking student learning during this pandemic. These include the 3rd nine-week NC Check-In benchmarks in reading, math, and science collected in Spring 2020, and the initial assessment of student progress using standard assessment tools (iReady) at the beginning of the 2020-2021 school year. Subsequent to these baselines, CVA will evaluate student progress against formative benchmarks conducted every nine weeks with NC Check-In assessments in reading, math, and science. As indicated, this evidence-based tool will provide valuable information at the content and curriculum standard level (e.g., fractions; measurement; functions; or statistics) whole class and student-level performance. The tool also accurately projects performance on the NC EOG in the core subjects. CVA will also use iReady and iXL as diagnostic tools to track student progress on a daily basis. Students are required to log in daily. When highly monitored students do not demonstrate mastery according to the tool, they will be stopped, remediated with aligned activities and resources, and placed back on the tool for evaluation. Tracking tools and spreadsheets will be used by assigned paraprofessionals to track academic programs, daily, by the student, by area of deficiency.

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	CVA requires repairs and improvements to support a cleaner environment and reduce the risk of virus transmission in the following areas: 1) upgrade more than a dozen bathrooms with automated hand sanitary devices and hand dryers; 2) painting of common areas (e.g., halls, café, lockers, etc.) with paints that are bacteria and germ resistant typically	Summer 2021/ - repair bathrooms and paint Fall 2021 - clean and upgrade dirty tile and carp		\$ 36,261.00

		used in high traffic facilities such as schools, daycares, and hospitals, and 3) remove the soiled carpet in high traffic areas, replace it with COVID safe flooring, the kinds of hard surfaces for schools recommended by CDC and Health Departments.		Exceed all mandated CDC guidelines for students returning to the classroom in fall 2021. Pass all rating categories from health and safety inspections from the Health Department as students return to school. Achieving "no findings" in reports. Also, parents who have opted for remote learning in fear of the risk of spread will be more likely to come in the fall 2021 school year.	
	* ☒ Yes ☐ No	CVA has two campuses with multiple buildings. There is no central air conditioning and heat in the classroom			\$ 50,480.47

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.		classroom buildings and one of the administrative buildings. Thus, CVA proposes to install central air and heating units in three buildings to improve airflow and decrease the risk of virus spread. CVA does not have sufficient room on its fleet of buses to transport enough children on time for school and still ensures CDC social distancing. This is because middle school students and elementary students ride the same buses. CVA requires two new or used buses to improve the distance between students and improve air quality.	Fall 2021 - scout for possible vehicles during summer and purchase in fall	An increased number of parents who fear the spread of the virus will be more likely to allow their children to attend school.	

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	Weekly testing of COVID for students and staff is needed. CVA proposes to hire a part-time nurse to conduct the testing each week and coordinate with the Health Department that will provide free screenings to low-income schools. Liaison for referrals to social and emotional support, and other social services in Lenoir County.	Summer 2021 - part-time nurse needs to be hired, immediately thru 2022	Parents who have opted for remote learning in fear of the risk of virus spread will be more likely to enroll in in-school learning in the fall 2021 school year.	\$ 15,000.00

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	Develop policies, guidelines, and plans of action for improved preparedness for emergencies stemming from the ongoing pandemic and any "hot spot" activity that might force unexpected closures and a return to Plan B/C with full or part-time remote learning. To achieve this goal, we plan to hire a COVID coordinator	Fall 2021		\$ 44,366.40

		with expertise in health education to develop the documentation and work with local officials in validating community-related partnerships. School Leadership will receive a one-time supplement for services provided during the pandemic. These services include development of health and safety policies and procedures, and modified daily schedules for both students and staff; community outreach, working in conjunction with local health department personnel to implement safety and health procedures; and establishing partnerships with		Parents who have opted for remote learning in fear of the risk of spread will be more likely to return for in-school instruction in the fall 2021 school year. Parents who have opted for remote learning in fear of the risk of spread will be more likely to come in the fall 2021 school year.	

		partnerships with local organizations such as the regional library to arrange learning PODs during remote learning. On-going training will occur throughout the year.			
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		Summer 2021	Parents who have opted for remote learning in fear of the risk of spread will be more likely to return for in-school instruction in the fall 2021 school year. Staff will also express greater feelings of safety than when the pandemic started.	\$ 10,000.00

		The COVID coordinator, identified under "Improving Preparedness and Response", will also help the school enforce and monitor CDC, state, and local policies and guidelines regarding mitigation of the risk of spread of the virus. Duties would include training of staff, students, and parents; ensuring school-wide policies for reducing COVID risk; and ensuring availability of personal protection equipment (PPE)			

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 PPE, such as masks, gloves, sanitizing fluids; shields for desks; and wipes; sanitizing supplies for halls and common areas; and professional deep cleaning of all buses and buildings once a week.	Summer 2021 thru 2024	Parents who have opted for remote learning in fear of the risk of spread will be more likely to return for in-school instruction in the fall 2021 school year.	\$ 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	Planning for and coordinating the school resource ability to: 1) feed 200+ students, daily, who are eligible for free lunch, during long-term closures, including food and resources to cook and transport the food; 2) purchasing substitute devices and other technology equipment for students to take home during long-	Summer 2021	Impact indicators will include students being feed on time, daily, and multiple times a day. Also, the number of complaints from stakeholders (e.g., students, parents, teachers, and staff) that access to the internet and devices is inadequate will go down.	\$ 5,000.00

		term closures; 3) upgrading school bandwidth and capacity to support a large number of online users; 4) securing sufficient certified EC teachers and staff to implement small learning PODS of special education students (5 or less) during long-term closures. 5) upgrade outreach materials, social media, and outdoor signage to keep parents and the community informed during long-term closures			
	* ☒ Yes ☐ No	COVID has necessitated additional supplies and equipment for increased remediation team members, a computer lab for one-on-one intervention time, and at-home use.	Summer 2021; 2022; and 2023		\$ 20,000.00

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 sufficient number of Chromebooks, laptops, desktops, and supplemental supplies for low-income students and parents to include one-to-one assignments for educational devices for students. Purchase high-quality software, tools, and another educational curriculum that have proven scientific evidence of improving student performance and closing the achievement gap. Provide for high-quality professional development in educational technology in the use of technology for teaching and learning and the implementation of	Assure improved student outcomes in terms of academic performance, academic self-efficacy; and social-emotional learning. Also expect to see improved teacher performance in the use of data-driven instruction.	

		a data-driven school environment to facilitate the recovery of learning loss. Provide for a technology resource specialist to assist with ongoing support and training of students, teachers, staff, and parents on the use of devices, educational tools, and platforms.			
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		Fall 2021 to 2024	Improved academic self-efficacy, achievement motivation, behavior, and character among students as measured by pre and post standardized tools for these indicators.	\$ 30,000.00

		CVA requires a part-time social worker/counselor to support the social-emotional learning of students whose world has been turned upside down by the pandemic. The social worker will provide counseling to students and parents and work to connect them with resources in the community.			
	* ☒ Yes ☐ No		Summer 2022; 2023; and 2024		\$ 50,000.00

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.		Implement year-round in-school instruction for low-income students starting in 2022 with 8 weeks of summer programming with a limited remote learning option. The focus will be on catching students up and getting them back on track for on-grade performance in reading and math. Extended learning will also be available during afterschool, including one-on-one and small group tutoring, as well as Saturday Academies throughout the year. CVA's high-quality 10-month teachers will be incentivized to support summer learning for the next three years.		Student proficiency in reading and math, k-8, is expected to improve by 10 percent in reading and 20 percent in math, each year. Also, student academic self-efficiency, social-emotional learning, and overall academic engagement are expected to increase each 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

\$

Total ESSER III Allotment

\$

281,107.87

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)

Children's Village Academy (54A) 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.

Contacts

Children's Village Academy (54A) 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>Melba Lovick</u>

Substantially Approved Dates

Children's Village Academy (54A) 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	Friday, July 30, 2021

New Applicant Summary

Children's Village Academy (54A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

GAN Information

Children's Village Academy (54A) 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.

GAN Organization Data

Children's Village Academy (54A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

3793994

*** Address:**

701 North Adkin Street Kinston, NC 28501

*** Superintendent:**

Ms. Jessica Jones

Key Personnel:

* Melba Lovick

History Log

Classical Charter Schools of Leland (10A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:03:01 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Classical Charter Schools of Leland (10A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$403,559.00	\$403,559.00
Carryover	\$811,938.00	\$811,938.00
Total	\$1,215,497.00	\$1,215,497.00

Budget

Classical Charter Schools of Leland (10A) Charter 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
10A	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$403,559.00	\$403,559.00
Carryover Amount:	\$811,938.00	\$811,938.00
Allotment Plus Carryover:	\$1,215,497.00	\$1,215,497.00
Total Budgeted:		\$1,215,497.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 11:45 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 11:45 AM	Approved (Pending)		Evans, Allie			
10/26/2021 8:41 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 10:26 PM	Approved (Pending)		Hinson, Tina			
8/5/2021 10:19 AM	Received		Admin, NCCCIP			
7/23/2021 8:54 AM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All

**000 - Charter Day School**

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	135	000	00	\$134,784.00	\$0.00	\$134,784.00		
	Other	3	5330	143	000	00	\$610,552.80	\$400,327.20	\$1,010,880.00	ADDING	

										FULL ALLOTMENT AMOUNT	
	Other	3	6540	411	000	00	\$66,601.20	\$3,231.80	\$69,833.00	ADDING FULL ALLOTMENT AMOUNT	

Total: \$811,938.00 \$403,559.00 \$1,215,497.00

Grant Details

Classical Charter Schools of Leland (10A) 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. Description of the Process. A ESSER planning team met on Wednesday, April 14, 2021 to determine the best use of ESSER II funds to address learning loss due to COVID disruptions. The team consisted of the headmaster, assistant headmaster, coaches, lead teachers, the EC teacher, grade level teachers, maintenance staff, operations coordinator, and parents from the school improvement team. The stakeholders also discussed the campus and facility needs and improvements to minimize virus transmission. The academic data we addressed included Acadience benchmarks and TE 21 EnCase benchmarks. Facility repair and improvements to minimize Virus transmission, Improvement of Air quality, and supplies needed for sanitization were assessed by Isolation Tracker and Attendance Tracker data. The team also tracked Educational Technology software and equipment for possible repairs and replacements. Benchmarks Benchmark 1 Percent Passing by Grade CDS ELA Math Sci 0 N/A N/A N/A 1 43.30% 34.20% N/A 2 66.40% 57.80% N/A 3 66.40% 70.60% N/A 4 79.80% 70.60% N/A 5 67.30% 74.80% 79.40% 6 66.00% 68.60% N/A 7 70.90% 39.80% N/A 8 77.30% 45.00% 70.80% Acadience Math Math Percent Passing by Grade CDS BOY MOY 0 63.00% 70.00% 1 82.00% 60.00% 2 91.00% 77.00% 3 88.00% 65.00% 4 85.00% 77.00% 5 80.00% 69.00% Acadience Reading Reading Percent Passing by Grade CDS BOY MOY 0 66.00% 70.00% 1 81.00% 79.00%

2 88.00% 83.00% 3 86.00% 80.00% 4 57.00% 41.00% 5 4.00% 14.00% 6 50.00% 11.00% 2. How Charter Day School intends to assess and address student learning loss resulting from the COVID disruptions. Based upon the academic data above we will continue to assess learning loss and the gains from our interventions by monitoring Acadience and TE21 CASE benchmarks as we implement the following: A. Respond to the learning loss through the use of interventionists and tutors (see data in Part A and analysis in Part B). Using tutors and interventionists to address reading and math learning loss as a response to the COVID restrictions with intensive and direct instruction is one of the most effective way to respond to learning loss due to the COVID restrictions. There is definite learning loss due to the COVID disruptions in quality in-person instruction (see academic data below). There are not enough staff to reduce the effects of the learning loss caused by the COVID interruptions. Teachers have an average of 28 students in a class with one-third to one-half of their students below proficiency due to COVID-related learning loss. B. More students are returning to school , which heightens the importance of the CDC recommendation to clean and sanitize often. We need more supplies in order to clean and sanitize at least once a day and more often if 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.

After analyzing the data, it was apparent that the disruptions that came due the COVID pandemic played a negative effect overall in academic achievement. According to the Dec., 2020 benchmark data the overall pass rate in Reading/ELA is 68% and in Math 69%. That means that 32% and 31% of our students are below proficiency in Reading and Math respectively. In addition, when comparing BOY to MOY benchmark tests students in grades 1st-5th scored lower on the MOY benchmark in Reading as compared to the BOY. All grade levels saw a decline in Math performance when comparing pass rates from BOY to MOY tests. We find that unacceptable and will do what we can to restore the learning lost due to the COVID restrictions.. The isolation from in person interactions with peers and teachers seem to be the major cause of the decline in academic performance. The students missed the relationships, collaboration, and personal responsiveness that comes from in person interactions and learning. While virtual learning served a purpose for some students, about a third of our students did not learn and preform well in that environment. Through addressing learning loss and the other allowable uses for ESSER II funds, we will see increased learning growth and recovery in time as a response to the negative effects of the COVID restrictions. A. Interventionists and tutors are needed for intensive small group and individualized tutoring as a response to student learning loss caused by the COVID isolation and restrictions. The interventionist will lead the planning process, deliver direct instruction to students and support teachers in the classrooms who are doing differentiated instruction. Tutors will be trained and monitored by the interventionist to determine if the instruction plans to reduce learning loss are being implemented

and successful. B. Cleaning and sanitizing of the classrooms, washrooms, offices and other places where people congregate is most critical to the prevention and reduction of COVID. We also need the supplies on hand if the serious effects of COVID reoccur and supplies are not available due to supply chain issues.

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.

\$ 745,336.80 * 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;

Our school uses many assessment tools to verify student data. Throughout the year, we use Beginning of Third Grade Testing, Benchmarks X 3, Acadience Testing X 3, Weekly Checkouts, Stanford Achievement-10 Testing, and End of Grade Testing to analyze student data. All K-8 students are also grouped based on achievement levels to ensure instruction is differentiated.

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

Our school uses many assessment tools to verify student data. The interventionist will lead the planning process, deliver direct instruction to students and support teachers in the classrooms who are doing differentiated instruction by working with small groups or individual students. Tutors will be trained and monitored by the interventionist to determine if the instruction plans to reduce learning loss are being implemented and successful. Throughout the year, we use Beginning of Third Grade Testing, Benchmarks X 3, Acadience Testing X 3, Weekly Checkouts, Stanford Achievement-10 Testing, and End of Grade Testing to analyze student data. Teachers and curriculum department meet twice a quarter to discuss all student data. The data analysis allows our school to appropriately verify and teach to each students' achievement level. The interventionist will lead in the planning and monitoring of the necessary strategies as a reponse to student learning loss attributed the the COVID restrictions. This allows us to meet each student's comprehensive needs through the use of additional/alternate curriculum and supplemental support.

Specifically, we will use a combination of tutoring and direct teaching on an individualize or small group basis (Prater, 2018) with differentiated instruction (Tomlinson and McTighe, 2006; Marzano, et al.,) in larger group settings. In terms of tutoring, an increasing amount of research is validating the practice of tutoring. Over the last ten years there have been a large numbers of studies demonstrating significant differences in students, ore-to post tutoring. Tutoring used to mitigate learning loss and underachievement have been effective in a variety of forms and by a teachers and paraprofessionals. "While overall effects for reading and math interventions are similar, reading tutoring tends to yield higher effect sizes in earlier grades, while math tutoring tends to yield higher effect sizes in later grades" (Nickow, Oreopoulos, & Quan, 2020, p. 1). After summarizing the research on tutoring (Barnum, 2020), states that: "The blueprint for a new national program calls for tutoring to be done across a whole school and in small groups, with no more than four students per tutor." (p.2). Tutoring is typically defined as one-on-one or small-group instructional programming and is one tool that provide schools, and of course students) with a cost-effective way to stem learning loss. While there are many approaches to tutoring, one of the most effective is small group instruction using direct teaching techniques (Hallahan, Kauffman, & Pullan, 2012; Desheler, 2014: Prater, 2018). There is ample research that teacher directed, systematic , and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low income families, and other populations who are behind in learning (Prater, 2018). The sequence of instruction includes: A. Setting specific goals for the tutoring session B. Making sure student is paying attention during the presentation of the knowledge or skills required to meet the objectives C. Providing a review of the previous session D. Presenting main goal of the session to the student E. Instructing in a clear, concise, and sequential manner F. Modeling of the desired response G. Soliciting the response from the student H. Reinforce (i.e., specific feedback) for correct response and repeat instructional sequence for an incorrect response I. Providing guided and independent practice J. Summarizing session K. Keeping records to monitor progress Full citations available upon request.

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

Our school established an information website that allows parents access pertinent information regarding curriculum, daily schedules, community resources, technology assistance, and point of contacts for any school related questions. We will continue to upload important information to the website and provide parents with notification of this occurrence. We will also hold parent/teacher conferences to discuss student progress or concerns. Google Guardian, Dojo, and Bright Arrow are used to provide notifications of important information.

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

Student attendance is taken daily and recorded in PowerSchool. Online student attendance is also collected for individual students based on the number of minutes in attendance for classes.

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

All student data is tracked in a school data summary file. This data is looked at twice a quarter, and is compared to previous grade levels to ensure students are meeting adequate growth. Students that are identified with learning loss will receive supplemental support from interventionists, teachers, or teacher assistants.

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	Stopping the spread of COVID is done with the assistance of constant and through sanitation program. Cleaning and sanitation products will be purchased and utilized daily if not more often.	2022-23 and 2023-24 school years	Measurement: Isolation tracker and attendance tracker to determine if an improvement to student attendance that can be attributed to our sanitizing and cleaning program.	\$ 66,601.20

**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 \$ 66,601.20

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.

Grant Award Notification (GAN)

Classical Charter Schools of Leland (10A) 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

Classical Charter Schools of Leland (10A) 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)]	<u>Rebecca Arroyo</u>

Substantially Approved Dates

Classical Charter Schools of Leland (10A) 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	Saturday, July 24, 2021

New Applicant Summary

Classical Charter Schools of Leland (10A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Classical Charter Schools of Leland (10A) 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

Classical Charter Schools of Leland (10A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

626691658

*** Address:**

7055 Bacon's Way Leland, NC 28451

*** Superintendent:**

Mrs. Laurie Benton

Key Personnel:

* Mrs. Laurie Benton

History Log

Classical Charter Schools of Southport (10B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:03:05 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Classical Charter Schools of Southport (10B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$68,494.00	\$68,494.00
Carryover	\$133,850.00	\$133,850.00
Total	\$202,344.00	\$202,344.00

Budget

Classical Charter Schools of Southport (10B) Charter 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
10B	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$68,494.00	\$68,494.00
Carryover Amount:	\$133,850.00	\$133,850.00
Allotment Plus Carryover:	\$202,344.00	\$202,344.00
Total Budgeted:		\$202,344.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/09/2021 11:46 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 11:46 AM	Approved (Pending)		Evans, Allie			
10/26/2021 8:41 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 1:00 PM	Approved (Pending)		Letchworth, Tina			
8/5/2021 10:19 AM	Received		Admin, NCCCIP			
7/23/2021 8:55 AM	Received		Admin, NCCCIP			

☒ **Highlight Amended Rows**

All ▼

3 - Other

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

	Other	3	5330	143	000	00	\$99,350.40	\$65,996.40	\$165,346.80	ADDING FULL ALLOTMENT AMOUNT	
	Other	3	5860	411	000	00	\$34,499.60	\$2,497.60	\$36,997.20	ADDING FULL ALLOTMENT AMOUNT	

Total: \$133,850.00 \$68,494.00 \$202,344.00

Grant Details

Classical Charter Schools of Southport (10B) 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. Description of the Process. An ESSER planning team met on Wednesday, April 12, 2021 to determine the best use of ESSER II funds to address learning loss due to COVID disruptions. Many students suffered from being in a virtual learning environment last year and much of this academic year largely from a lack of in person contact with teachers and peers. The team consisted of the headmaster, assistant headmaster, coaches, lead teachers, the EC teacher, grade level teachers, maintenance staff, operations coordinator, and parents from the school improvement team. The stakeholders also discussed the campus and facility needs and improvements to minimize virus transmission. The academic data we addressed included Acadience benchmarks and TE 21 Case benchmarks. Facility repair and improvements to minimize Virus transmission, Improvement of Air quality, and supplies needed for sanitization were assessed by Isolation Tracker and Attendance Tracker data. The team also tracked Educational Technology software and devices for possible repairs and replacements. The focus was on the need for new and repaired Chromebooks to meet the current and future enrollment of students, especially if the COVID restrictions have to be put in place again with virtual, at-home learning requiring a 1:1 student to computer ratio. Benchmarks

Benchmark 1 (Dec 2020)

Percent Passing by Grade

SBC

ELA

Math	Sci	0	65.26%	76.60%	N/A	1	26.88%	65.22%	N/A	2	57.89%	63.16%	N/A
3	74.39%	74.39%	N/A	4	68.66%	58.21%	N/A						
5	73.68%	77.59%	74.14%										
Grade	SBC	BOY	MOY	K	72.00%	53.00%	1	67.00%	74.00%	2	86.00%	75.00%	
3	87.00%	85.00%	Acadience Math										
0	73.00%	64.00%	1	69.00%	57.00%	2	76.00%	75.00%	3	74.00%	67.00%	4	72.00%
5	81.00%	64.00%	2.	How South Brunswick School intends to assess and address student learning loss resulting from the COVID disruptions. Based upon the academic data above we will continue to assess learning loss and the gains from our interventions by monitoring Acadience and TE21 CASE benchmarks as we implement the following: A. Tutors- Respond to the learning loss through the use of tutors (see data in Part A and analysis in Part B). Using tutors to address reading and math learning loss as a response to the COVID restrictions with intensive and direct instruction is one of the most effective way to respond to learning loss due to the COVID restrictions. There is definite learning loss due to the COVID disruptions in quality in-person instruction (see academic data above). There are not enough staff to reduce the effects of the learning loss caused by the COVID interruptions. Teachers have an average of 28 students in a class with one-third or more of their students below proficiency due to COVID-related learning loss. B. Educational technology- Currently, only 70% of our students have functioning Chromebooks. We need to purchase new Chromebooks and repaired some Chromebooks to meet the current and future enrollment of students requiring 1:1 student to computer ratio, especially if the COVID restrictions have to be put in place again with virtual, at-home learning. We need the Chromebooks as a response to the impact of the COVID learning loss consequences.									

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 analyzing the data, it was apparent that the disruptions that came due the COVID pandemic played a negative effect overall in academic achievement. According to the Dec., 2020 benchmark data the overall pass rate in reading/ELA is 61% and in Math 69%. That means that 39% and 31% of our students are below proficiency in Reading and Math respectively. In addition, when comparing BOY to MOY benchmark tests students in grades K, 1, and 2 scored lower on the MOY benchmark in Reading. All grade levels saw a decline in Math performance when comparing pass rates from BOY to MOY tests. We find that unacceptable. The isolation from in person interactions with peers and teachers seem to be the major cause of the decline in academic performance. The students missed the relationships, collaboration, and personal responsiveness that comes from in person interactions and learning. While virtual learning served a purpose for some students, about a third of our students did and learn perform well in

that environment. Through addressing learning loss and the other allowable uses for ESSER II funds, we will see increased learning growth and recovery in time through the uses of tutoring and educational technology devices. A. Tutors are needed for intensive small group and individualized tutoring as a response to student learning loss caused by the COVID isolation and restrictions. Tutors will be trained and monitored by administrators or their designees to determine if the instruction plans to reduce learning loss are being implemented and successful. See Part C-B below for more detail on what the tutors responsibilities will be.

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.

\$ 99,350.40 * 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;

Our school uses many assessment tools to verify student data. Throughout the year, we use Beginning of Third Grade Testing, Benchmarks, Acadience Testing, Weekly Reading Checkouts, Stanford Achievement-10 Testing, and End of Grade Testing to analyze student data. All K-5 students are also grouped based on achievement levels to ensure instruction is differentiated to best meet their learning needs. Teachers receive training in curriculum instruction throughout the year to ensure they are able to meet their students' academic needs. The instruction will be differentiated to meet students current levels and to increase their achievement in a proscribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who brings to school different talents and interests. (Tomlinson and Mc Tighe, 2006, p.13). Strategies for adapting instruction in a differentiated setting include: A. Guided notes with blanks for students to fill in missing information B. Graphic organizers that visually display information and link concepts C. Study guides with questions for students to answer D. Written outline of the lesson E. Use visual aids F. Check for understanding G. Use technology during instruction and for guided and independent practice H. Record every students progress on objectives for planning the next lesson or session (adapted from Prater, 2018) Full citations available upon request.

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

Teachers and curriculum department meet twice a quarter to discuss all student data. The data analysis allows our school to appropriately verify and teach to each students' achievement level. This allows us to meet each student's comprehensive needs through the use of additional/alternate curriculum and supplemental support. Specifically, we will use a combination of tutoring and direct teaching on an individualize or small group basis (Prater, 2018) with differentiated instruction (Tomlinson and McTighe, 2006; Marzano, et al.,) in larger group settings. In terms of tutoring, an increasing amount of research is validating the practice of tutoring. Over the last ten years there have been a large numbers of studies demonstrating significant differences in students, ore-to post tutoring. Tutoring used to mitigate learning loss and underachievement have been effective in a variety of forms and by a teachers and paraprofessionals. "While overall effects for reading and math interventions are similar, reading tutoring tends to yield higher effect sizes in earlier grades, while math tutoring tends to yield higher effect sizes in later grades" (Nickow, Oreopoulos, & Quan, 2020, p. 1). After summarizing the research on tutoring (Barnum, 2020), states that: "The blueprint for a new national program calls for tutoring to be done across a whole school and in small groups, with no more than four students per tutor." (p.2). Tutoring is typically defined as one-on-one or small-group instructional programming and is one tool that provide schools, and of course students) with a cost-effective way to stem learning loss. While there are many approaches to tutoring, one of the most effective is small group instruction using direct teaching techniques (Hallahan, Kauffman, & Pullan, 2012; Desheler, 2014: Prater, 2018). There is ample research that teacher directed, systematic , and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low income families, and other populations who are behind in learning (Prater, 2018). The sequence of instruction includes: A. Setting specific goals for the tutoring session B. Making sure student is paying attention during the presentation of the knowledge or skills required to meet the objectives C. Providing a review of the previous session D. Presenting main goal of the session to the student E. Instructing in a clear, concise, and sequential manner F. Modeling of the desired response G. Soliciting the response from the student H. Reinforce (i.e., specific feedback) for correct response and repeat instructional sequence for an incorrect response I. Providing guided and independent practice J. Summarizing session K. Keeping records to monitor progress Full citations available upon request.

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

Our school established an information website that allows parents access pertinent information regarding curriculum, daily schedules, community resources, technology assistance, and point of contacts for any school related questions. We will continue to upload important information to the website and provide parents with notification of this occurrence. We will also hold parent/teacher conferences to discuss student progress or concerns. Google Guardian, Dojo, and Bright Arrow are used to provide notifications of important information.

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

Student attendance is taken daily and recorded in PowerSchool. Online student attendance is also collected for individual students based on the number of minutes in attendance for classes. Teachers, administration, and school social worker also discuss students that have attendance concerns. Attendance concerns are communicated with parents in the form of , conferences, phone calls, letters, and emails.

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

All student data is tracked in a school data summary file. This data is entered weekly and analyzed throughout the quarter. The data is also compared to previous grade levels to ensure students are meeting adequate growth. Students that are identified with learning loss will receive supplemental support from interventionists, teachers, or teacher assistants.

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				\$
	* ☒ Yes ☐ No	Chromebook devices will be purchased for all students. We currently need a 1:1 ratio to accomplish the learning loss response that we have for students due to COVID restrictions. In addition to responding to COVID-19,	2021-22		\$ 34,499.60

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.	COVID in the present we are being prepared for remote or hybrid learning should the school closures be reinstated due to a resurgence of COVID. The devices will assist us in personalizing instruction for our students in meeting their individual needs and will measure student progress on a formative basis for the team to review. Instruction will be modified based upon the student's individual progress. Amongst the innovations and best practices in fostering student learning, especially those in a catch-up		Student achievement will be monitored on a formative basis with differentiating the effects of chrome book support on our students. We will accomplish this through teacher reports, chrome book individual data sets on our students and student performance on Acadience and benchmark assessments.	

		in a catch-up status, is the use of various forms of educational technology. The term includes the use of devices and the educational software associated with it (Prather, 2018).			
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				\$

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

\$

34,499.60

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.

Grant Award Notification (GAN)

**Classical Charter Schools of Southport (10B) 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

Classical Charter Schools of Southport (10B) 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)]	<u>Rebecca Arroyo</u>

Substantially Approved Dates

Classical Charter Schools of Southport (10B) 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	Saturday, July 24, 2021

New Applicant Summary

Classical Charter Schools of Southport (10B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Classical Charter Schools of Southport (10B) 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

Classical Charter Schools of Southport (10B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

626691658

*** Address:**

2260 Achievement Ave SE Bolivia, NC 28422

*** Superintendent:**

Ms. Kaitlin Warren

Key Personnel:

* Ms. Kaitlin Warren

History Log

Community School of Digital and Visual A (32C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/1/2021 8:13:56 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Community School of Digital and Visual A (32C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$306,454.00	\$306,454.00
Carryover	\$615,422.00	\$615,422.00
Total	\$921,876.00	\$921,876.00

Budget

Community School of Digital and Visual A (32C) Charter 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
32C	181	1	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$306,454.00	\$0.00
Carryover Amount:	\$615,422.00	\$615,422.00
Allotment Plus Carryover:	\$921,876.00	\$615,422.00
Total Budgeted:		\$615,422.00
Total Remaining:	\$306,454.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied (Pending)	11/09/2021 11:44 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 11:44 AM	Denied (Pending)		Evans, Allie			
11/9/2021 11:44 AM			Evans, Allie	3-5110-192- 000-000-00	0	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
10/1/2021 8:13 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 10:05 PM	Approved (Pending)		Hinson, Tina			
8/6/2021 8:25 AM	Received		Admin, NCCCIP			
7/22/2021 8:46 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Carter Community Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	192	000	00	\$13,852.56	\$0.00	\$13,852.56		 Budget returned to allow for

											adjustment to reflect final 1/3 installment amount.
	Other	3	5110	211	000	00	\$1,147.44	\$0.00	\$1,147.44		
	Other	3	5110	312	000	00	\$10,592.10	\$0.00	\$10,592.10		
	Other	3	5110	418	000	00	\$8,000.00	\$45,000.00	\$53,000.00	AMEND TO REALLOCATE FUNDING TO SOFTWARE	
	Equipment	3	5110	462	000	00	\$0.00	\$25,000.00	\$25,000.00	FY22 AMEND TO CORRECT GL	
	Equipment	3	5110	542	000	00	\$25,000.00	(\$25,000.00)	\$0.00	FY22 AMEND TO CORRECT GL	
	Salary	3	5210	121	000	00	\$36,174.96	\$0.00	\$36,174.96		
	Other	3	5210	211	000	00	\$2,767.38	\$0.00	\$2,767.38		
	Other	3	5320	311	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Salary	3	5330	121	000	00	\$23,087.52	\$0.00	\$23,087.52		
	Other	3	5330	211	000	00	\$1,912.48	\$0.00	\$1,912.48		
	Salary	3	5350	121	000	00	\$52,350.00	\$0.00	\$52,350.00		
	Other	3	5350	211	000	00	\$4,004.78	\$0.00	\$4,004.78		
	Salary	3	6400	146	000	00	\$61,472.16	\$0.00	\$61,472.16		
	Other	3	6400	211	000	00	\$4,702.62	\$0.00	\$4,702.62		
	Other	3	6400	343	000	00	\$75,000.00	(\$10,000.00)	\$65,000.00	AMEND TO REALLOCATE	

										FUNDING TO SOFTWARE	
	Other	3	6400	344	000	00	\$45,000.00	(\$35,000.00)	\$10,000.00	AMEND TO REALLOCATE FUNDING TO SOFTWARE	
	Other	3	6540	411	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Equipment	3	6550	541	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Equipment	3	6580	541	000	00	\$140,358.00	\$0.00	\$140,358.00		
Total:								\$615,422.00	\$0.00	\$615,422.00	

Grant Details

Community School of Digital and Visual A (32C) 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.

The administrative team, school team leads, and managing director met on 3/26, 4/1, and 4/12/21. The Board was also involved with input on how the funds should be used to mitigate the effects of the COVID disruptions. In summary:

- The teams were introduced to the ESSER II and ESSER III funds, using the information provided by the NCDPI.
- A quick data analysis of several data points were reviewed in a brainstorming session.
 - o NWEA MAP Scores from 2019-2020 and 2020-2021
 - o Attendance from PowerSchool Principal's; ADM reports
 - o NCDPI Check-Ins
 - o Teacher's data talk sheets, and informal conversations were also reviewed
- Team leads were asked to go back to their team, share the information, and report ideas and strategies back from their PLC team.

Assess & Address: Carter will use NWEA MAP in Reading and Math to measure learning loss. Specifically, we will review the COVID Recovery Growth Projects with an eye to observe trends occurring in student achievement. We will consider results from both Fall 2020 and Fall 2021. We will use RIT scores from the same report to plan scaffolding and differentiated instruction in order to address the gaps observed.

Relevant Specific Data: Additional Responsibility Stipend: Teachers and staff members employed from 3/13/20-6/11/21 are eligible for a one-time pandemic bonus (stipend) of \$1,000 for the extra responsibilities and duties required. The extra requirements included: attending additional unplanned PD sessions due to virtual learning,

on top of planned PD; preparing and teaching 2 sets of lesson plans for both in-person and virtual students; providing extended instructional time after school to virtual students due to connection issues during the day; preparing classroom and the school for social distancing and use of PPE equipment; additional responsibility inside the classroom to keep students social distanced, check and record daily temperature logs, and ensuring students remained masked. Teachers and staff members that remain with the school through the Summer 2021 and end of the first quarter are eligible for an additional one-time bonus of \$1000 for extra requirements including returning to the school in August; attending and completing all summer professional development with a special focus on digital teaching and how to help students recover for learning loss; and implementing all new federal, state, and local COVID regulations and mandates. EC Teacher: Carter currently has 22 students in grades K-8 being served by 1 Special Education teacher. Two students are in the referral process and will likely qualify for services. This will increase the number of EC students to 24 students. Six of the 22 students receive almost 30% of their instructional service hours in special education, 1 student receives 20% of their instructional service hours in special education, and 1 student receives almost 15% of their instructional service hours in special education a day. The demand for service hours for students in Carter's special education cannot be met adequately with 1 special education teacher. In addition to the extra identification of students, the scope and span of instructional needs to serve special education students K-8, and the additional learning loss due to the results of COVID-19, will require an additional teacher in special education. The need for more PD on virtual and digital learning: Spurred by pandemic-related school closures, teachers adapted to different methods of instruction -like remote learning and hybrid teaching and gained valuable technology skills in the process. However, much still needs to be learned. The need for additional virtual professional development to help with learning loss is needed. Specifically, we are looking into PD for online NWEA MAP fluency, which will be used as a universal screener and progress monitoring assessment of early reading that can also be used with older students at risk of reading difficulty. This will help teachers to pinpoint needed or missed skills. To use this tool, teachers will need to be trained. Training is also required to help teachers execute summer enrichment and after-school programs, offer quality 1:1 tutoring support, and enhance student engagement in blended and virtual classrooms. Hot Spots: According to the connectivity survey given to parents in March 2020 and follow-up in August 2020, 20% of the Carter households do not have stable connectivity and 70% have no connectivity in their household. Also, it is important to note that 18% of the families indicated students' physical location is shared between 2 or more places during the school week. Transportation: Under the CDC and the NC DPI Transportation guidelines for school buses, the distance between children on school buses (for example, seat children one child per row, skip rows) may be required during a pandemic. Carter is a K-8 school, with over 200 students using the school bus as their mode of transportation to and from school. Under the most recent pandemic guidelines, only 20 to 24 students could ride on the 5 buses in our current fleet. The additional buses will allow Carter to continue to provide adequate spacing and seating for students. Maintenance: The Facilities Personnel recommended the HVAC upgrades, especially in light of the age of the building.

The building was built in 1975. It has become very expensive to maintain and service the 3 separate units we have to run to maintain ventilation at the school. We are having to change air filters on a monthly basis at the current 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.

The following are observations and analyses that were made concerning the data: - NWEA MAP Scores from 2019-2020 and 2020-2021

- o According to our Student Growth Summary Report from NWEA, our School Conditional Growth Index shows 6 out of 9 grades have a negative growth index in Language Arts, Reading from Fall 2019 to Fall 2020. The school's growth projections were not met, with a combined growth measure of -1.8. Current 7th (-2.5) and 8th (-2.62) grades largest growth regression.
- o According to our Student Growth Summary Report from NWEA, our School Conditional Growth Index shows 5 out of 9 grades have a negative growth index in Math from Fall 2019 to Fall 2020. The school's growth projections were not met, with a combined growth measure of -.04. Current 5th (-2.06) and 6th (-3.27) grades largest growth regression

- BOG 3 (Beginning Of Grade) 3rd grade

- o The scores on the BOG 3, which was administered later in the year than normal, showed a drop in scores by 12.5%. This is significant to note because the BOG is usually given on the first 10 days of school. This time the BOG 3 was in the later part of winter, and the scores as compared to 2019-2020, BOG were lower. This is evident that the students started the year with wider regression than typical in the past 3 years.

- Attendance from PowerSchool Principal's; PMR attendance reports

- o The summary of the PowerSchool PMR Attendance reports, shows an average of 10% of students enrolled are have missed 10 or more days a month.
- o 12% of students enrolled have missed 5 or more days a month
- o 1% of the students enrolled have missed 20 or more days a month

o Teacher's data talk sheets, and informal conversations were also reviewed

Relevant Specific Data:

- Additional Responsibility Stipend: Teachers and staff members have taken on excessive duties that support the rationale for a bonus/stipend.
- EC Teacher: Carter's EC caseload has grown due to COVID and continues to expand beyond the scope of the current reasonable limits of the existing EC personnel.
- The need for more PD on virtual and digital learning: Teachers have taken on new roles and been faced with new challenges for engaging learners in a variety of environments. The staff at CCCS have certainly risen to the challenge, but given new technology and assessment tools we would like to grow into, additional PD and Tech Support is required.
- Hot Spots and Other Mobile Communication: Data show our students need support in accessing their virtual learning.
- Transportation: Carter needs to be prepared to meet the requirements to social distance on buses if required.
- Maintenance: Based on the expert opinion of the facilities personnel and the need to decrease the costs associated with maintaining three separate A/C units, HVAC improvements are needed.

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.

\$ 203,723.22 * 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 will use the MAPS computer program and benchmark data as high quality assessments to track our students' progress, individually and as a group. Students will have plans that will be reviewed at least weekly for those below the proficient level in reading and/or math. A variety of research-based practices, including differentiated instruction will be used to mitigate learning loss.

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

Students will have a reading plan developed by the reading teacher (\$25,000) and the current grade level teacher identifying specific needs, very much driven by MAP (\$8,000) data. We will also add an EC teacher (\$50,000) who will consult with teachers on the learning needs of all students. During the regular school year and the teachers will work from the plan to address those specific needs through direct teaching (Prater, 2018), tutoring (Nickow et al., 2020) and differentiated instruction (Tomlinson & Mc Tighe, 2011). Below are brief explanations of the research-based practices we will employ to address learning loss with our students. 1. Intensive tutoring and teacher -directed instruction. There is ample research that teacher directed, systematic , and targeted instruction works well for all learners in general and special populations in particular such as students with disabilities, English learners (EL), migrant students, students from low income families, and other populations who are behind in learning (Prater, 2018). The sequence of instruction includes: A. Setting specific goals for the tutoring session B. Making sure student is paying attention during the presentation of the knowledge or skills required to meet the objectives C. Providing a review of the previous session D. Presenting main goal of the session to the student E. Instructing in a clear, concise, and sequential manner F. Modeling of the desired response G. Soliciting the response from the student H. Reinforce (i.e., specific feedback) for correct response and repeat instructional sequence for an incorrect response I. Providing guided and independent practice J. Summarizing session K. Keeping records to monitor progress 2. Extended time for instruction- A summer

program allows for extended learning time which is one of the best research strategies to mitigate learning loss (Erwin, 2021). The summer session will offer 72 hours of instruction to students in the program. In addition to individual and group instruction consistent with every students learning plan, activities such as field trips and recreation will be included in the six hour day. Also, computer assisted instruction will be used consistent with the other activities mentioned under this Planned Activity section.

3. Differentiated Instruction- The instruction will be differentiated to meet students current levels and to increase their achievement in a proscribed and systematic fashion. Individual, small group and large group instruction will be used to "...support students who learn in different ways and different rates and who brings to school different talents and interests. (Tomlinson and Mc Tighe, 2006, p.13). Strategies for adapting instruction in a differentiated setting include: A. Guided notes with blanks for students to fill in missing information B. Graphic organizers that visually display information and link concepts C. Study guides with questions for students to answer D. Written outline of the lesson E. Use visual aids F. Check for understanding G. Use technology during instruction and for guided and independent practice H. Record every students progress on objectives for planning the next lesson or session (adapted from Prater, 2018)

4. Instructional Technology Amongst the innovations and best practices in fostering student learning, especially those in a catch-up status, is the use of various forms of educational technology. The term includes the use of devices and the educational software associated with it (Prather, 2018). Zheng, et al. (2016) conducted a meta-analysis of 10 studies that focused on the effects the use of laptop programs on students' academic achievement in K-12 schools. Significantly positive average effect sizes were found in all the major content areas (i.e., Math, Language Arts). The researchers also found significantly positive effects in the use of laptops in the standard classroom setting. How the laptops are used determines the effects, however. Ross (2020) after reviewing research over the last 30 years concerning educational technology, recommended these commonalities for use of technology for the increase in student academic as a tool not a different instructional system; communicate with stakeholders as to the intent and purposes of using laptops being realistic in the impact of technology, and evaluate the effectiveness on a continuous bases. such as thinking of educational tech: "(a) conceptualizing technology as an educational tool and delivery . system, not as a "treatment" in itself; (b) defining and communicating to stakeholders what proximal and long-term outcomes the technology initiative is (and is not) expected to promote; (c) not over-promising impacts on student achievement on standardized assessments where technology applications are directed primary toward other educational goals; and (d) conducting ongoing evaluation studies to provide evidence of program implementation progress and effectiveness at different phases of the initiative." (p. 2015). We will employ technology staff and conduct PD (\$119,500) for our teachers on the best uses of technology to increase learning and decrease the learning loss gap we experienced due to the COVID restrictions; Monitor the student progress and attendance software for accuracy and efficiency; assist parents and teachers in case virtual learning must return for some if not all students. We will also support Edgenuity Math Software.

* (C) Providing information and assistance to parents and families on how they can effectively support students,

including in a distance learning environment;

We will continue to use a combination of text messages, email communication, letters, phone calls, the website, and meetings if needed. We will use virtual means when necessary. We will continue to support students who now or in the future need to learn in a virtual, distance education environment with live chats between parent(s), teachers, or other school personnel. Students will be closely monitored and the appropriate staff member will become involved as soon as the respective student falls below the standards.

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

We will use attendance software to track student attendance in both in-person and virtual environments as need. Student engagement for those in a distance learning environment will include interactive activities with the teacher supervising small groups, group learning games, group responses to questions (i.e., hand raised for "yes" or fingers up for the number of answer that is correct). The teachers are responsive and immediate when it comes to student performance and parent questions., thus reducing the psychological gap that often comes from distance learning. The Social Worker (\$30,000) will also support attendance efforts and serve to mitigate other factors to ensure students are in school and engaged so as to be able to recover from the learning they have lost.

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

Every student has a plan to bring them up to proficiency or higher, depending on the learning loss that took place due to the pandemic. The MAPS and benchmark data will be monitored at least weekly and interventions will occur as necessary.

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, rent, or lease a modular classroom and/or consider interior redesigns, whichever is the most economical and efficient route to ensure COVID transmission on campus is low.	2021-2024	Nurse records on virus cases and other reported illnesses- should see a decline.	\$ 65,001.00

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. Halo Virus protection for reducing airborne virus and bacteria. 2. Upgrade and modernize all outdated HVAC units	2021-2022 school year	Nurse records on virus cases and other reported illnesses- should see a decline. The frequency of air filters needing to be changed will reduce from monthly to every other month.	\$ 140,358.00
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	Funds will be used to purchase custodial supplies needed to sanitize the building and facilitate COVID19 Antivirus Transmission Control through peroxide cleansers, per the recommendation of CDC and DHHS.	2021-24	Nurse records on virus cases and other reported illnesses- should see a decline.	\$ 30,000.00
	* ☐ 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				\$
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	For summer 2023, we will support the salary of 5 teachers @ \$10,000 each = \$50,000 For summer 2024, we will support the salary of 5 teachers @ \$10,000 each = \$50,000 These teachers will provide remediatin and summer programming.	Summers 2023 and 2024	Students end of summer growth scores on NWEA Map Growth	\$ 56,354.78
	* ☒ Yes ☐ No	1.We will purchase a mini-van for smaller group activities in place of a bus which is more difficult to clean and sanitize. We can also use it if buses get too crowded. (\$50,000) 2.Stipends for teachers, (\$15,000) who have extended	1. 2021-22 2.2021-2022, 2022-23, 2023-24 3.		\$ 105,000.00

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.		themselves for additional PD on virtual learning, to provide stipends for the additional time needed to prepare classrooms, PD on digital learning, and additional hours given to conference with parents and students after hours. 3. Mobile Communications cost to continue providing 100% total mobile communications.		1. More square footage per student 2. Completion certificates or proof of CEU's of PD attended. Teacher Satisfaction Survey results- The more positive and appreciative the teachers feel about the Carter work environment the better they will teach our students. The stipends will recognize the incredible work the teachers and staff did to serve the learning needs of their students. 3 Better communications to improve overall communication between school, students and parent	
Total ESSER III Allotment					\$ 396,713.78

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)

Community School of Digital and Visual A (32C) 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

Community School of Digital and Visual A (32C) 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)]	<u>Rebecca Arroyo</u>

Substantially Approved Dates

Community School of Digital and Visual A (32C) 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

Thursday, July 22, 2021

New Applicant Summary

Community School of Digital and Visual A (32C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Community School of Digital and Visual A (32C) 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

Community School of Digital and Visual A (32C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

75233846

*** Address:**

1955 West Cornwallis Road Durham, NC 27705

*** Superintendent:**

Ms. LaManda Pryor

Key Personnel:

* Ms. LaManda Pryor

History Log

D.C. Virgo Preparatory Academy (65Z) 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
	10/20/2021 3:09:44 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

D.C. Virgo Preparatory Academy (65Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$303,252.00	\$303,252.00
Carryover	\$608,944.00	\$608,944.00
Total	\$912,196.00	\$912,196.00

Budget

D.C. Virgo Preparatory Academy (65Z) 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
65Z	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$303,252.00	\$0.00
Carryover Amount:	\$608,944.00	\$608,944.00
Allotment Plus Carryover:	\$912,196.00	\$608,944.00
Total Budgeted:		\$608,944.00
Total Remaining:	\$303,252.00	\$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			
8/27/2021 8:28 AM	Approved (Pending)		Powe, Tara			
8/24/2021 10:41 AM	Under Review		Powe, Tara			
7/29/2021 8:57 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	5210	133	000	00	\$89,126.16	\$0.00	\$89,126.16		
	Other	3	5210	211	000	00	\$6,818.16	\$0.00	\$6,818.16		
	Other	3	5210	221	000	00	\$19,322.58	\$0.00	\$19,322.58		
	Other	3	5210	231	000	00	\$8,054.47	\$0.00	\$8,054.47		
	Other	3	5270	143	000	00	\$38,196.96	\$0.00	\$38,196.96		
	Other	3	5270	211	000	00	\$2,922.07	\$0.00	\$2,922.07		
											

	Other	3	5330	143	000	00	\$95,492.40	\$0.00	\$95,492.40		
i	Other	3	5330	211	000	00	\$7,305.15	\$0.00	\$7,305.15		
i	Salary	3	5350	121	000	00	\$17,413.20	\$0.00	\$17,413.20		
i	Other	3	5350	211	000	00	\$1,332.17	\$0.00	\$1,332.17		
i	Other	3	5350	221	000	00	\$3,775.38	\$0.00	\$3,775.38		
i	Other	3	5350	411	000	00	\$3,561.14	\$0.00	\$3,561.14		
i	Salary	3	5830	131	000	00	\$89,126.16	\$0.00	\$89,126.16		
i	Other	3	5830	211	000	00	\$6,818.16	\$0.00	\$6,818.16		
i	Other	3	5830	221	000	00	\$19,322.58	\$0.00	\$19,322.58		
i	Other	3	5830	231	000	00	\$8,054.47	\$0.00	\$8,054.47		
i	Salary	3	6300	131	000	00	\$76,393.92	\$0.00	\$76,393.92		
i	Other	3	6300	211	000	00	\$5,844.14	\$0.00	\$5,844.14		
i	Other	3	6300	221	000	00	\$16,562.21	\$0.00	\$16,562.21		
i	Other	3	6300	231	000	00	\$8,054.47	\$0.00	\$8,054.47		
i	Other	3	6300	311	000	00	\$85,448.05	\$0.00	\$85,448.05		
Total:							\$608,944.00	\$0.00	\$608,944.00		

Grant Details

D.C. Virgo Preparatory Academy (65Z) 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.

Strategic Plan:

https://docs.google.com/document/d/1JLqQ_bewDESS_1bTG9WOSLSQONETm7grOwUNGKCSCa0/edit?usp=sharing Most recent EOG Results - All grade levels (3-8) and subjects (reading, math, science) Overall Proficiency: 30.9; Growth: 68.7 Reading Proficiency: 27.4; Growth: 70.54 Math Proficiency: 25.5; Growth: 72.7 Science Proficiency: 56.4; Growth: 63 Current NC Check-in: See Strategic Plan

https://docs.google.com/document/d/1JLqQ_bewDESS_1bTG9WOSLSQONETm7grOwUNGKCSCa0/edit?usp=sharing 2020 - 2021 Data (considering the impact of COVID-19 and various school attendance plans) All benchmark assessments occur three times during the school year (BOY, MOY, EOY); however, due to remote learning at the beginning of the year, several students did not complete the BOY benchmark. End-of-year benchmarks will take place in April. K-5 - mClass - (Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension) 6-8 - AimswebPlus - (Vocabulary, Silent Reading Fluency, Reading Comprehension, Oral Reading Fluency) 3-5 - NC Check-ins - (Reading, Math, Science - 5th, 8th) Data Results K-2 - mClass BOY- 50% well below; MOY - 25% well below BOY - 17% below; MOY - 1% below BOY - 3% on level; MOY - 3% on level BOY - 50% above; MOY - 8% above 3-5 - mClass BOY - 14% well below; MOY - 7% well below BOY - 1% below; MOY - 5% below BOY - 7% on level; MOY -

7% on level BOY - 9% above; MOY - 16% above 6-8 - AimsWebPlus BOY - 8% high risk ; MOY - 16% high risk BOY - 13% moderate; MOY - 10% moderate BOY - 52% low risk; MOY - 47% low risk DCVPA uses various stakeholders to determine needs in many aspects of the school. A Chancellor's Advisory Board, required of GS 116-239.5 is comprised of the Chancellor of the University of North Carolina at Wilmington; Dean, Watson College of Education; UNCW Board of Trustees member; Legal Counsel from the University of North Carolina at Wilmington; Faculty, Watson College of Education; Associate Dean, Watson College of Education; Superintendent, New Hanover County Schools; President, D.C. Virgo Community Advisory Board; Wrap Around Partner, Community members and DCVPA teachers. A School Support Team is composed of Dean, Watson College of Education; Associate Dean, College of Education; PDS Supervisor; School-University Liaison; School Administrators; School Social Worker; Teachers; Staff of Watson College of Education. The School Improvement Team is composed of school administrators, School-University Liaison, Principal Intern, teacher representatives from various grade levels, Student Support Representative, Parents, Community Members, and Administrative Support. Additional qualitative data collection has been compiled over the past three years through Public Impact regarding student enrollment, tracking attendance, recruitment, leadership and staffing, remote learning, curricular, learning platforms, assessments, new partnerships, pre-existing partnerships (district, College of Education, or community), preservice teaching and principal candidates, and professional learning. DVCPA intends to assess and address student learning gaps resulting from the disruption in educational services through various opportunities. Overall school data will continue to be disaggregated and discussed through the School Improvement Team. Grade level data will be discussed in Professional learning communities. The School Support Team will review data to make recommendations for Faculty-in-Residence, field experience, faculty-school partnerships, and others to assess various data sources. School administration, financial officers and staff will utilize the data to create intentional opportunities to provide additional support to meet student academic needs, social/emotional/behavioral needs while addressing student learning loss. By providing additional schoolwide and classroom support, teachers and staff will continue to prioritize instruction and learning. Additional support staff will provide interventions in reading, math, social, emotional and behavior thus creating opportunity to maximize intentional high-yielding strategies. Benchmarks and assessments will provide quarterly data review opportunities to meet student needs and maximize intervention and/or enrichment support. By participating in afterschool, intersession/summer school programming led by support staff and specialists, students will benefit from personalized, individualized, impactful, research-based teaching opportunities.

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 indicates a significant need for all students to participate in intervention, additional instruction, and enrichment in grades kindergarten through eighth. The current data indicates significant "below average" results in reading assessments conducted through mClass, AimsWebPlus, and NC Check-in. These tools represent phonemic awareness, phonics, fluency, vocabulary and comprehension, and oral reading fluency. Previous end of grade tests also indicate the need for continued additional support for students in reading, math and science. Students will also benefit from instruction with high-yielding strategies designed to meet grade level standards. All students will benefit from effective vocabulary, fluency, and comprehension instruction. Students will also gain instructional opportunities in social, emotional and behavioral support. Student Services Data: (Grade level:number) *MTSS information: K:4, 1:3, 2:10, 3:0, 4:1, 5: 0, 6:0, 7:0, 8:0 *AIG information: 4:1, 6:3 *504 information: 6:1 *ESL information: K :1, 1:2, 2:0, 3:0, 4:0, 5:0, 6:0, 7:1 , 8:0 *EC information: K: 3, 1:2, 2:3, 3:6, 4:6, 5:4, 6:7, 7:0, 8:7

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.

\$ 121,788.80 * 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;

DCVPA will utilize universal screeners three times a year to assess reading fundamental of fluency, phonemic awareness, vocabulary, oral reading fluency and reading comprehension. Assessments will occur three times a year. K-5 - mClass - (Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension) 6-8 - AimswebPlus - (Vocabulary, Silent Reading Fluency, Reading Comprehension, Oral Reading Fluency) 3-5 - NC Check-ins - (Reading, Math, Science - 5th, 8th) Teachers and staff will utilize individualize student data to provide intervention and/or enrichment to the core standards to develop teaching and learning patterns necessary for student learning. Quarterly data will be used to develop student groups for intersession intervention opportunities.

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

DCVPA is a unique, small school setting with a small staff. Student needs, based in legislative requirements, indicate the student profile upon entry: (1) Is assigned to a low-performing school at the time of the student's application; (2) did not meet expected growth in the prior school year based on one or more indicators; (3) is the sibling of a child who is eligible under (1) or (2); or (4) is the child of a laboratory school employee. The diverse needs of the student population require additional support to meet legislative intentions. Additional support staff will provide high-yielding strategies for evidence-based interventions, core and/or enrichment to meet the academic, social, emotional, and behavioral goals determined by assessment data. Activities may include: site-developed interventions, mastery periods, skills-based instructional grouping, scheduling/organizing smaller class sizes, use of MTSS protocols and framework, explicit instruction and intensive intervention. Additional strategies with definable elements of proficiency and an instructional purpose may also utilized. Support staff who will work with social, emotional and behavioral health may utilize activities such as Check In Check Out, Non-contingent Reinforcement, Antecedent Modification, Instructional Matching, and additional interventions as provided through school and/or community-based programming.

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

Through a series of Title 1 meetings, parents and families will learn and discuss the role of Title 1 in the school. During the meetings, parents will help to develop the home-school compact as indicated through requirements. Upon completion, the compact will be provided for all families, staff, and will be available via hard copy in the school office and school website. Information provided regarding the compact includes: Your input is needed in creating our School-Parent Compact. This information is required to communicate our commitments. The compact is a commitment from the school, the parent, and the student to share in the responsibility for improvement. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. The compact should be unique to each school. At a minimum, the school-parent compact must include: The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards; Ways in which parents and families will be responsible for supporting their children's learning (e.g., monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; or positive use of extracurricular time); and The importance of communication between teachers and parents and families on an ongoing basis through, at a minimum: o Parent/family-teacher conferences to discuss the compact; o Frequent reports to parents and family on their child's progress; and o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. ed academic achievement

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

During remote and hybrid learning (currently have students on virtual and face to face learning): Teachers collected attendance daily for remote instructional days and recorded the information on a school-created spreadsheet and in PowerSchool. A student was considered present for daily attendance during the remote learning days if: They completed daily assignments either online or offline by midnight or if teachers have daily check-ins with either their homeroom teacher and/or course teacher. Teachers were able to log attendance the next day. Students had daily check-ins or forms of two-way communication with their teachers. Students would not be counted absent solely due to not logging into a lesson on a remote learning day. These are the current attendance expectations during Plan A with students who attend virtually. *It is important to note, attendance did not calculate into a grade; a student may be marked present during a remote learning day but not receive credit if an as assigned task is not completed by the established deadline. Collection methods included various options for students to indicate they participated in daily learning opportunities such as submission of assignments in the digital platforms (Seesaw, Google Classroom), attendance in Zoom or Google Meet sessions, completion of exit tickets or reflections, and communication via telephone. Attendance procedures and requirements were communicated to students and families through the opening of school information, all DCVPA communication channels, and as part of daily/weekly schedule and expectations. When students were not in attendance, families were reminded of the attendance expectations. Documentation of absences and attendance were provided at specified interim periods designated by the school to provide updated student information. All attendance expectations were communicated with representatives of the support services, related service providers and community organizations who work closely with the students and families of the school. As students moved back into Plan A, AA/BB, and/or remote only the following were discussed with parents, expected and monitored: Plan A: Attendance will be taken based on attendance in students' in-person class. Students not attending assigned in-person classes will be marked absent. Plan AA/BB: Attendance will be taken Monday/Tuesday & Thursday/Friday based on attendance in students' in-person classes. Students not attending assigned in-person classes will be marked absent. AA/BB and Full Remote Learning: Attendance will be taken Monday -Friday based on a students' attendance in synchronous and asynchronous learning (AA/BB students 3 days/week). Students not attending Zoom classes and not completing asynchronous assignments will be marked absent.

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

Teachers, social worker and administration track academic progress at least three times a quarter. Academic progress is evaluated for student/family reflection, comparison and discussion of individualized student data. Indicators sought were based in school attendance and work completion during virtual learning. Academic progress during the course of state attendance plans (A, B, C) were/are evaluated to identify the impact of learning loss. It was evidenced that student work progression was steadied in the face to face environment. Benchmark data surrounding the subjects and standards taught indicate positive ___ when students are in 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				\$ 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	ESL Coordinator Community Support Specialist (contract svcs) Interventionists/Tutors	September 30, 2024	increase in educational opportunities for bilingual students; guide and support academic support for ELL students *CSS: Program implementation in the school support plan; positive impact the trajectory of "at-risk" students determined by risk factors such as low academics, behavior problems, chronic attendance problems, low test schools, family risk status	\$ 183,491.79

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				\$ 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

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				\$ 0.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No	School Psychologist School Counselor Behavior Specialist	September 30, 2024	Psychologist: improve academic achievement, promote positive behavior/mental health, support diverse learners, create a safe, positive school climate, improve school-wide assessment and accountability	\$ 282,798.24

				accountability, and use of evaluation measures Counselor: dev't of social skills, problem solving, anger management, self-regulation, self- determination, optimism, and higher level of academic support Beh Specialist: ensure success in navigating social contexts, learning new skill and making functional progress	

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	Interession Interession Supplies Summer Learning Opportunity	September 30, 2024	Use of enrichment or acceleration to building resiliency to avoid "summer slide" to retain material learned while school is in session. Increase access to enrichment programming and additional community support outside regular school based hours and commitments.	\$ 13,935.46
	* ☒ Yes ☐ No	Before/Afterschool Programming Before/After & Interession& Summer Learning	N/A	Work with students and teachers to identity realistic student achievement outcomes and targeted outcomes: academic, social, emotional and behavioral	\$ 6,929.71

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.

Total ESSER III Allotment \$ 487,155.20

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.

Grant Award Notification (GAN)

**D.C. Virgo Preparatory Academy (65Z) 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

D.C. Virgo Preparatory Academy (65Z) 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>Joy Childs</u> <u>Sabrina Hill-Black</u> <u>Jodi Hebert</u> <u>Diane Lane</u>

Substantially Approved Dates

D.C. Virgo Preparatory Academy (65Z) 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

New Applicant Summary

D.C. Virgo Preparatory Academy (65Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

**D.C. Virgo Preparatory Academy (65Z) 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

D.C. Virgo Preparatory Academy (65Z) Regular Local School District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

040036584

*** Address:**

813 Nixon Street Wilmington, NC 28401

*** Superintendent:**

Ms. Sabrina Hill-Black

Key Personnel:

* Van Dempsey, Dean, UNCW Watson College of Education

* Joy Childs, Business Officer, UNCW Watson College

History Log

Discovery Charter School (32T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/22/2021 10:59:42 AM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Returned Not Approved'.	S
☐	10/22/2021 10:59:36 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 11:07:21 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/19/2021 11:07:06 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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/6/2021 9:14:28 AM	Miya Brown	Status changed to 'Chief Administrator Approved'.	S
	10/6/2021 9:14:07 AM	Miya Brown	Status changed to 'Fiscal Representative Approved'.	S
	10/6/2021 9:13:41 AM	Miya Brown	Status changed to 'Draft Completed'.	S
	10/5/2021 9:24:44 PM	Melissa Eddy	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/5/2021 9:24:39 PM	Melissa Eddy	The FY 2021 - ARPA-ESSER III Application PRC 181 Carryover Application has been returned to the District/Charter as NOT APPROVED for the following reasons: ■ Related Documents: Debarment Form is the wrong form - prayer certification was uploaded. Please upload the Debarment Form. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.	C
	9/28/2021 3:04:07 PM	Miya Brown	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/22/2021 1:13:50 PM	Miya Brown	Status changed to 'Fiscal Representative Approved'.	S
	9/22/2021 1:13:33 PM	Miya Brown	Status changed to 'Draft Completed'.	S
	7/28/2021 9:28:47 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:45:39 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Discovery Charter School (32T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$49,286.00	\$49,286.00
Carryover	\$94,979.00	\$94,979.00
Total	\$144,265.00	\$144,265.00

Budget

Discovery Charter School (32T) 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: Approved ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
32T	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$49,286.00	\$0.00
Carryover Amount:	\$94,979.00	\$94,979.00
Allotment Plus Carryover:	\$144,265.00	\$94,979.00
Total Budgeted:		\$94,979.00
Total Remaining:	\$49,286.00	\$0.00

Current Budget Status

Budget	Date of	Modified by

Status	Status	
Approved (Pending)	10/19/2021 11:06 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 11:06 PM	Approved (Pending)		Letchworth, Tina			
10/14/2021 3:26 PM	Under Review		Lewis, Erin			
7/28/2021 9:28 AM	Received		Admin, NCCCIP			



Highlight Amended Rows

All ▼

000 - Discovery Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	418	000	00	\$6,795.00	\$0.00	\$6,795.00		
	Salary	3	5330	121	000	00	\$69,205.69	\$0.00	\$69,205.69		
	Other	3	5330	211	000	00	\$5,294.24	\$0.00	\$5,294.24		
	Other	3	5330	221	000	00	\$6,898.59	\$0.00	\$6,898.59		



Other

3

5330

231

000

00

\$6,785.48

\$0.00

\$6,785.48



Total: \$94,979.00

\$0.00 \$94,979.00

Grant Details

Discovery Charter School (32T) 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.

1. The most important educational need as a result of Covid 19 is a full-time remedial teacher. Based on data collected by MTSS surveys, leadership meetings, and school stakeholders. 60% of students need additional help navigating the unique challenges brought on by Covid-19 such as the loss of motivation to achieve academic success, goal setting, and participation in enrichment activities. 42% of students need additional academic support based on MTSS data 65% of teachers would like support in creating smaller learning groups for tutoring and remediation 2. We intend to address student learning gaps by supporting student success through smaller group sizes, one-on-one support, and additional tutoring services all provided by a remedial instructor. Due to learning loss caused by COVID- 19, it is imperative that we can create smaller groups to ensure targeted 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.

Due to the intended learning loss, Discovery will be hiring a full-time remedial tutor and academic support specialist to help students that are low performing and need additional support meeting grade-level expectations. The remedial teacher will work directly with teachers, counselors, and parents to track analyze and support academic performance. Due to the learning loss created by Covid, it is important that students are able to get additional support in small groups. Evidence shows that students who are allowed to work in small groups get more of their questions answered, participate more and improve at a faster rate. Along with hiring a remedial teacher, we will also be purchasing targeted instructional software that includes self-paced online tutorials, evidence-based assessments, and targeted interventions for low-performing 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.

\$ 94,979.00 * 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;

Discovery will be using funds allotted to hire a remediation teacher to support classroom instruction, maximize student learning and improve teacher efficiency. We will also use a portion of the funds to pay for targeted instructional learning software (IXL). The software program is evidence-based software that provides analytics for all students to help guide them to success. Discovery will use program analytics to create small groups based on student needs. The program will also provide supplementary resources for students based on their weak areas of performance. The software programs will specifically target areas in which learning loss is most evident and provide teachers and support staff with the tools and lessons to improve student performance.

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

Discovery will provide evidence-based activities to meet the comprehensive needs of students. Discovery will utilize both formative and summative assessments as well as anecdotal data in planning and providing intervention to our

students. By using IXL and MTSS data we will target, monitor, and implement various activities, tutoring sessions, and one-to-one sessions to improve student overall performance. Some of the evidence-based strategies we will use include Interactive methods including interactive lectures, small group work, quizzes, workshops, and problem-based learning and project work.

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

Discovery will continue to support parents and families who have been educationally harmed during this pandemic. We will continue to provide virtual training and information campaigns through our web page, social media platforms, virtual zoom meetings, weekly newsletters, and workshops.

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

Discovery tracks student attendance daily. The teachers work collaboratively with parents, co-teachers, related service providers, school counselors, and school social workers to monitor student attendance and engagement. Teachers also keep parent contact logs for every parental contact and to support families with ensuring our students participate in virtual instruction. We also send out notices either through email, phone calls, and letters.

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

Discovery has school-level problem-solving teams with organized procedures for meeting and discussing intervention data for groups of students. Students who require intervention have been identified and continues to receive research-based strategies and support during intervention time. The problem-solving team reviewed progress monitoring data during PLC meetings.

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				\$

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 \$ 0.00

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)

Discovery Charter School (32T) 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.

Contacts

Discovery Charter School (32T) 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>Toni Shellady</u> .

Substantially Approved Dates

Discovery Charter School (32T) 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

Tuesday, September 28, 2021

New Applicant Summary

Discovery Charter School (32T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Discovery Charter School (32T) 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.

GAN Organization Data

Discovery Charter School (32T) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

117073983

*** Address:**

1305 W. Club Blvd. Durham, NC 27705

*** Superintendent:**

Ms. Toni Shellady

Key Personnel:

* Miya Brown

History Log

Gate City Charter Academy (41L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/28/2021 3:10:56 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Gate City Charter Academy (41L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$1,083,206.00	\$1,083,206.00
Carryover	\$0.00	\$0.00
Total	\$1,083,206.00	\$1,083,206.00

Budget

Gate City Charter Academy (41L) 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
41L	181	0	No	No	0.33 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$1,083,206.00	\$1,080,072.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$1,083,206.00	\$1,080,072.00
Total Budgeted:		\$1,080,072.00
Total Remaining:	\$3,134.00	\$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
		☒		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			
10/20/2021 10:50 AM	Approved (Pending)		Duncan, Jessica			
10/20/2021 10:05 AM	Under Review		Duncan, Jessica			
7/27/2021 1:34 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Gate City Charter

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$559,688.00	\$0.00	\$559,688.00		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	141	000	00	\$62,400.00	\$0.00	\$62,400.00		
	Salary	3	5110	148	000	00	\$72,700.00	\$0.00	\$72,700.00		
	Other	3	5110	211	000	00	\$52,756.54	\$0.00	\$52,756.54		
	Other	3	5110	221	000	00	\$21,102.31	\$0.00	\$21,102.31		
	Other	3	5110	231	000	00	\$107,690.00	\$0.00	\$107,690.00		
	Other	3	5110	232	000	00	\$3,101.30	\$0.00	\$3,101.30		
	Other	3	5110	233	000	00	\$7,545.44	\$0.00	\$7,545.44		
	Other	3	5110	234	000	00	\$8,030.00	\$0.00	\$8,030.00		
	Other	3	5110	235	000	00	\$4,540.33	\$0.00	\$4,540.33		
	Other	3	5330	311	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	5330	418	000	00	\$65,424.86	\$0.00	\$65,424.86		
	Other	3	5880	418	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	6540	311	000	00	\$9,914.04	\$0.00	\$9,914.04		
	Equipment	3	6540	461	000	00	\$11,844.00	\$0.00	\$11,844.00		
	Other	3	8100	392	000	00	\$3,335.18	\$0.00	\$3,335.18		
Total:							\$1,080,072.00	\$0.00	\$1,080,072.00		

Grant Details

Gate City Charter Academy (41L) 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 devices and accessories, digital curriculum subscriptions, and connectivity for students to implement remote learning. - 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, 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. - There is a need for support with attendance to ensure students are participating in instruction, regardless of platform. - Additional parent and families communication, including an enhanced online platform, is needed to increase parent and family engagement.

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.

\$ 216,014.40 * 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 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	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	\$ 11,844.00
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	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 project period.	Increased student attendance	\$ 20,000.00
IMPROVING PREPAREDNESS AND RESPONSE: Developing and implementing procedures and systems to improve preparedness and response efforts.	* ☒ Yes ☐ No	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.	Implementation timeline aligns with the grant project period.	Increased student achievement	\$ 614,861.90

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 Services are needed to meet sanitation requirements due to COVID-19, additional and more frequent cleaning of the building are needed.	Implementation timeline aligns with the grant project period.	Prevention of spreading COVID-19	\$ 9,914.04

**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	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.	Increased student achievement	\$ 207,437.66
	* ☐ 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 \$ 864,057.60

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.

Grant Award Notification (GAN)

Gate City Charter Academy (41L) 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

Gate City Charter Academy (41L) 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)]	<u>Jena Winters</u>

Substantially Approved Dates

Gate City Charter Academy (41L) 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

Thursday, July 29, 2021

New Applicant Summary

Gate City Charter Academy (41L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Gate City Charter Academy (41L) 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

Gate City Charter Academy (41L) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

80215022

*** Address:**

123 Flemingfield Road Greensboro, NC 27405

*** Superintendent:**

Mrs. Natasha Robertson

Key Personnel:

* Ashley N. Benton - Grants Manager

History Log

Girls Leadership Academy of Wilmington (65G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:09:41 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Girls Leadership Academy of Wilmington (65G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$318,193.00	\$318,193.00
Carryover	\$639,176.00	\$639,176.00
Total	\$957,369.00	\$957,369.00

Budget

Girls Leadership Academy of Wilmington (65G) 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
65G	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$318,193.00	\$0.00
Carryover Amount:	\$639,176.00	\$639,176.00
Allotment Plus Carryover:	\$957,369.00	\$639,176.00
Total Budgeted:		\$639,176.00
Total Remaining:	\$318,193.00	\$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 9:32 PM	Approved (Pending)		Eddy, Melissa			
8/7/2021 8:20 AM	Received		Admin, NCCCIP			
7/26/2021 8:25 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Girls Leadership Academy of Wilmington

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$6,513.00	\$0.00	\$6,513.00		
	Other	3	5110	162	000	00	\$7,000.00	\$0.00	\$7,000.00		
	Other	3	5110	211	000	00	\$17,356.17	\$0.00	\$17,356.17		
	Other	3	5110	231	000	00	\$8,380.97	\$0.00	\$8,380.97		
	Other	3	5110	311	000	00	\$68,500.00	\$0.00	\$68,500.00		
	Other	3	5110	312	000	00	\$11,100.00	\$0.00	\$11,100.00		
	Other	3	5110	313	000	00	\$12,000.00	\$0.00	\$12,000.00		

	Other	3	5110	373	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	5110	413	000	00	\$2,500.00	\$0.00	\$2,500.00		
	Other	3	5110	418	000	00	\$45,359.24	\$0.00	\$45,359.24		
	Equipment	3	5110	461	000	00	\$22,000.00	\$0.00	\$22,000.00		
	Equipment	3	5110	462	000	00	\$35,400.00	\$0.00	\$35,400.00		
	Salary	3	5210	121	000	00	\$120,000.00	\$0.00	\$120,000.00		
	Other	3	5210	311	000	00	\$25,000.00	\$0.00	\$25,000.00		
	Other	3	5400	411	000	00	\$12,000.00	\$0.00	\$12,000.00		
	Equipment	3	5400	462	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Salary	3	5420	116	000	00	\$3,500.00	\$0.00	\$3,500.00		
	Salary	3	5860	131	000	00	\$59,748.52	\$0.00	\$59,748.52		
	Other	3	6400	311	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Salary	3	6540	173	000	00	\$41,818.00	\$0.00	\$41,818.00		
	Other	3	6540	411	000	00	\$23,000.00	\$0.00	\$23,000.00		
	Salary	3	6550	171	000	00	\$3,000.00	\$0.00	\$3,000.00		
	Equipment	3	6550	461	000	00	\$5,000.00	\$0.00	\$5,000.00		
	Equipment	3	6580	541	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	8200	399	000	00	\$0.10	\$0.00	\$0.10		
							Total: \$639,176.00	\$0.00	\$639,176.00		

Grant Details

Girls Leadership Academy of Wilmington (65G) 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.

We have worked all year to push our students to begin to make up for Spring 2020 when we were 100% Virtual due to COVID and to slow or prevent additional slide due to the unusual educational environment. We began bringing students back on campus part time in October and slowly increased the numbers until 75% of our students were on campus 2 - 4 days a week by April. We have closely monitored students grades and given assessments every two months in order to monitor growth. By the end of first quarter, Oct. 15th, over 70% of our student body was failing one or more courses. We set a schoolwide goal to have 80% or higher of our student population passing ALL courses by the end of first semester. That goal was met. In a typical year the percentage should be 85% or higher. We need to make sure that we are pushing students to meet that goal in 2021-2022. We closely track the number of applications we receive every year. Due to COVID restrictions we have been unable to provide our usual programming and outreach events. This year the number of applications is 40% behind a typical year. We gave a middle of the year iReady diagnostic in Reading and Math. Thirty-nine percent of students were Tier 1 (on or above grade level) in Reading and 21% in Math. Fifteen percent were Tier 2 (1 grade level behind) in Reading and 26% in Math. Forty-five percent of students were Tier 3 (2 or more grade levels behind) in Reading and 47% in Math. The iReady diagnostic

that was given in Spring 2021 showed that Thirty-nine percent of students were Tier 1 in Reading and 32% in Math. Sixteen % of students were Tier 2 in Reading and 23% in Math. 45% were Tier 3 in Reading and 45% in Math. In addition to the mid-year assessments we will be using the EOG and EOC test scores to further determine need. 1. We have a SIT committee that develops and monitors the School Improvement Plan. In addition to the SIT meetings we have had a series of meeting with Administrators, teachers, and support staff to analyze the student assessment data and determine the best steps to close the gaps that are a result of COVID disrupting learning. In order to provide continuous education for our students during COVID we had to implement a one to one program for our students. This necessitated additional devices, instructional software, and IT support. It also required additional curriculum support. Many teachers are still using outdated technology that does not have the capabilities required for virtual teaching. We also consulted with our local health department and other outside professionals to determine the best ways to prevent the spread of COVID-19 on our campus. This included procedures related to spacing in the classroom and other spaces, meal service, supplies, HVAC, and cleaning practices. 2. We are going to offer an opportunity for summer session to students who need additional academic support. We are also offering credit recovery for our High School students during the summer months. Meals and transportation will be included so that all students will be able to participate. In partnership with Cape Fear Community College we are expanding our early risers program to summer courses through the College. Additional technology both hardware and software will be procured including diagnostic software as well as learning software to ensure that our students have the tools necessary to close the gap resulting from 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.

Due to COVID our students remained at the same levels in Reading and showed slight growth in Math between the assessments. We need to continue to provide as much support and additional educational opportunities as possible so that students do not fall further behind. Providing summer enrichment for students as well as intensive coaching for teachers will prepare students and teachers to return in the fall and make steady progress towards growth and grade level placement. In addition to the coaching in the summer there will be continued coaching that will require teachers to miss some classroom time to attend. This is necessary to make sure teachers are implementing appropriate strategies in the class room to produce student achievement. Reducing class sizes with an additional regular education teacher will also help close the gap that is a result of COVID. We will continue to utilize high quality materials and proven instructional software to both assess student performance and assist with learning. Providing a safe COVID free environment will allow both staff and students to feel safe while minimizing absences that disrupt

learning. At the end of the semester one 80% of students were passing ALL courses. In a healthy typical year that percentage should be 85% or higher. Our goal is to meet that semester one in 2021-2022. We developed many strategies for preventing the spread of COVID on our campus. We determined that we need to start at the beginning and make sure our buses were equipped with PPE, screening passengers, and limiting capacity of the busses. Once on campus, we limited the number of students per classroom, used outdoor spaces as often as possible, including for all meals, stocked PPE, and prepared a spot that a student who develops symptoms on campus can isolate until they can be picked up. We consulted with our building engineer and HVAC specialists to determine whether or not all units were working properly and we had proper ventilation. We determined that sharing supplies was not viable and additional supplies and materials were necessary to allow single use. We made sure that each classroom was sanitized nightly to prevent the spread of COVID. This requires an additional part-time custodian. To support the development of our Virtual academy for our remote learning students and the one to one program requires a part time GVA Coordinator as our Assistant Principal to transition from 10 month to 11 months so that additional teacher coaching in the summer and curriculum development could be accomplished. Teachers also required additional technology to allow them to teach virtually and in-person simultaneously. In some cases current laptops were outdated and unable to support virtual teaching (i.e. no USB port, etc.) We need to develop additional strategies to combat the decrease in applications that resulted from the COVID shutdown. In order to reach our target audience additional Social-Media presence and advertising is required.

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.

\$ 250,000.00 * 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;

GLOW will continue to use iReady diagnostics and NC Checkin to assess students academic progress at multiple points during the school year. We plan to add additional EC Staff and make the part-time EC Coordinator full time to

address all of our EC students needs. We continue to use the MTSS process to collect data and develop interventions to increase students academic success. Summer Math and Reading camps will be provided as well as credit recovery options for our high school students to keep them on track for graduation. We will provide meals and bus transportation for the summer programs. In Partnership with Cape Fear Community College, we will offer our Early Risers access to college courses over the summer. We feel it is important to keep class sizes low so an additional teacher will be hired to accomplish that. High quality proven instructional software will be used. Summer will also include coaching for our teachers as well as curriculum development.

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

Our school will continue to implement AVID whose mission is to close the opportunity gap. Summer 2021 6 teachers will come onto campus for AVID training. We will be moving our Site Program Coordinator from a 10 month employee to 11 months to allow adequate time to prepare and train for all programs used by GLOW.

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

GLOW holds monthly "Parent University" meetings. Each month is centered around a topic of growth to help support parents as they help guide their GLOW Girl through middle and high school. We focus on a wide range of issues like mental health, GLOW programs, parent community building, family fun events, and so much more. Topics in 2021 included "Support your student's Virtual Learning", "Personal Finances and goal setting", "College Bound Programming at GLOW", "Phoenix Curriculum Month", "Let's Talk about Mental Health", "GLOW is an AVID School! What does that mean?", "Family ART Night", and "Building our GLOW Parent Community"

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

In a typical school year, we have an average daily attendance rate of 95% or greater. This school year our average daily attendance rate is tracking at 88%. On remote learning days, daily attendance must be taken in PowerSchool. A student is considered present for daily attendance during a remote learning day if the meet one of the following criteria: 1. If the student attends mandatory synchronous lessons on designated days OR 2.If the student demonstrates engagement in one of the followings ways on designated asynchronous days: - If a student completes a daily assignment, either online or offline; and/or -If a student has a daily check-in, a two-way communication, with the appropriate teacher(s) and/or - If a teacher can confirm that a student has interacted with course materials in the virtual learning platform, Canvas. We tracked engagement data through a number of qualitative and quantitative data measurements including attendance, participation and completion of course assignments. In the end, we have used course grades as the most consistent measurement of engagement across our middle and high school programs. We set a schoolwide goal to have 80% or higher of our student population passing ALL courses by the end of first semester. We met this goal in 2021 and will continue the "push to pass" into 2021 increasing the rate.

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

GLOW uses data from multiple sources to track student progress. Multiple assessments are completed during the year including NC Checkin and iReady. End of year EOG's and EOC's are tracked. Teachers hold weekly department data meetings to go over individual student performance and 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
	* ☒ Yes ☐ No	Due to COVID we have been keeping kids out of the classroom as often as possible to prevent spreading the	Summer 2021 and 2022	Maintaining a COVID free environment while providing diverse learning environments.	\$ 20,000.00

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.		virus. With more and more students coming on campus it is necessary to utilize more outdoor space. An additional Outdoor Learning Space is necessary to meet this goal. We also need to make sure the learning spaces are able to be utilized year round. To accomplish this, ceiling fans are needed in all of the outdoor learning spaces. We also need our wireless network to have a bigger range to allow students to learn effectively outside of the classroom. While in the classroom it is necessary to maintain physical			

		distance. To accomplish this we need to have additional classroom furniture.			
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		Fall 2021 ongoing	Academic Success of EC Students	\$ 125,000.00

		During COVID it was difficult to provide EC services to remote students. While we did continue to provide services we anticipate an additional need once students return to the classroom. I order to meet that need and make sure the we lower the COVID learning gap, we need an additional EC Teacher and our current EC Coordinator needs to go from part-time to full-time.			

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	*PPE *Additional PT Custodian to disinfect all classrooms daily to prevent the spread of COVID	Fall 2021 ongoing	Number of on campus COVID Exposures	\$ 26,000.00

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	Student Chromebook Devices - to implement the one to one program to allow remote learning that was necessitated by COVID - Student Hotspots - to provide internet access for the approximately 85% of	Fall 2021 ongoing	Student attendance and passing grades plus test scores	\$ 143,176.00

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.		25% of our students who previously didn't have home access and still needed to be able to learn remotely during the pandemic. - Instructional Software - to support remote learning and provide assessment data to track student progress. - Teacher Devices for online teaching - new and updated devices to support remote learning - Increased IT Support personnel - to support the one to one program - Asset Management - to facilitate the one to one program			

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	*Math and Reading Camps *Early Risers College Program *Retake EOGs *AVID Training *Targeted Teachers Coaching	Summer 2021	Student growth in 2021-2022 Funding included with closing the gap above	\$ 0.00
	* ☒ Yes ☐ No		2021 ongoing	Measure the number of exposures on campus	\$ 75,000.00

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.		*Additional Teacher to lower class sizes *Furniture to spread students out *Outreach to increase recruiting *Increased insurance cost due to COVID *Professional Contracts (Coach, Tutor) *Professional Development *Substitutes for PD *Bus equipment to help spread of COVID *Additional drivers to increase number of routes to avoid overcrowded buses *unbudgeted for future needs			
Total ESSER III Allotment					\$ 389,176.00

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)

Girls Leadership Academy of Wilmington (65G) 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

Girls Leadership Academy of Wilmington (65G) 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)]	<u>Kathy Rettig</u>

Substantially Approved Dates

Girls Leadership Academy of Wilmington (65G) 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, September 29, 2021

New Applicant Summary

Girls Leadership Academy of Wilmington (65G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Girls Leadership Academy of Wilmington (65G) 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

Girls Leadership Academy of Wilmington (65G) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79327439

*** Address:**

4100 Sunglow Drive Wilmington, NC 28405

*** Superintendent:**

Todd Godbey

Key Personnel:

* Kathy Coke

History Log

Guilford Preparatory Academy (41C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/29/2021 9:57:11 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:46:23 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Guilford Preparatory Academy (41C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$395,022.00	\$395,022.00
Carryover	\$794,662.00	\$794,662.00
Total	\$1,189,684.00	\$1,189,684.00

Budget

Guilford Preparatory Academy (41C) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
41C	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$395,022.00	\$0.00
Carryover Amount:	\$794,662.00	\$794,662.00
Allotment Plus Carryover:	\$1,189,684.00	\$794,662.00
Total Budgeted:		\$794,662.00
Total Remaining:	\$395,022.00	\$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
		☒		3-5110-135-000-000-00	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.
10/29/2021 10:06 AM	Denied (Pending)		Duncan, Jessica			
10/29/2021 10:06 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.
8/6/2021 8:34 AM	Received		Admin, NCCCIP			
7/29/2021 9:57 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Guilford Preparatory Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	135	000	00	\$241,106.40	\$0.00	\$241,106.40		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.
i	Salary	3	5110	141	000	00	\$335,562.24	\$0.00	\$335,562.24		
i	Other	3	5110	183	000	00	\$47,933.00	\$0.00	\$47,933.00		
i	Other	3	5110	211	000	00	\$47,660.36	\$0.00	\$47,660.36		
i	Other	3	5110	411	000	00	\$10,000.00	\$0.00	\$10,000.00		
i	Other	3	5350	198	000	00	\$80,260.08	\$0.00	\$80,260.08		
i	Other	3	5350	211	000	00	\$6,139.92	\$0.00	\$6,139.92		
i	Other	3	6400	311	000	00	\$10,000.00	\$0.00	\$10,000.00		
i	Other	3	6540	311	000	00	\$16,000.00	\$0.00	\$16,000.00		
Total:							\$794,662.00	\$0.00	\$794,662.00		

Grant Details

Guilford Preparatory Academy (41C) 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.

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.

Part C: Address Learning Loss

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

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

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

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

* (B) implementing evidence-based activities 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;

* (D) Tracking student attendance and improving student engagement 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.

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				\$

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 \$ 0.00

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)

Guilford Preparatory Academy (41C) 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.

Contacts

Guilford Preparatory Academy (41C) 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)]	

Substantially Approved Dates

Guilford Preparatory Academy (41C) 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

New Applicant Summary

Guilford Preparatory Academy (41C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Guilford Preparatory Academy (41C) 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.

GAN Organization Data

Guilford Preparatory Academy (41C) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

150687346

*** Address:**

2210 East Cone Blvd Greensboro, NC 27405

*** Superintendent:**

Mr. Bennie Bradley

Key Personnel:

*

History Log

Hobgood Charter School (42B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:06:38 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Hobgood Charter School (42B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$163,625.00	\$163,625.00
Carryover	\$0.00	\$0.00
Total	\$163,625.00	\$163,625.00

Budget

Hobgood Charter School (42B) 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
42B	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			
10/4/2021 11:27 AM	Approved (Pending)		Powe, Tara			
9/29/2021 12:01 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Hobgood Charter School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5330	121	000	00	\$45,000.00	\$0.00	\$45,000.00		
	Salary	3	5330	141	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	5330	211	000	00	\$7,267.50	\$0.00	\$7,267.50		
	Other	3	5330	418	000	00	\$3,230.00	\$0.00	\$3,230.00		
	Equipment	3	5330	462	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	8200	399	000	00	\$15,656.50	\$0.00	\$15,656.50		
Total: \$161,154.00							\$0.00	\$161,154.00			

Grant Details

Hobgood Charter School (42B) 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) School administration and staff, parents, and board of directors were provided an opportunity to review 2020-2021 EOG/EOC data, student and staff attendance data as related to COVID-19 absences, number of students who remained virtual learners in the 2020-2021 school year, and initial BOY data for 2021-2022 school year through attendance at recent staff and board meetings. The planned parent Title 1 meeting for September was postponed due to an increase in COVID cases within the school and communities we serve. 2) Student learning loss is being assessed by identifying students who were failing classes, did not meet EOY grade level requirements, and/or were not proficient on EOG/EOC assessments for the 2020-2021 school year. HCS intends to address these deficits by hiring 2 additional teacher assistants, a 5th-8th grade remediation coach who will also serve part time to coach teachers in best practices with a primary focus on our beginning teachers who were unable to complete a normal semester of face-to-face internship during their senior internship. We also intend to purchase additional laptops to accommodate students who continue to need devices at home while quarantining since the majority of our devices are now in use in face-to-face delivery of instruction on site. Data Utilized: BOY mClass Composite Score 1st: 28% Well Below Benchmark; 32% Below Benchmark; 25% At Benchmark; 15% Above Benchmark 2nd: 54% Well Below

Benchmark; 16% Below Benchmark; 21% At Benchmark; 9% Above Benchmark 3rd: 40% Well Below Benchmark; 20% Below Benchmark; 28% At Benchmark; 12% Above Benchmark BOY mClass ORF Score 1st: 33% Well Below Benchmark; 29% Below Benchmark; 23% At Benchmark; 15% Above Benchmark 2nd: 54% Well Below Benchmark; 16% Below Benchmark; 21% At Benchmark; 9% Above Benchmark 3rd: 44% Well Below Benchmark; 20% Below Benchmark; 28% At Benchmark; 8% Above Benchmark 2020-2021 EOG Scores Grades 3-8 All Subjects: 47.4% Not Proficient; 52.6% Proficient 18.8% Black Proficient; 40.3% Economically Disadvantaged Proficient Grades 3-8 Reading: 48.3% Not Proficient; 51.7% Proficient 16.7% Black Proficient; 44.8% Economically Disadvantaged Proficient Grades 3-8 Math: 51.7% Not Proficient; 48.3% Proficient 16.7% Black Proficient; 31.0% Economically Disadvantaged Proficient

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 in the data above, students in grades 1 and 2 where full time teacher assistants are not currently available would allow additional instruction tailored to the specific needs of students to take place with the help of a full time assistant. This would allow the classroom teacher to focus specifically on our students performing below benchmark with a specific focus on our economically disadvantaged students and students of color. The same is true for our students in grades 3-8. By utilizing a high-quality teacher with a strong track record for high levels of student performance, our students who were not proficient in reading and math in grades 4-8, and especially our students of color and economically disadvantaged students, will have the opportunity to be served individually or in small groups by a teacher who has demonstrated knowledge of how to drill down to meet the needs of students who are performing below grade level proficiency. In the previous year, students were provided laptops from the school when quarantined. However, now that we have returned to full-time face-to-face instruction, the majority of our devices are in use during the school day. The purchase of additional laptops will ensure we have adequate numbers of devices needed for students while they are quarantined at home, allowing them to complete work assignments and join live classes through GoogleMeets. HCS will also purchase iReady to monitor student progress over time. This program also allows teachers to drill down to identify specific skill deficits in reading and math and provides lessons to be utilized by staff to address those 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.

\$ 121,154.00 * 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;

HCS will use iReady reading and math assessments to monitor and address the progress of students in grades K-8th to determine specific learning deficits and to monitor progress over time. Students will participate in 4 benchmark assessments throughout the year to identify specific areas of need which will be addressed through individual and small group instruction/remediation within the classroom or as part of the school's intervention/remediation program.

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

As students complete benchmark assessments as well as formative classroom assessments, students who are performing below grade level will be identified to receive additional support. In our K-3 program, in order to provide greater opportunity for this to take place in the classroom, HCS will hire 2 additional teacher assistants which will provide for a full-time teacher assistant in in all K-3 classrooms. This will provide a means for the classroom teacher to work more strategically with students who are not meeting expected proficiency while instruction and supervision can continue in the classroom. HCS will also hire a 4th-8th grade remediation specialist who has a strong record of high performance with state EOGs. This individual will work within classrooms with small groups/individuals as well as pull out students in small groups or individually for support as deemed best by the remediation specialist and classroom teacher. This individual will also provide coaching to instructional staff on best practices in meeting the needs of our lowest performing students. A specific focus will be placed on our beginning teachers recognizing that their senior internships were primarily done virtually so the normal face-to-face delivery of instruction did not take place.

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

HCS has been and will continue to provide information and assistance to parents/families, However, funding from federal grants will not be utilized for this.

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

HCS has been and will continue to track student attendance and engagement in distance education, However, funding from federal grants will not be utilized for this.

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

HCS has been and will continue to track student academic progress and compare to pre-pandemic progress to monitor learning loss, However, funding from federal grants will not be utilized for this.

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	HCS will purchase additional laptops that will be provided to students during quarantine or illness when indicated that a device is needed.	10/1/2021-5/31/2022	Students who receive devices will be monitored for completeness of work assignments, participation in live streamed classes, and the overall grades of students during their absence from school.	\$ 40,000.00
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				\$

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 \$ 40,000.00

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)

Hobgood Charter School (42B) 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

Hobgood Charter School (42B) 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)]	<u>Juliana Harris</u>

Substantially Approved Dates

Hobgood Charter School (42B) 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

Thursday, September 30, 2021

New Applicant Summary

Hobgood Charter School (42B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

GAN Information

Hobgood Charter School (42B) 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

Hobgood Charter School (42B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

81449970

*** Address:**

201 S. Beech Street Hobgood, NC 27843

*** Superintendent:**

Mrs. Juliana Harris

Key Personnel:

* Kelly Craft

History Log

Next Generation Academy (41M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/29/2021 10:53:04 AM	Jessica Duncan	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/29/2021 10:52:58 AM	Jessica Duncan	The FY 2021 - CRRSA-ESSER II Application (PRC 181) has been returned to the District/Charter as NOT APPROVED for the following reasons: - The 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. - Ensure that you make the direct link to COVID in Part D: Other Allowable Uses in the following areas: Educational Technology, Summer Learning, Other. (i.e. "This strategy is in response to COVID, in prevention of COVID, ..."). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Jessica Duncan Jessica.Duncan@dpi.nc.gov ESSER Program Administrator Federal Programs Monitoring and Support Division	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/29/2021 10:50:56 AM	Jessica Duncan	The FY 2021 - CRRSA-ESSER II Application (PRC 181) has been returned to the District/Charter as NOT APPROVED for the following reasons: · The 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. · Ensure that you make the direct link to COVID in Part D: Other Allowable Uses in the following areas: Educational Technology, Summer Learning, Other. (i.e. "This strategy is in response to COVID, in prevention of COVID, ..."). Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Jessica Duncan Jessica.Duncan@dpi.nc.gov ESSER Program Administrator Federal Programs Monitoring and Support Division	C
	9/30/2021 1:27:22 PM	Sam Misher	Status changed to 'Chief Administrator Approved'.	S
	9/29/2021 1:23:43 PM	Sam Misher	Status changed to 'Fiscal Representative Approved'.	S
	9/27/2021 10:45:03 AM	Sam Misher	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/29/2021 4:01:28 PM	Sam Misher	Status changed to 'Draft Started'.	S
	5/18/2021 11:47:50 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Next Generation Academy (41M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$166,665.00	\$166,665.00
Carryover	\$274,482.42	\$274,482.42
Total	\$441,147.42	\$441,147.42

Budget

Next Generation Academy (41M) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
41M	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$166,665.00	\$0.00
Carryover Amount:	\$274,482.42	\$274,482.42
Allotment Plus Carryover:	\$441,147.42	\$274,482.42
Total Budgeted:		\$274,482.42
Total Remaining:	\$166,665.00	\$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 - 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 9:52 AM	Denied (Pending)		Duncan, Jessica			
10/28/2021 9:52 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 10:35 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Next Generation Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$126,000.00	\$0.00	\$126,000.00		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	\$9,639.00	\$0.00	\$9,639.00		
	Other	3	5350	311	000	00	\$29,482.42	\$0.00	\$29,482.42		
	Equipment	3	5860	461	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Salary	3	6110	113	000	00	\$40,000.00	\$0.00	\$40,000.00		
	Other	3	6110	211	000	00	\$3,060.00	\$0.00	\$3,060.00		
	Other	3	6580	422	000	00	\$31,301.00	\$0.00	\$31,301.00		
	Equipment	3	6580	541	000	00	\$25,000.00	\$0.00	\$25,000.00		

Total: \$274,482.42 \$0.00 \$274,482.42

Grant Details

Next Generation Academy (41M) 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.

The administration of Next Generation Academy (NGA) observed that teachers needed additional data to assist with narrowing the academic gap in reading, especially in phonological awareness, vocabulary and reading comprehension. Instructional tools were needed to assist in identifying learning gaps, targeting instruction, and providing differentiated lessons. NGA addressed the academic gap by utilizing Standards Based Instruction and grading. Each teacher will track their students' progress and achievements while focusing on assisting their students to learn to reach their highest potential. NGA's focus is based on students demonstrating signs of "mastery" and understanding various standards and skills. To provide additional support in addressing academic gaps, lesson plans were revised to support small group instruction. All staff, including teachers, teacher assistants and academic coaches (tutors) daily work (with standards not mastered), in small group instruction. Curriculum meetings are held to discuss and disaggregate student data, to support modifying daily instruction. NGA addressed the academic gap by utilizing the i-Ready/Ready program. This program is a web-based adaptive diagnostic assessment and instruction program. i-Ready assesses students' reading and math skills to the sub-domain level, so learners of all abilities can achieve success. The diagnostic assessment identifies which students are experiencing difficulties with specific skills,

providing real-time, actionable data and reports to guide teachers in effective intervention. In addition, i-Ready provides intuitive resources for targeted instructional support, including downloadable, teacher-directed lesson plans, and highly engaging online lesson modules in i-Ready Instruction. NGA's teachers use the i-Ready Teacher Toolbox which supports the lessons by providing interactive tutorials and videos that can be used in small groups and whole groups. NGA's teachers will disaggregate the i-Ready assessment data to create fluid small groups to address the standards not mastered. Based on the i-Ready assessment data, teachers will create a personalized reading/math plan for the students. Upper level teachers also utilize data received from the NC Check-Ins to devise their small groups. EOG Release tests are additionally used to focus on key standards not mastered to assist in narrowing the achievement gap

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.

This is the overall school numbers in each area for the most recent i-Ready Diagnostic ELA Math K 43% 15.1 %
1 34.3% 8.1% 2 32.7% 9.3% 3 50% 3% 4 19.2% 4% This is the data for the 3rd and 4th grade NC Checkins Check
Ins Math #2 #3 3 28.7% 30.6% 4 30.7% 31.8% Reading 3 50% 56% 4 43% 45%

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.

\$ 55,000.00 * 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;

NGA addressed the academic gap by utilizing the i-Ready/Ready program. This program is a web-based adaptive diagnostic assessment and instruction program. i-Ready assesses students' reading and math skills to the sub-domain level, so learners of all abilities can achieve success. The diagnostic assessment identifies which students are experiencing difficulties with specific skills, providing real-time, actionable data and reports to guide teachers in effective intervention. In addition, i-Ready provides intuitive resources for targeted instructional support, including downloadable, teacher-directed lesson plans, and highly engaging online lesson modules in i-Ready Instruction. NGA's teachers use the i-Ready Teacher Toolbox which supports the lessons by providing interactive tutorials and videos that can be used in small groups and whole groups. NGA's teachers consistently disaggregates the i-Ready assessment data to create fluid small groups to address the standards not mastered. Based on the i-Ready assessment data, teachers create a personalized reading/math plan for the students. Upper level teachers also utilize data received from the NC Check-Ins to devise their small groups. EOG Release tests are additionally used to focus on key standards not mastered to assist in narrowing the achievement gap.

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

NGA will offer a summer school program on its' site, for grades K-4 students. This program will operate for 6 weeks during the months of June and July 2021, for four days a week, beginning at 8:00am and ending at 2:15pm. The dates of the summer school program are June 7-24 and July 12-29. The Grade 3 Reading Camp will be provided simultaneously with NGA's summer program in June and July 2021. NGA's summer school will provide the opportunity for students to receive remediation, review material introduced during remote learning and extension. Our mission is to provide students with the opportunity to acquire the necessary skills to be on or above grade level. Progress monitoring data will be reviewed to support their focused lesson plans. Teachers' lesson plans will be designed to re-teach targeted standards to meet their achievement goal. This program will strongly focus on narrowing the academic gap.

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

NGA will develop a Parent Academy. The Parent Academy will provide learning opportunities for parents to build their knowledge and their networks for leading their children's education and for participating in advocacy around education issues. The NGA Family and Community Engagement team will coordinate face-to-face, and online, and courses and workshops on topics including supporting learning at home, child development navigating the school and education advocacy. The Parent Academy will: - Provide opportunities for parents and family members to build their knowledge, skills, and networks for leading their children's education and advocating for a thriving school-for their children and for all children - Support the implementation of NGA's Family and Community Engagement Standards by providing information and opportunities for parents, community members, and staff to fulfill their roles in building family-school

partnerships. - Align with School Improvement Plans (SIPs) by including specialized focus areas that NGA and families identify as a fit for their needs Progress on meeting these goals will be measured by: - Number of Parent Academy course and workshop offerings - Attendance rates and satisfaction survey data for courses/workshops - Survey data on participants' attitudes, expectancies, and/or relationships between family and school - Tracking of correlation between parent participation and changes in student attendance, behavior, and achievement data - Other information collected through parent and community surveys and sessions Modes of Instruction Parent Academy courses and workshops will be delivered by NGA staff, community partners, and national experts. Courses and workshops will take place in schools, at community sites, and online: - In-Person Opportunities - courses and workshops will be offered for school-based groups in multiple languages, in a variety of settings, and at places and times that are convenient for participants - Electronic Opportunities - via webinar, Zoom, conference calls, , and other platforms - Print Information - Parent Academy will also help to coordinate and promote print information on supporting learning and child development at home .

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

Next Generation will use staff to monitor student attendance on a daily basis. Calls and house visits will be conducted as needed. Teachers will monitor closely students in class and online. Additional computers will issued for students who will need them for distance learning. Students will also be provided with internet connectivity.

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

NGA addressed the academic gap by utilizing the i-Ready/Ready program. This program is a web-based adaptive diagnostic assessment and instruction program. i-Ready assesses students' reading and math skills to the sub-domain level, so learners of all abilities can achieve success. The diagnostic assessment identifies which students are experiencing difficulties with specific skills, providing real-time, actionable data and reports to guide teachers in effective intervention. In addition, i-Ready provides intuitive resources for targeted instructional support, including downloadable, teacher-directed lesson plans, and highly engaging online lesson modules in i-Ready Instruction. NGA's teachers use the i-Ready Teacher Toolbox which supports the lessons by providing interactive tutorials and videos that can be used in small groups and whole groups.

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	Remove walls to increase smaller rooms so there is room for students to keep appropriate distances. - Improvements in all restrooms to include additional sinks, commodes, paper towel holders	Summer 2021-June 2022	100 percent of improvements will be completed by the end of June 22 to minimize transmission of viruses.	\$ 31,301.00

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	- Repairs/Upgrades to AC units to monitor the airflow and to detect any air flow issues. - Installation and replacement of Air Filters monthly - Repairs to outside doors	Summer 2021-June 2022	100 percent of the repairs will be completed to lower the number of students reporting health concerns that are associated with air quality	\$ 25,000.00
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	- Additional; Cleaning Supplies - Additional trash pick-ups - Additional Cleaning Equipment	Summer 2021-June 2024	All supplies purchased will be distributed as needed for use in the classrooms or cleaning the school.	\$ 1,000.00
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	- Additional Upgrades to technology infrastructure - Student Computers	Summer 2021-June 2024	Our goal is to have each student have their own computer to use during class.	\$ 10,000.00
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	- Meals for Summer School - Transportation for Summer School - Teachers for Summer School - Summer Acceleration Enrichment activities	Summer 2020-July 2024	All students attending summer school will increase their individual scores by at least 10 percent proficiency on each assessment given after assessments currently recorded.	\$ 28,482.42
	* ☒ Yes ☐ No		Summer 2021-June 2023	All funds allocated will be used to maintain the school and to address student and faculty needs.	\$ 123,699.00

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.		- Curriculum/data coordinator - Additional Classroom Teachers to lower class Size - After School learning Loss Opportunities - Instructional Materials - Staff Development - Testing Materials - Acceleration Enrichment Materials for after school and summer - Academic Coaches to work with small groups. Set Asides for upcoming years			
Total ESSER III Allotment					\$ 219,482.42

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.

Grant Award Notification (GAN)

Next Generation Academy (41M) 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.

Contacts

Next Generation Academy (41M) 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>Sam Misher</u>

Substantially Approved Dates

Next Generation Academy (41M) 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 Thursday, September 30, 2021

New Applicant Summary

Next Generation Academy (41M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Next Generation Academy (41M) 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.

GAN Organization Data

Next Generation Academy (41M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

81238246

*** Address:**

3740 South Holden Road Greensboro, NC 27406

*** Superintendent:**

Dr. Samuel Misher

Key Personnel:

* Samuel W Misher

* Victoria McNeill

* Mariane LaVigne

History Log

North East Carolina Preparatory School (33A) Charter 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 12:44:30 PM	Melissa Eddy	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	10/22/2021 11:02:34 AM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Returned Not Approved'.	S
☐	10/22/2021 11:02:25 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 11:09:27 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/19/2021 11:09:22 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
	10/13/2021 8:56:40 AM	William Etheridge	Status changed to 'Chief Administrator Approved'.	S
	10/13/2021 8:56:35 AM	William Etheridge	Status changed to 'Fiscal Representative Approved'.	S
	10/13/2021 8:56:28 AM	William Etheridge	Status changed to 'Draft Completed'.	S
	10/5/2021 9:30:12 PM	Melissa Eddy	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/5/2021 9:28:34 PM	Melissa Eddy	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the District/Charter as NOT APPROVED for the following reasons: •The submitted budget does not match grant details amounts. The budget reflects transportation costs only and does not address the learning loss component (20%) amount. Please match the budget with grant details amounts. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.	C
	9/29/2021 8:44:38 AM	William Etheridge	Status changed to 'Chief Administrator Approved'.	S
	9/29/2021 8:44:32 AM	William Etheridge	Status changed to 'Fiscal Representative Approved'.	S
	9/29/2021 8:44:26 AM	William Etheridge	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/26/2021 8:24:29 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:47:57 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

North East Carolina Preparatory School (33A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$562,555.00	\$562,555.00
Carryover	\$1,133,706.00	\$1,133,706.00
Total	\$1,696,261.00	\$1,696,261.00

Budget

North East Carolina Preparatory School (33A) 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: Approved ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
33A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$562,555.00	\$0.00
Carryover Amount:	\$1,133,706.00	\$1,133,706.00
Allotment Plus Carryover:	\$1,696,261.00	\$1,133,706.00
Total Budgeted:		\$1,133,706.00
Total Remaining:	\$562,555.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	10/19/2021 11:08 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 11:08 PM	Approved (Pending)		Letchworth, Tina			
10/13/2021 8:53 AM	Received		Admin, NCCCIP			
10/6/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Eddy, Melissa
		☒		3-6550-551- 3-000-00	0	The budget is not aligned with the grant details. All costs are in transportation and the grant details portion addresses 20% learning loss which is not in the budget.
10/5/2021 9:30 PM	Denied (Pending)		Eddy, Melissa			
10/5/2021 9:29 PM			Eddy, Melissa	3-6550-551- 3-000-00	0	The budget is not aligned with the grant details. All costs are in transportation and the grant details portion addresses 20% learning loss which is not in the budget.
8/6/2021 8:28 AM	Received		Admin, NCCCIP			
7/26/2021 8:24 AM	Received		Admin, NCCCIP			

**Highlight Amended Rows**

All ▼

3 - Other

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

							Amount	Amount	Amount	Justification	Comments
	Equipment	3	5110	542	000	00	\$46,070.80	\$0.00	\$46,070.80		
	Other	3	6550	551	000	00	\$860,894.00	\$0.00	\$860,894.00		
	Other	3	8200	399	000	00	\$226,741.20	\$0.00	\$226,741.20		
Total: \$1,133,706.00								\$0.00	\$1,133,706.00		

Grant Details

North East Carolina Preparatory School (33A) 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.

(1) Collection and disaggregation of data from PowerSchool, parent surveys, COVID-19 panel, which included parents, teachers, school board member, students, and administration (2) The school will use formative data, summative data, and progress monitoring data to assess student learning loss. NECP will address learning loss by providing summer school focused on creating a framework that addresses the basic skills needed to be successful in subsequent grade levels, implementation of an ELA lab and a math lab to continue to fill learning gaps created by the absence of face-to-face instruction, and providing additional support for EC and ELL students. The school will continue to provide hotspots and technology devices to students so teachers will be able to continue to provide students with online programs that will enhance instruction. This practice will be very beneficial for our homeless students, economically disadvantaged students, children with disabilities, as well as the racial and ethnic minority students. EC and ELL teachers will provide additional academic support, pre-test, PD on differentiation, tutoring and remediation daily, holistic support from non-tested area teachers, and emotional and social support provided by counselors.

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.

Approximately 50% or more of our students relies on school buses to transport them to and from school. Our school transports students daily from the following counties: Edgecombe, Nash, Halifax, Pitt, Wilson, Greene, Martin, Northampton, Wayne, and Bertie. Before COVID19, NECP required nine buses and two activity buses to transport students to and from school, field trips, and athletic events. In order to safely social distance students on our buses during COVID19, NECP needs an additional 10 school buses and 3 activities buses.

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.

\$ 339,252.20 * 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;

NECP is in the process of evaluating programs and identifying high-quality assessments that are valid and reliable, which includes NWEA and Case 21. Teachers will be provided with PD on differentiated instruction, so they will be able to provide differentiated instruction effectively.

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

Evidence-based activities include differentiation, PLCs, vertical integration of curriculum across grade levels, Brigrance, Moby Max, Istation, Raz Kids, Khan Academy, and small-group instruction to meet the individual needs of students. NECP will include Depth of Knowledge to ascertain and decipher what is required for student proficiency and college and career readiness attainment.

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

The school maintains an updated website with information, teacher/parent conferences, counselor/parent conferences to provide parents with information to assist them in how they can effectively help their students.

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

The school tracks student attendance daily. The school employed a school counselor to monitor attendance for virtual students and make contact with parents of those students who have poor attendance. Students are provided with instruction that is engaging and focused. Instructional coaches and administrators provide additional support to teachers in creating lessons that are engaging for distance learning. Teachers are provided with PD in PLCs on creating engaging lessons and the science of reading. Beginning teachers are provided the opportunity to visit veteran teachers to observe exemplars in student engagement.

* (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 tracked in PowerSchool using classroom grades, summative assessments, and progress monitoring as compared to those same items pre-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				\$
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	Purchase chromebooks to replace broken or unreturned devices used for remote learning during the 2020-2021 school year	October 31, 2021	Enables school to implement a one-to-one technology initiative	\$ 46,070.80
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		Purchase buses as soon as the funds become available.	The number of staff and/or students who are infected with the virus and/or quarantined can be significantly reduced by being able to practice moderate social distancing.	\$ 1,310,938.00

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.		Purchase school and activity buses to reduce the number of students being transported to and from school and athletic events so that moderate social distancing can be implemented to minimize exposure to the virus Unbudgeted reserve (to be used for learning loss)			
Total ESSER III Allotment					\$ 1,357,008.80

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.

Grant Award Notification (GAN)

**North East Carolina Preparatory School (33A) 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.

Contacts

North East Carolina Preparatory School (33A) 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>William Etheridge</u>

Substantially Approved Dates

North East Carolina Preparatory School (33A) 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	Wednesday, September 29, 2021

New Applicant Summary

North East Carolina Preparatory School (33A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

North East Carolina Preparatory School (33A) 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.

GAN Organization Data

**North East Carolina Preparatory School (33A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0
- Grant Award Notification (GAN)**

*** D.U.N.S. Number:**

40562025

*** Address:**

274 Husky Trail Tarboro, NC 27886

*** Superintendent:**

Mr. William J. Etheridge

Key Personnel:

* William Etheridge

History Log

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/27/2021 9:30:35 AM	Katherine Buck	Status changed to 'Draft Completed'.	S
	8/9/2021 8:40:21 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/18/2021 11:43:21 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$33,280.00	\$33,280.00
Carryover	\$62,586.00	\$62,586.00
Total	\$95,866.00	\$95,866.00

Budget

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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
94Z	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$33,280.00	\$0.00
Carryover Amount:	\$62,586.00	\$62,586.00
Allotment Plus Carryover:	\$95,866.00	\$62,586.00
Total Budgeted:		\$62,586.00
Total Remaining:	\$33,280.00	\$0.00

Current Budget Status

Budget	Date of	Modified by

Status	Status	
Received	09/27/2021 08:42 AM	Admin, NCCCIP

☐ **Budget History**

☒ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/27/2021 8:42 AM	Received		Admin, NCCCIP			
9/24/2021 4:46 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Powe, Tara
		☒		3-5110-121-135-000-00	0	Returning budget for revisions at the request of 94Z via email from K. Buck on 9/24/21.
9/24/2021 9:46 AM	Denied (Pending)		Powe, Tara			
9/24/2021 9:46 AM			Powe, Tara	3-5110-121-135-000-00	0	Returning budget for revisions at the request of 94Z via email from K. Buck on 9/24/21.
8/9/2021 8:40 AM	Received		Admin, NCCCIP			

☒ **Highlight Amended Rows**

All ▼

135 - Other

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

							Amount	Amount	Amount	Justification	Comments
	Salary	3	5110	121	000	00	\$42,994.27	\$0.00	\$42,994.27		
	Other	3	5110	211	000	00	\$3,289.06	\$0.00	\$3,289.06		
	Other	3	5110	221	000	00	\$9,802.67	\$0.00	\$9,802.67		
	Other	3	5110	231	000	00	\$6,500.00	\$0.00	\$6,500.00		

Total: \$62,586.00 \$0.00 \$62,586.00

Grant Details

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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.

NERSBA administrators and teachers has studied student data (grades, attendance, progress made toward graduation) and determined that there is a need for an additional remedial program to address the student learning loss resulting from the disruption in educational services due to COVID19. In addition to offering a summer learning program, NERSBA plans to add additional teaching staff for the 2021-2022 school year to provide more focused learning environment for students in the learning loss category.

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.

NERSBA anticipates a significant number of students who need to repeat a course. The data thus far in the school year indicates that those students will not achieve a high enough final average or will not be proficient on final exams.

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.

\$ 12,517.20 * 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;

NERSBA will continue using state assessments (EOC and CTE post-assessments) which are valid and reliable. Teachers will also make assessments for courses that are not tested using EOCs or CTEs. The teacher-made tests are valid and reliable and are based on the curriculum taught in the course. Children with disabilities will be allowed the accommodations as per their IEP or 504 documentation.

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

NERSBA provides unique learning experiences through hands-on learning, collaborative activities and enrichment activities. Due to the interruption in education because of COVID19, the learning needs of our students have not been met. We will address these learning losses by offering a summer learning program and adding additional teaching staff in core subject(s) for the 2021-2022 school year.

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

NERSBA will maintain open communication with parents and families on how they can effectively support students. NERSBA staff will provide to parents and students literature and other resources pertaining to mental health, improving study skills, time management and staying safe online.

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

NERSBA will take attendance for each class daily for classes that meet face-to-face as well as school days when instruction is delivered virtually. Attendance will be monitored by school administration and follow-up will be made when students are accumulating consecutive or excessive absences.

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

NERSBA will develop a process for tracking student academic progress including monitoring grades and attendance. Using this data, school administrators will work with teachers to develop remediation groups and plans for 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				\$
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	NERSBA will add additional teaching staff in an effort to address the learning losses that have occurred as a result of the COVID 19 pandemic.	2021-2022 school year	Improvement in student achievement and proficiency	\$ 50,068.80

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 \$ 50,068.80

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.

Grant Award Notification (GAN)

**Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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>Hallet Davis</u>

Substantially Approved Dates

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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

New Applicant Summary

Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

**Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - 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

**Northeast Regional School - Biotech/Agri (94Z) Regional Education Service Agency - FY 2022 - FPMS-ARPA
ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)**

*** D.U.N.S. Number:**

78643288

*** Address:**

1215 Saint Andrews Street Jamesville, NC 27846

*** Superintendent:**

Mr. Hallet S. Davis, Jr.

Key Personnel:

* Billy Askew

History Log

PreEminent Charter School (92M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	11/1/2021 12:20:42 PM	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
	10/6/2021 10:44:46 AM	Erin Lewis	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/6/2021 10:44:40 AM	Erin Lewis	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: ■ Computer equipment: (Chromebooks, hotspots, etc.) is currently listed in the budget as computer software 418, but you will want to code it as computer equipment 462 if you plan on inventory and return. ■ Parent Involvement Computer Software and Supplies: add additional details in your narrative about the “parent involvement computer software and supplies,” as well as the purpose and connection to COVID (preparation or response). ■ Staff Technology: In your grant details, next to “Improving Preparedness and Response” – specify the technology that is being purchased for staff, as well as the purpose and connection to COVID (preparation or response). ■ Grant details: “Impact Measures” – please include more details about how you will measure the impact of each activity or expenditure. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Erin Lewis <u>Erin.Lewis@dpi.nc.gov</u> ESSER Program Administrator Federal Programs Monitoring and Support Division	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/28/2021 11:31:13 AM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S
	9/28/2021 11:31:00 AM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	9/28/2021 11:30:45 AM	Jena Winters	Status changed to 'Draft Completed'.	S
	8/20/2021 3:54:05 PM	Tara Powe	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	8/20/2021 3:44:42 PM	Tara Powe	The FY 2022- ARPA-ESSER III Application (PRC 181) has been returned to the District/Charter as NOT APPROVED for the following reasons: ■ Part A: Provide data 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. ■ Provide dates in timeline section. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Please contact Tara Powe if further assistance is needed.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/9/2021 11:36:57 AM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S
	8/9/2021 11:36:46 AM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	8/9/2021 11:36:31 AM	Jena Winters	Status changed to 'Draft Completed'.	S
	8/6/2021 12:05:06 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	7/28/2021 3:43:39 PM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S
	7/28/2021 3:43:26 PM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	7/28/2021 3:41:24 PM	Jena Winters	Status changed to 'Draft Completed'.	S
	7/24/2021 3:18:59 PM	Kellie Green	Status changed to 'Draft Started'.	S
	5/18/2021 11:48:26 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

PreEminent Charter School (92M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$437,706.00	\$437,706.00
Carryover	\$881,042.00	\$881,042.00
Total	\$1,318,748.00	\$1,318,748.00

Budget

PreEminent Charter School (92M) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
92M	181	0	No	No	0.84 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$437,706.00	\$0.00
Carryover Amount:	\$881,042.00	\$881,042.00
Allotment Plus Carryover:	\$1,318,748.00	\$881,042.00
Total Budgeted:		\$881,042.00
Total Remaining:	\$437,706.00	\$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
11/1/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin
		☒		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.
11/1/2021 12:20 PM	Denied (Pending)		Lewis, Erin			
11/1/2021 12:19 PM			Lewis, Erin	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.
11/1/2021 8:45 AM	Received		Admin, NCCCIP			
10/6/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Lewis, Erin

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
		☒		3-5110-121-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: 1. Computer equipment: (Chromebooks, hotspots, etc.) is currently listed in the budget as computer software 418, but you will want to code it as computer equipment 462 if you plan on inventory and return. 2. Parent Involvement Computer Software and Supplies: add additional details in your narrative about the "parent involvement computer software and supplies," as well as the purpose and connection to COVID (preparation or response). 3. Staff Technology: In your grant details, next to "Improving Preparedness and Response" - specify the technology that is being purchased for staff, as well as the purpose and connection to COVID (preparation or response). 4. Grant details: "Impact Measures" - please include more details about how you will measure the impact of each activity or expenditure. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
10/6/2021 10:43 AM	Denied (Pending)		Lewis, Erin			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/6/2021 10:43 AM			Lewis, Erin	3-5110-121-000-000-00	0	The FY 2021 - ARPA-ESSER III Application (PRC 181) has been returned to the Charter as NOT APPROVED for the following reasons: 1. Computer equipment: (Chromebooks, hotspots, etc.) is currently listed in the budget as computer software 418, but you will want to code it as computer equipment 462 if you plan on inventory and return. 2. Parent Involvement Computer Software and Supplies: add additional details in your narrative about the "parent involvement computer software and supplies," as well as the purpose and connection to COVID (preparation or response). 3. Staff Technology: In your grant details, next to "Improving Preparedness and Response" - specify the technology that is being purchased for staff, as well as the purpose and connection to COVID (preparation or response). 4. Grant details: "Impact Measures" - please include more details about how you will measure the impact of each activity or expenditure. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved.
8/20/2021 3:38 PM	Under Review		Powe, Tara			
7/27/2021 2:28 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - PreEminent Charter

View	Type	Funding	Purpose	Object	Local	503	Budget	Amendment	Revised	Change	DPI

							Amount	Amount	Amount	Justification	Comments
i	Salary	3	5110	121	000	00	\$39,420.00	\$0.00	\$39,420.00		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.
i	Salary	3	5110	141	000	00	\$31,416.00	\$0.00	\$31,416.00		
i	Salary	3	5110	148	000	00	\$14,080.00	\$0.00	\$14,080.00		
i	Other	3	5110	211	000	00	\$2,544.80	\$0.00	\$2,544.80		
i	Other	3	5110	221	000	00	\$6,496.38	\$0.00	\$6,496.38		
i	Other	3	5110	232	000	00	\$365.10	\$0.00	\$365.10		
i	Other	3	5110	233	000	00	\$2,453.61	\$0.00	\$2,453.61		
i	Other	3	5110	235	000	00	\$535.00	\$0.00	\$535.00		
i	Salary	3	5320	131	000	00	\$4,480.00	\$0.00	\$4,480.00		
i	Other	3	5320	211	000	00	\$134.40	\$0.00	\$134.40		
i	Other	3	5320	221	000	00	\$342.72	\$0.00	\$342.72		
i	Other	3	5320	232	000	00	\$19.26	\$0.00	\$19.26		
i	Other	3	5320	233	000	00	\$128.80	\$0.00	\$128.80		
i	Other	3	5320	235	000	00	\$28.22	\$0.00	\$28.22		
i	Other	3	5330	311	000	00	\$329,029.70	\$0.00	\$329,029.70		
i											

	Other	3	5330	411	000	00	\$92,958.17	\$0.00	\$92,958.17		
i	Other	3	5330	418	000	00	\$165,832.00	\$0.00	\$165,832.00		
i	Other	3	5810	192	000	00	\$13,500.00	\$0.00	\$13,500.00		
i	Other	3	5810	211	000	00	\$1,032.75	\$0.00	\$1,032.75		
i	Other	3	5810	221	000	00	\$405.00	\$0.00	\$405.00		
i	Other	3	5810	231	000	00	\$3,746.25	\$0.00	\$3,746.25		
i	Other	3	5810	232	000	00	\$58.05	\$0.00	\$58.05		
i	Other	3	5810	233	000	00	\$120.75	\$0.00	\$120.75		
i	Other	3	5810	234	000	00	\$277.50	\$0.00	\$277.50		
i	Other	3	5810	235	000	00	\$85.05	\$0.00	\$85.05		
i	Equipment	3	5860	462	000	00	\$60,000.00	\$0.00	\$60,000.00		
i	Other	3	5880	418	000	00	\$40,000.00	\$0.00	\$40,000.00		
i	Other	3	6540	311	000	00	\$10,448.88	\$0.00	\$10,448.88		
i	Other	3	6540	411	000	00	\$56,619.00	\$0.00	\$56,619.00		
i	Other	3	8100	392	000	00	\$4,484.61	\$0.00	\$4,484.61		
Total:							\$881,042.00	\$0.00	\$881,042.00		

Grant Details

PreEminent Charter School (92M) 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.

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 purchase of PPE and increased cleaning and disinfecting of the school building. The school also ensured instructional supports and resources were in place to address the learning loss as a result of COVID-19, regardless of instructional platform. To accommodate family needs both remote and in-person instructional platforms were optional during the 20-21 school year. The primary instructional model in 2021-2022 will be in-person, however remote learning will be used for students that must be quarantined due to COVID-19. 2) The school will ensure there are additional instructional (digital and non-digital) resources to address the learning gaps. As a result of the stakeholder input, it was determined that a 1:1 student to device model was needed to ensure all students had access to instruction, regardless of learning platform (virtual or in-person). 1:1 devices were provided to all students and connectivity options were

offered to families that couldn't afford the monthly connectivity costs to ensure all students have Wi-Fi access to participate in remote 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 building did not meet the sanitation requirements and didn't have PPE and equipment to preventing, preparing, and responding to COVID-19. Additionally, a need for clean uniforms was identified. - 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 learning and in person instruction. Calculators will also be purchased . - Additional instructional materials (non-digital) were needed to address the student learning loss as a result of COVID-19, including kindergarten learning kits. - 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. - Additional communication to parent and families, including an enhanced online platform, is needed to increase parent and family engagement.

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.

\$ 380,458.17 * 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 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	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.	3/13/2020 - 9/30/2024	Prevention of spreading COVID-19	\$ 6,619.00

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	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.	3/13/2020 - 9/30/2024	Increased attendance	\$ 959.21

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. 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.	3/13/2020 - 9/30/2024	Increased student achievement	\$ 310,170.70
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 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.	3/13/2020 - 9/30/2024	Increased student achievement	\$ 11,448.88

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		3/13/2020 - 9/30/2024	Increased student achievement due to increased participation in remote learning	\$ 47,235.00

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.

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 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.	3/13/2020 - 9/30/2024.	Increased student achievement	\$ 124,151.04
	* ☐ 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 \$ 500,583.83

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)

PreEminent Charter School (92M) 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.

Contacts

PreEminent Charter School (92M) 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>Jena Winters</u>

Substantially Approved Dates

PreEminent Charter School (92M) 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	Wednesday, July 28, 2021

New Applicant Summary

PreEminent Charter School (92M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

PreEminent Charter School (92M) 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.

GAN Organization Data

PreEminent Charter School (92M) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

72975829

*** Address:**

3815 Rock Quarry Road Raleigh, NC 27610

*** Superintendent:**

Ms. Melanie Butler-Williams

Key Personnel:

* Ashley N. Benton - Grants Manager

History Log

Reaching All Minds Academy (32Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/28/2021 3:08:17 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Reaching All Minds Academy (32Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$257,196.00	\$257,196.00
Carryover	\$0.00	\$0.00
Total	\$257,196.00	\$257,196.00

Budget

Reaching All Minds Academy (32Q) 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
32Q	181	0	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$257,196.00	\$254,658.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$257,196.00	\$254,658.00
Total Budgeted:		\$254,658.00
Total Remaining:	\$2,538.00	\$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
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			
10/19/2021 11:10 PM	Approved (Pending)		Letchworth, Tina			
10/16/2021 8:18 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Reaching All Minds Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5320	311	000	00	\$24,000.00	\$0.00	\$24,000.00		
	Salary	3	5330	121	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Other	3	5330	411	000	00	\$11,658.00	\$0.00	\$11,658.00		
	Other	3	5330	418	000	00	\$24,000.00	\$0.00	\$24,000.00		
	Other	3	5830	311	000	00	\$60,000.00	\$0.00	\$60,000.00		
	Other	3	6540	311	000	00	\$35,000.00	\$0.00	\$35,000.00		
	Other	3	8200	399	000	00	\$50,000.00	\$0.00	\$50,000.00		
Total:							\$254,658.00	\$0.00	\$254,658.00		

Grant Details

Reaching All Minds Academy (32Q) 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.

Reaching All Minds Academy has gathered End-of-Grade(EOG) testing data, and NWEA Map Assessment data to determine the learning loss of students due to COVID-19. School-wide EOG Data shows that prior to COVID -19 our GLP was 29.8% and after the 2020-21 of virtual instruction, our GLP score was 13.9%. During the 2020-21 school year, Reaching All Minds Academy implemented the NWEA MAP Assessment to track mid year and end of year student academic progress. Socio-emotional data indicated that over 50% of students and families had experienced negative stressors or trauma during the COVID-19 in person school closure. Surveys also indicated that students were experiencing a heightened level of anxiety regarding the return to school and their academic achievement level. Staff feedback showed that 100% of staff were concerned about the level of preventative measures in place to keep staff and students safe after the return to in person learning. Reaching All Minds Academy used online meetings and surveys to gather information from our School Board, Staff and parents to assist in completing our Needs Assessment and ESSER planning. This data showed a desire and need for additional academic tutoring and intervention, virtual instruction support, mental health support and additional cleaning and prevention measures to prevent more COVID-19 infections. Reaching All Minds Academy intends to use the ESSER III funds for the following: K-6 Academic

Intervention (Small Group and Individual Tutoring and Remediation) Monthly COVID-19 Cleaning (EPA Approved Fogging) Academic Intervention Teacher (Small Group and Individual Tutoring and Remediation) Academic Support Supplies and Materials Behavior and Mental Health Program (Individual and Small Group Mental Health Support from trauma and stressors associated with COVID-19) Social Worker (Attendance Support, Socio-emotional support, Community Resource Support) Virtual Curriculum (Online Curriculum to support students during virtual Instruction due to quarantine or health concerns related to 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.

The 16% percent learning loss as indicated by EOG composite scores pre COVID-19 and post COVID-19 in person closures shows the need for additional academic support and tutoring across all grade levels. Also, the heightened levels of stressors and trauma indicate a need for additional socio-emotional support and community resources to support families and students outside of the classroom as well. Prevention of future outbreaks and community spread can be mitigated by additional safety and cleaning procedures.

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.

\$ 111,658.00 * 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;

Reaching All Minds Academy will utilize an Academic Interventionist to support low income students and students with disabilities. Curriculum and classroom resources will also be secured to support with small group and focused

academic instruction. Reaching All Minds Academy will utilize the NC EOG assessment and the NWEA Map Assessment to monitor student academic progress.

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

Reaching All Minds Academy will utilize full time academic interventionist to support any students who are faltering academically and will provide weekly mental health and behavior supports to all students who are experiencing trauma and stressors related to COVID-19.

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

Reaching All Minds Academy will conduct quarterly parent academy sessions that will provide parents with information and resources on how to assist their students in raising their academic achievement levels. These sessions will include best practices regarding literacy and mathematics support, STEM integration activities at home and socio-emotional supports for families.

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

Reaching All Minds will work with a school social worker to provide attendance and truancy support to families who may be transient or homeless. The social worker will provide internal and external resources to families who are struggling with attendance and engagement. The social worker will also work with the student support services team and academic instructors to identify and create support plans those who are struggling with online 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.

Reaching All Minds Academy is using the EOG data, NWEA Map Assessment data and EVAAS data to monitor 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				\$

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	EPA approved fogging services to kill any surface level COVID-19 virus in indoor learning spaces.	Monthly beginning August 2021 - June 2022	COVID-19 testing and infection rates amongst staff and students.	\$ 35,000.00
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	Online Curriculum for Extended Covid-19 Related absences.	September 2021- June 2022	EOG and Benchmark Test Data	\$ 24,000.00

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	Weekly Mental Health and Behavior Support Program and a School Social Worker	October 2021-June 2023	Student and staff surveys	\$ 84,000.00

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				\$

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 \$ 143,000.00

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)

Reaching All Minds Academy (32Q) 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

Reaching All Minds Academy (32Q) 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)]	<u>Angela Cheek</u>

Substantially Approved Dates

Reaching All Minds Academy (32Q) 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, October 19, 2021

New Applicant Summary

Reaching All Minds Academy (32Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Reaching All Minds Academy (32Q) 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

Reaching All Minds Academy (32Q) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

79166697

*** Address:**

2703 Holloway St. Durham, NC 27703

*** Superintendent:**

Mr. Thomas C. McKoy

Key Personnel:

* Annie Mckoy

* Angela Cheek

History Log

Rocky Mount Preparatory (64A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:09:29 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Rocky Mount Preparatory (64A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$793,046.00	\$793,046.00
Carryover	\$1,521,688.95	\$1,521,688.95
Total	\$2,314,734.95	\$2,314,734.95

Budget

Rocky Mount Preparatory (64A) 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
64A	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$793,046.00	\$0.00
Carryover Amount:	\$1,521,688.95	\$1,521,688.95
Allotment Plus Carryover:	\$2,314,734.95	\$1,521,688.95
Total Budgeted:		\$1,521,688.95
Total Remaining:	\$793,046.00	\$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 9:38 PM	Approved (Pending)		Eddy, Melissa			
9/29/2021 1:19 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Rocky Mount Preparatory

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$75,000.00	\$0.00	\$75,000.00		
	Salary	3	5110	135	000	00	\$50,000.00	\$0.00	\$50,000.00		
	Salary	3	5110	142	000	00	\$20,000.00	\$0.00	\$20,000.00		
	Other	3	5110	180	000	00	\$199,999.98	\$0.00	\$199,999.98		
	Other	3	5110	211	000	00	\$11,092.50	\$0.00	\$11,092.50		
	Other	3	5110	229	000	00	\$7,192.31	\$0.00	\$7,192.31		
	Other	3	5110	231	000	00	\$44,395.00	\$0.00	\$44,395.00		
	Other	3	5110	233	000	00	\$1,508.00	\$0.00	\$1,508.00		
	Other	3	5110	418	000	00	\$139,997.00	\$0.00	\$139,997.00		
	Equipment	3	5110	462	000	00	\$10,290.06	\$0.00	\$10,290.06		

i	Salary	3	5210	121	000	00	\$53,000.00	\$0.00	\$53,000.00		
i	Salary	3	5210	142	000	00	\$60,000.00	\$0.00	\$60,000.00		
i	Other	3	5210	211	000	00	\$8,644.50	\$0.00	\$8,644.50		
i	Other	3	5210	229	000	00	\$3,390.00	\$0.00	\$3,390.00		
i	Other	3	5210	231	000	00	\$20,623.68	\$0.00	\$20,623.68		
i	Other	3	5210	233	000	00	\$1,175.20	\$0.00	\$1,175.20		
i	Equipment	3	5210	461	000	00	\$10,000.00	\$0.00	\$10,000.00		
i	Salary	3	5330	121	000	00	\$200,000.00	\$0.00	\$200,000.00		
i	Other	3	5330	211	000	00	\$15,300.00	\$0.00	\$15,300.00		
i	Other	3	5330	229	000	00	\$6,000.00	\$0.00	\$6,000.00		
i	Other	3	5330	233	000	00	\$2,080.00	\$0.00	\$2,080.00		
i	Salary	3	5350	121	000	00	\$180,000.00	\$0.00	\$180,000.00		
i	Other	3	5350	211	000	00	\$3,147.50	\$0.00	\$3,147.50		
i	Salary	3	5830	131	000	00	\$50,000.00	\$0.00	\$50,000.00		
i	Other	3	5830	211	000	00	\$3,825.00	\$0.00	\$3,825.00		
i	Other	3	5830	229	000	00	\$1,500.00	\$0.00	\$1,500.00		
i	Other	3	5830	231	000	00	\$10,311.84	\$0.00	\$10,311.84		
i	Other	3	5830	233	000	00	\$520.00	\$0.00	\$520.00		
i	Salary	3	5860	135	000	00	\$90,000.00	\$0.00	\$90,000.00		
i	Salary	3	5860	152	000	00	\$90,000.00	\$0.00	\$90,000.00		
i	Other	3	5860	211	000	00	\$13,770.00	\$0.00	\$13,770.00		
i	Other	3	5860	229	000	00	\$5,400.00	\$0.00	\$5,400.00		
i	Other	3	5860	231	000	00	\$20,623.68	\$0.00	\$20,623.68		
i	Other	3	5860	233	000	00	\$1,872.00	\$0.00	\$1,872.00		
i	Other	3	6570	532	000	00	\$33,704.86	\$0.00	\$33,704.86		

Grant Details

Rocky Mount Preparatory (64A) 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.

Rocky Mount Prep secured inputs from various stakeholders in developing the Needs Assessment and Plan. This include leadership team members from the elementary and secondary levels as well as teachers and staff in grades K-12. * Approximately 70% of teachers and staff indicated the need to hire additional staff to address learning loss for at-risk students and the unique needs of the special population. * Approximately, 70% teachers and staff indicated the need to provide on-site technology support; * Approximately, 70% of teachers and staff indicated the need to provide curriculum resources to improve teaching, student learning and support rigor; * Approximately 30% of staff indicated facilities repair to support the health needs of teachers, staff and students; * Approximately 60% of staff indicated student attendance issues and students having missed assignments during the virtual instruction. Due to the pandemic, teachers and staff indicated the need for counseling support and services for some students and families. * Current data suggests that we have junior and senior students who have credit recovery needs and are in jeopardy of graduating. *Currently, Rocky Mount Prep has a part time IT support and does not have an IT facilitator to support the 1:1 initiative; with approximately 1000 students and 130 teaching staff, we do not have a technology facilitator who can help support a 21st century learning environment; approximately 50% of our students will need support for navigating google classroom and other virtual instructional platforms across grade levels; *Current computer data indicates that at least 20% or approximately 260 of our computers need replacement. * There is a 10-12% increase in teacher retention rate for SY 2020; * iReady Reading Diagnostics for 2020-2021 SY indicate the following results: At-Risk for Tier 3 was 28% (EOY) from 31% (BOY); Tier 2 was 39% (EOY)

from 42% (BOY); and Tier I was 34% (EOY) from 28% (BOY); iReady Math Diagnostics for 2020-2021 SY indicate the following results: At-Risk for Tier 3 was 28% (EOY) from 33% (BOY; Tier 2 was 49% (EOY) from 48% (BOY) and Tier I was 23% (EOY) from 18% (BOY); Rocky Mount Prep will address learning loss by utilizing and administering high-quality assessments to ascertain students' academic progress and by providing quality instruction to meet the educational needs of our scholars. We will hire additional teaching staff and interventionists in both elementary and secondary levels to close achievement and learning gaps for scholars.

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, Rocky Mount Prep has determined the following: To effectively mitigate the impact of COVID, our schools will need additional staffing to address learning loss. Additional staff will reduce class sizes, thereby allowing teachers to utilize direct instructional time and address more specific student needs. Additional staff need to be hired to provide intervention and remediation for various grade levels and across disciplines. Also, additional counseling staff will be needed to assist students and families in addressing the social-emotional impact of this pandemic. We will need a full time school counselor who will support us with counseling and attendance issues. During the pandemic, we have a couple of students who are at-risk due to attendance issues. The school counselor will be able to provide direct counseling support and assist families impacted by COVID. With the hiring of a Graduation Coach in secondary, we will have additional support to assist with identified at-risk students. The coach will Identify at-risk students; Identify high school students with a high probability of not graduating; and develop School-Wide Support and Interventions: Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals; coordinate a transition program for 9th graders to successfully adapt to the rigor of high school; work with faculty and administrators to develop a grade recovery program and to differentiate instruction to meet the needs of identified at-risk students; Rocky Mount Prep will be needing an on-site technology support to help facilitate the school's 1:1 technology device initiative which in turn supports quality instruction; with roughly 966 students and approximately 130 staff, we only have a part-time IT personnel to support our technology needs. Our technology facilitator will assist teaching staff with planning technology-related instructional activities. Our IT Tech facilitator will promote effective instructional practices that meet the instructional needs of students in a 21st century learning environment. Rocky Mount prep will have approximately 260 computers to be replaced. We operate a 1:1 initiative for computer use and the purchase of additional computers will definitely support the 1:1 initiative for existing and incoming students at Rocky Mount Prep. Rocky Mount Prep will hire a maintenance person to maintain sanitation, safety and cleanliness. Currently, we contract maintenance staff to assist with custodial duties. This person will also assist with facility improvement as may be necessary. We have a 10-12% increase in teacher retention rate for SY 2020. Rocky Mount Prep would like to retain our staff and attract high-qualified teaching personnel into our school; Based on iReady reading assessment results, there was a decrease of 3% for At-Risk for Tier 3 from 32% to 28%; in Tier

two, there was a decrease of 3% from 42% to 39%; and an increase of 6% in Tier I from 28% to 34%. In math, there was a decrease of 5% from 33% to 28% for At-Risk at Tier 3; 1% decrease for Tier two and a 5% increase for Tier I. It appears that our students are making progress as shown by our EOY data in Tier I. With the additional teaching staff and interventionists in reading and math, we will be reducing class sizes and provide more instructional support to address the students' academic deficits and functioning. The additional Directors of Instruction will be focused on a particular grade span to provide instructional leadership.

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.

\$ 848,706.43 * 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;

Rocky Mount Prep will address learning loss by utilizing and administering high quality assessments to ascertain students' academic progress and by providing quality instruction to meet the educational needs of our scholars. We will hire additional teaching staff and interventionists in both elementary and secondary levels to close achievement and learning gaps for scholars. Specifically, we will hire an ELA Interventionist K-5, Math Interventionist K-5, ELA Interventionist 6-8, ELA Interventionist 9-12, Math Interventionist 6-8, and Math Interventionist 9-12. We will also be hiring two (2) Directors of Instruction to serve K-12 and grades 6 through 8. In order to improve student outcomes, we will be hiring additional teachers to serve on various grade levels such as Kindergarten, second grade, third grade, fourth grade, Middle School Math, Middle school STEM, 9-12 History, 9-12 ELA, and 9-12 Science. Likewise, we will be hiring an Elementary Music Teacher and Kindergarten Assistant. Rocky Mount Prep will hire an Instructional Technology Coach to work with teachers and students. The instructional technology coach will be supporting classroom technology integration to maximize student learning and improve teacher efficiency. Furthermore, the Instructional Technology Coach will facilitate instructional strategies in the classroom and to maximize student learning with the use of technology. Likewise, We will be hiring an on-site technology support person to assist with our technology needs. Rocky Mount Prep will also hire a fulltime Graduation Coach in secondary to assist with identified at-risk students. The coach will Identify at-risk students; Identify high school students with a high probability of not graduating; and develop School-Wide Support and Interventions: Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals;

coordinate a transition program for 9th graders to successfully adapt to the rigor of high school; work with faculty and administrators to develop a grade recovery program and to differentiate instruction to meet the needs of identified at-risk students;

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

Rocky Mount Prep will provide evidence-based activities to meet the comprehensive needs of students. Here at RMPrep, our teachers implement and provide clear lesson goals for students to learn and understand at every lesson. As part of our coaching framework and strategy for improving our instructional practices, we utilize data-driven instruction. We utilize both formative and summative assessments as well as anecdotal data in planning and providing intervention to our students. We also focus on the social-emotional needs of our students. We will be hiring a school counselor in the elementary level to implement a school counseling program that addresses the needs of the whole child. We also monitor students who are engaged in meaningful and rigorous thinking and learning opportunities. With the hiring of interventionists in both the elementary and secondary levels, we can design methods of learning that are most appropriate for each child.

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

Rocky Mount Prep will continue to support parents and families who have been educationally harmed during this pandemic. We will continue to provide virtual training and information campaigns through our district web page, social media media platforms, virtual zoom meetings, class dojo messages as well as workshops facilitated by Rocky Mount Prep Deans of Culture, Counseling and Social Works staff and and Directors of Instruction in grades K-12.

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

Rocky Mount Prep tracks student attendance regularly. The teachers work collaboratively with parents, co-teachers, related service providers, school counselors, and school social worker to monitor student attendance and engagement. Teachers also keep parent contact logs for every parental contact and to support families with ensuring our students participate in virtual instruction. We also send out notices either through email, phone calls. and letters.

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

Rocky Mount Prep has school-level problem-solving teams with organized procedures for meeting and discussing intervention data for groups of students. Students who require intervention have been identified and continue to receive research-based strategies and support during intervention time. The problem-solving team reviewed progress monitoring data during PLC meetings.

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 reduce the impact and risks of COVID transmission, Rocky Mount Prep will conduct facility updates to enable the operation of schools. These updates include touchless toilets and hand sanitizing stations.	The timeline for usage for funds will be June 2021-June 2022.	Rocky Mount Prep will conduct periodic condition survey and inspections. This is in order to collect just enough information to ascertain condition or any deficiencies. Rmprep students and staff will benefit from the facility updates.	\$ 33,704.00

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				\$
		Rocky Mount Prep will hire additional			\$ 186,989.68

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	exceptional children staff who will provide specially designed instruction and other EC services to individual students with disabilities; Rocky Mount Prep will purchase equipment (i.e. washer and dryer, kitchen equipment, etc. to address vocational preparation and finance literacy needs of students with special needs. To reduce the impact of COVID, we will be providing vocational preparation activities and independent living skills within our EC transition class.	The timeline for usage of funds will be September 2023.	Impact Measures are as follows: Periodic Progress monitoring and specially-designed Instruction Notes to ascertain if EC students are progressing sufficiently towards IEP goals; Students completing the extended content standards in secondary will benefit from this strategy.	

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	Rocky Mount Prep will purchase computer hardware and software and supplies such as as the following instructional software programs: iReady, Lexia, AR, STEMSCOPES.	June 2021-June 2023.	Impact measures will be as follows: Formative and summative evaluation/assessments. Students in grades K-12 will benefit from this strategy.	\$ 150,287.00
MENTAL HEALTH SERVICES: Providing mental health services and supports.	* ☒ Yes ☐ No		Timeline of fund usage is June 2021-2023.	Impact Measures will be as follows: A spreadsheet of activities and meetings held with individual students needing mental health services; Periodic progress notes on counseling individuals and small groups with immediate needs and specific problems;	\$ 122,001.84

		Rocky Mount Prep will hire a school counselor to support the social-emotional needs of our students. The school counselor will implement the guidance and counseling curriculum. The hiring of a full time school counselor will help reduce the negative impacts of COVID 19.			
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	Rocky Mount Prep will implement activities related to summer learning. Program Schedule Dates: Monday, June 7, 2021 - Staff report for planning and preparation day. Tuesday, June 8, 2021 - First day of Camp for Scholars. Friday, July 2, 2021 - Last day of Camp	Timeline of fund usage is June 2021-June 2023	Impact Measures: Diagnostic Assessments (pre and post assessments) i.e. iReady	\$ 180,000.00

		for Scholars. K-3 - 8:30-10:00 - ELA (Fiction) 10:00- 10:20 - Break/Enrichment 10:20-11:50 - ELA (Nonfiction) 11:50-12:35 ELA/WIN/Small Group 4-5 - 8:30- 10:00 - First Block 10:00-10:10 - Break 10:20- 11:50 - Math 11:40 - 12:10 - Lunch Middle 6-8 8:00-8:30 Arrival, Breakfast, SEL 8:35-9:40 Core Block 1 9:45- 10:50 Core Block 2 10:55-12:00 Sci/Enrichment Block 3 12:05- 1:00 Sci/Enrichment Block 4 High 9-12 8:00-8:30 Arrival, Breakfast, SEL 8:00-8:45 Period 1 Science 8:50- 9:35 Period 2 Math 9:40-10:25 Period 3 10:30- 11:15 SEL/Wellness			

		Transportation & Meals Breakfast will be served in the rotunda and eaten in the classroom during Social Emotional Learning time.			
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				\$

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)

Rocky Mount Preparatory (64A) 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

Rocky Mount Preparatory (64A) 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)]	<u>Nashett Garrett</u>

Substantially Approved Dates

Rocky Mount Preparatory (64A) 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

Thursday, September 30, 2021

New Applicant Summary

Rocky Mount Preparatory (64A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Rocky Mount Preparatory (64A) 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

Rocky Mount Preparatory (64A) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

806486635

*** Address:**

3334 Bishop Road Rocky Mount, NC 27804

*** Superintendent:**

Dr. Chaunte Garrett

Key Personnel:

* Chaunte Garrett

History Log

Summerfield Charter Academy (41J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/21/2021 3:32:28 PM	Jessica Duncan	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	10/21/2021 3:32:03 PM	Jessica Duncan	The FY 2021 - ARPA-ESSER III Application (PRC ____) has been returned to the District/Charter as NOT APPROVED for the following reasons: • Ensure that your remaining amount in your budget is \$0. The current remaining amount of \$39,683.00 needs to be incorporated into the budget, as well as into Parts C and D of your Grant Details. Once the areas listed above have been addressed, the grant application should be resubmitted up to Chief Administrator Approved. Jessica Duncan Jessica.Duncan@dpi.nc.gov ESSER Program Administrator Federal Programs Monitoring and Support Division	C
	9/29/2021 1:45:45 PM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/29/2021 1:45:16 PM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	9/29/2021 1:45:01 PM	Jena Winters	Status changed to 'Draft Completed'.	S
	9/10/2021 9:56:20 AM	Alex Charles	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
☐	9/10/2021 9:56:15 AM	Alex Charles	Application is returned for the budget to be corrected. Resubmit application once the budget has been adjusted and submitted.	C
	8/9/2021 10:35:13 AM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S
	8/9/2021 10:34:46 AM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	8/9/2021 10:34:36 AM	Jena Winters	Status changed to 'Draft Completed'.	S
	8/6/2021 12:19:38 PM	Alex Charles	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	7/28/2021 4:45:12 PM	Jena Winters	Status changed to 'Chief Administrator Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/28/2021 4:44:59 PM	Jena Winters	Status changed to 'Fiscal Representative Approved'.	S
	7/28/2021 4:44:36 PM	Jena Winters	Status changed to 'Draft Completed'.	S
	7/27/2021 1:46:22 PM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	7/27/2021 1:46:21 PM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Summerfield Charter Academy (41J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$39,683.00	\$39,683.00
Carryover	\$75,543.00	\$75,543.00
Total	\$115,226.00	\$115,226.00

Budget

Summerfield Charter Academy (41J) 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.

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
41J	181	0	No	No	0.75 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$39,683.00	\$0.00
Carryover Amount:	\$75,543.00	\$75,543.00
Allotment Plus Carryover:	\$115,226.00	\$75,543.00
Total Budgeted:		\$75,543.00
Total Remaining:	\$39,683.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Denied	10/21/2021	Admin,

04:45 PM

NCCCIP

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
10/21/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Duncan, Jessica
		☒		3-5110-121-000-000-00	0	The remaining \$39,683.00 needs to be incorporated into the budget and then resubmitted.
10/21/2021 3:05 PM	Denied (Pending)		Duncan, Jessica			
10/21/2021 3:05 PM			Duncan, Jessica	3-5110-121-000-000-00	0	The remaining \$39,683.00 needs to be incorporated into the budget and then resubmitted.
9/29/2021 1:17 PM	Received		Admin, NCCCIP			
8/23/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Charles, Alex
		☒		3-5110-299-000-000-00	0	Benefits cannot exceed the salary they are attached to.
8/23/2021 3:37 PM	Denied (Pending)		Charles, Alex			
8/23/2021 3:37 PM			Charles, Alex	3-5110-299-000-000-00	0	Benefits cannot exceed the salary they are attached to.
7/27/2021 1:46 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Summerfield Charter Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$24,000.00	\$0.00	\$24,000.00		The remaining \$39,683.00 needs to be incorporated into the budget and then resubmitted.
	Other	3	5110	192	000	00	\$42,984.00	\$0.00	\$42,984.00		
	Other	3	5110	211	000	00	\$5,313.16	\$0.00	\$5,313.16		
	Other	3	5110	221	000	00	\$1,920.00	\$0.00	\$1,920.00		
	Other	3	5110	232	000	00	\$266.00	\$0.00	\$266.00		
	Other	3	5110	233	000	00	\$344.00	\$0.00	\$344.00		
	Other	3	5110	235	000	00	\$152.00	\$0.00	\$152.00		
	Other	3	8100	392	000	00	\$563.84	\$0.00	\$563.84		
Total:							\$75,543.00	\$0.00	\$75,543.00		

Grant Details

Summerfield Charter Academy (41J) 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.

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.

- Additional instructional time was needed to combat the impact of COVID-19. To provide this time summer learning will be offered and implemented to increase student achievement. - 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.

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.

\$ 22,558.00 * 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 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		Implementation timeline aligns with the grant project period.	Increased staff retention	\$ 52,985.00

		COVID-19 stipends allocated to employees to compensate them for the new duties they assumed due to COVID-19 pandemic. These duties were outside their regular position and in direct response to preventing, preparing, and responding to COVID-19. School staff will be eligible for COVID-19 stipends in spring 2021 and fall 2021. Maximum stipend per employee is \$3,000.			

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	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.	Increased student achievement	\$ 0.00
	* ☐ 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 \$ 52,985.00

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)

Summerfield Charter Academy (41J) 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.

Contacts

Summerfield Charter Academy (41J) 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>Jena Winters</u>

Substantially Approved Dates

Summerfield Charter Academy (41J) 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

Wednesday, July 28, 2021

New Applicant Summary

Summerfield Charter Academy (41J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Summerfield Charter Academy (41J) 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.

GAN Organization Data

Summerfield Charter Academy (41J) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

78882519

*** Address:**

5303 Hwy 220 N Summerfield, NC 27358

*** Superintendent:**

Mr. Rudy Swofford

Key Personnel:

* Ashley N. Benton - Grants Manager

History Log

The College Preparatory and Leadership A (41H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 3:06:22 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

The College Preparatory and Leadership A (41H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$880,547.00	\$880,547.00
Carryover	\$1,777,241.00	\$1,777,241.00
Total	\$2,657,788.00	\$2,657,788.00

Budget

The College Preparatory and Leadership A (41H) 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
41H	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$880,547.00	\$0.00
Carryover Amount:	\$1,777,241.00	\$1,777,241.00
Allotment Plus Carryover:	\$2,657,788.00	\$1,777,241.00
Total Budgeted:		\$1,777,241.00
Total Remaining:	\$880,547.00	\$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			
8/30/2021 9:37 AM	Approved (Pending)		Mathis, Tammorah			
8/16/2021 4:48 PM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - College Prep and Leadership Academy

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Salary	3	5110	121	000	00	\$684,000.72	\$0.00	\$684,000.72		
	Salary	3	5110	148	000	00	\$587,999.16	\$0.00	\$587,999.16		
	Other	3	5110	211	000	00	\$97,308.00	\$0.00	\$97,308.00		
	Other	3	5110	231	000	00	\$127,200.00	\$0.00	\$127,200.00		
	Other	3	5110	232	000	00	\$2,608.40	\$0.00	\$2,608.40		
	Other	3	5400	191	000	00	\$101,400.12	\$0.00	\$101,400.12		
	Other	3	5400	211	000	00	\$7,757.10	\$0.00	\$7,757.10		
	Other	3	5400	231	000	00	\$10,140.00	\$0.00	\$10,140.00		
	Salary	3	5830	131	000	00	\$135,000.00	\$0.00	\$135,000.00		

	Other	3	5830	211	000	00	\$10,327.50	\$0.00	\$10,327.50		
	Other	3	5830	231	000	00	\$13,500.00	\$0.00	\$13,500.00		

Total: \$1,777,241.00 \$0.00 \$1,777,241.00

Grant Details

The College Preparatory and Leadership A (41H) 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.

The Needs Assessment and Plan specifically for ESSER II funds was developed by the school improvement team which is composed of the following stakeholder groups: School leaders, classroom teachers, paraprofessionals, parents, and mental health counselors/success coaches. The team reviewed all of the allowable uses to develop the needs assessment rubric. Each team member shared the rubric with the others in their stakeholder group and then met again as the school improvement team to analyze the data. Based on the analysis CPLA intends to assess and address student learning gaps resulting from the disruption in educational services as follows: The continued usage of NWEA MAP testing and progress monitoring, employing additional paraprofessionals and interventionists, implementation of evidence-based activities, and employment of core subject areas (Reading, Math, Science) curriculum specialist.

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.

11 out of 11 of the school improvement team members reported that the school community reported we need to address learning loss, provide school leaders with resources, and provide summer learning activities to prevent further gaps in student progress. 11 out of 11 of the school improvement team members also reported that air quality, virus transmission, sanitation, and technology are not areas of concern as CPLA has had no major clusters of the virus spreading during the 2020-2021 school year in which it operated under plan B (hybrid) since August 2020. To address the areas of need, CPLA will be administering and using the high-quality assessment NWEA MAP for valid and reliable results to assess students' academic progress accurately and assist educators in meeting students' academic needs, including through differentiating instruction. CPLA will be implementing evidence-based activities to meet the comprehensive needs of students and provide information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. CPLA will track student attendance and engagement. CPLA will track student academic progress by evaluating and comparing pre-pandemic grades and progress to identify students that experienced learning loss. CPLA will provide school leaders with additional paraprofessional and curriculum specialists as a resource to address the needs in their schools. Though not with ESSER funds, CPLA will provide summer learning activities to prevent further gaps in academic progress with a special focus on low-income students, students experiencing homelessness, students with disabilities, and English learners. CPLA currently does not have any migrant students or children in foster care.

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.

\$ 1,777,241.00 * 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;

CPLA will administer NWEA MAP in the Fall, Winter, and Spring. Students that are not on track to grade-level proficiency will also participate in progress monitoring monthly. Classroom teachers, paraprofessionals,

interventionists, curriculum specialists, and school leaders will use the data to differentiate instruction. Differentiation will include but is not limited to: small group instruction in the classroom setting, one-on-one instruction/tutoring, and resources for parents/families. Based on the assessment data, training of all instructors (especially beginning teachers and teachers out of the field) will be used to improve equity which will lead to higher student achievement for all subgroups with special attention to students with disabilities, English learners, low-income students, students experiencing homelessness, and racial/ethnic minorities. Classroom paraprofessionals and interventionists will be needed to reduce the adult-to-child ratios. Curriculum specialists will be needed to support classroom teachers in analyzing the data and differentiating instruction on a daily basis.

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

CPLA will implement evidence-based activities to meet the comprehensive needs of students' learning loss. These activities will also address the mental health of students. We understand you must be mentally well to comprehend academics to a level of mastery. Paraprofessionals and Counselors will use evidence-based activities to address the mental health of students. School Leaders, Curriculum Specialists, classroom teachers, and paraprofessionals will use evidence-based activities to address academic skills & comprehension gaps based on assessments administered on an ongoing basis. Each activity will be personalized to each student's needs. CPLA will need the additional above mentioned staff members to address individual needs on a daily basis as we anticipate the learning loss has affected students K-12th grade

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

Curriculum specialists will provide parents/families with information and assistance on how they can effectively support students. This will include in a distance learning environment. Resources will be provided during the summer, at the open house, during parent/teacher conferences, during curriculum events, and online using the Edmodo platform. CPLA needs curriculum specialists to break down information for parents and instructors who need extra support understanding grade-level standards, reading assessment data, and developing individual plans for students.

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

School leaders and counselors will track student attendance and improve student engagement in distance education by daily attendance checking and weekly engagement logs. Students that are not in attendance and/or engaged will receive a phone call and possible home visit. Tracking of engagement in distance education will take place on the Edmodo platform.

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

School leaders, curriculum specialists, and classroom teachers will identify students that experienced learning loss by tracking academic progress. This process will include evaluating and comparing pre-pandemic grades/progress. Grades from before March 2020 will be compared to final grades for the 2020-2021 school year to establish a baseline. From June 2021 to September 2024 progress will be monitored quarterly and instruction, as well as intervention, will be adjusted based on individual 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				\$
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 \$ 0.00

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)

The College Preparatory and Leadership A (41H) 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

The College Preparatory and Leadership A (41H) 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)]	<u>Tacuma Johnson</u> <u>Christina Robinson</u>

Substantially Approved Dates

The College Preparatory and Leadership A (41H) 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

Monday, August 23, 2021

New Applicant Summary

The College Preparatory and Leadership A (41H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

The College Preparatory and Leadership A (41H) 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

The College Preparatory and Leadership A (41H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

18209355

*** Address:**

4201 Furniture Avenue Jamestown, NC 27282

*** Superintendent:**

Dr. Michelle Johnson

Key Personnel:

* Christina Robinson

History Log

Tiller School (16B) Charter 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 2:42:55 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	11/5/2021 2:42:38 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
	10/27/2021 12:27:33 PM	Kelly Amanda Riley	Status changed to 'Chief Administrator Approved'.	S
	10/27/2021 12:27:25 PM	Kelly Amanda Riley	Status changed to 'Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/27/2021 12:27:18 PM	Kelly Amanda Riley	Status changed to 'Draft Completed'.	S
☐	10/27/2021 9:10:44 AM	Allie Evans	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. Thank you, Allie Evans	C
	10/27/2021 9:09:28 AM	Allie Evans	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	10/22/2021 11:03:54 AM	Dr. LaTricia Townsend	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Division Administrator Returned Not Approved'.	S
☐	10/22/2021 11:02:58 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

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/19/2021 11:19:07 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
	10/19/2021 11:16:48 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Approved'.	S
☐	10/19/2021 11:16:14 PM	Tina Letchworth	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.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/14/2021 3:41:40 PM	Kelly Amanda Riley	Status changed to 'Chief Administrator Approved'.	S
	10/14/2021 3:41:33 PM	Kelly Amanda Riley	Status changed to 'Fiscal Representative Approved'.	S
	10/14/2021 3:41:27 PM	Kelly Amanda Riley	Status changed to 'Draft Completed'.	S
	8/6/2021 1:08:32 PM	Tina Letchworth	Status changed to 'NCDPI American Rescue Plan Act-ESSER III Program Administrator Returned Not Approved'.	S
	7/30/2021 12:06:40 PM	Kelly Amanda Riley	Status changed to 'Chief Administrator Approved'.	S
	7/30/2021 12:06:34 PM	Kelly Amanda Riley	Status changed to 'Fiscal Representative Approved'.	S
	7/30/2021 12:06:27 PM	Kelly Amanda Riley	Status changed to 'Draft Completed'.	S
	7/21/2021 11:00:28 AM	Kelly Amanda Riley	Status changed to 'Draft Started'.	S
	5/18/2021 11:50:07 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Tiller School (16B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$72,762.00	\$72,762.00
Carryover	\$142,488.00	\$142,488.00
Total	\$215,250.00	\$215,250.00

Budget

Tiller School (16B) 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: Approved ▼

Mark Plan As Required: ☐

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
16B	181	0	No	No	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$72,762.00	\$72,762.00
Carryover Amount:	\$142,488.00	\$142,488.00
Allotment Plus Carryover:	\$215,250.00	\$215,250.00
Total Budgeted:		\$215,250.00
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved (Pending)	11/05/2021 02:42 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 2:42 PM	Approved (Pending)		Letchworth, Tina			
11/3/2021 8:59 AM	Received		Admin, NCCCIP			
10/27/2021 4:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Evans, Allie
		☒		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.
10/27/2021 9:11 AM	Denied (Pending)		Evans, Allie			
10/27/2021 9:11 AM			Evans, Allie	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.
10/19/2021 11:16 PM	Approved (Pending)		Letchworth, Tina			
7/22/2021 8:46 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Tiller School

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	5110	192	000	00	\$19,507.68	\$0.00	\$19,507.68		
	Other	3	5110	211	000	00	\$1,492.32	\$0.00	\$1,492.32		
	Other	3	5110	411	000	00	\$13,194.00	\$0.00	\$13,194.00		
	Other	3	5830	192	000	00	\$1,857.84	\$0.00	\$1,857.84		
	Other	3	5830	211	000	00	\$142.13	\$0.00	\$142.13		
	Other	3	5860	418	000	00	\$10,000.00	\$0.00	\$10,000.00		
	Equipment	3	5860	462	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Other	3	6400	311	000	00	\$31,000.00	\$0.00	\$31,000.00		
	Other	3	6540	311	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Other	3	6580	325	000	00	\$30,000.00	\$0.00	\$30,000.00		
	Equipment	3	6580	541	000	00	\$5,000.00	\$0.00	\$5,000.00		
	Other	3	8200	399	000	00	\$43,056.03	\$0.00	\$43,056.03		

Total: \$215,250.00 \$0.00 \$215,250.00

Grant Details

Tiller School (16B) 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.

1.) Tiller School has utilized the discussions and input of several key groups that are key stakeholders in setting the goals for the success of our students and our school. The school's administrative staff (Executive Director, Curriculum Coordinator, EC Director and Facilities Manager), classroom teachers representing grade levels K-5, Tiller's Board of Director's Academic Excellence Committee (made up of administration, board members, teachers, teacher assistants and parents). 2.) Tiller School administration and teachers have used and will continue to utilize the following data points to assess and address student learning gaps as a result of school closure: - Number of in-person school days - Careful consideration is given to keeping the number of days of in-person learning as our school schedule changes throughout the year. Students began school on August 17 in a hybrid model. Students attended school in-person two days per week and were virtual three days per week. This model continued through December 4, 2020. On December 7, 2020, our students moved to four days of in-person and one day virtual. - Math bench marking - Tiller School has utilized a research based math fluency program for all students in grades K-5. This program monitors mastery of specific math standards and is used with consistency and fidelity by all grade level teachers. The data from this program informs teachers of students that require more practice and targeted intervention. Skills mastery data is

analyzed monthly by classroom teachers, grade level teams and administration. - Reading bench marking - Tiller School has utilized a research based reading program for all students in grades K-5. This program monitors mastery of specific reading standards and is used with consistency and fidelity by all grade level teachers. The data from this program informs teachers of the appropriate instructional level for reading groups as well as students that require targeted intervention. Reading progress monitoring data is analyzed weekly and monthly by classroom teachers, grade level teams and administration. A bench marking calendar is utilized to ensure three full-scale assessments of reading levels are completed each school year. These assessments take place in September, January and May - BOG3 data is utilized to establish reading goals for the year. - CogAT testing has been completed for grades 3-5. This data is assisting our classroom teachers, EC team and admin team in determining the needs of our students to ensure that all students' needs are met. Technology Needs - Tiller School is not currently 1:1 in technology, however we are close. We currently have 185 chrome books. We need additional devices to ensure that all students have a device dedicated to them for the school year to use in school and at home. - All classrooms are in the process of the necessary upgrades to technology to assist with virtual learning, sound and sight in classrooms where students are 6 feet apart - The school is also in need of upgrades to boost our internet service - Technology support is needed for the maintenance of our devices as well as overseeing the infrastructure of our school's technology service - Maintenance of our school website to ensure that all stakeholders have the most updated news, information and resources Facilities Needs - In an effort to prevent virus transmission, Tiller School is currently utilizing outdoor classroom space. However, we only have two spaces that are large enough to safely accommodate a class. We have the area to create two additional spaces. It is important that we have this space so that we are providing the safest learning environments possible. - Students no longer enter our classrooms through the main building. We now utilize two side gates (K-2 students enter one gate and 3-5 students enter another). This keeps our students spaced safely apart upon arrival and at dismissal of school. Our gates need repairs so they are easy to utilize and to ensure that security measures are addressed. - The school will need to contract for daily cleaning and deep cleaning services. - Touchless water stations are needed to ensure that students have easy access to refilling water bottles.

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.

Tiller School administration and teachers have used and will continue to utilize the following data points to assess and address student learning gaps as a result of school closure: Tiller School administration and teachers have used and will continue to utilize the following data points to assess and address student learning gaps as a result of school closure: - Number of in-person school days - 88% of student enrollment have been quarantined at least once during

the school year, resulting in loss of in-person school days, 72% of our student body have participated in virtual learning days (due to hybrid model or quarantine requirements) 28% have not participated consistently in virtual learning due to lack of home support, childcare issues - Math bench marking - Data from our Math bench marking has shown that 72% of our K-2 students are showing growth in targeted math skills. However, 42% of those students are working on targeted skills that should have been mastered before this point in the school year. Our highest ability level students are showing growth, however they are not growing at the rate that we would expect. - Reading bench marking - 64% of our students in grades K-5 are showing growth in reading and are on grade level, 36% of our students are showing growth, however they are not on grade level. Our highest ability level students are showing growth, however they are not growing at the rate that we expect. - BOG3 data is utilized to establish reading goals for the year. 50% of Tiller 3rd Grade Students Met RTA on their BOG 3 50% of Tiller 3rd Grade Students did not Meet RTA on their BOG3 26% of those not met are EC students 36% of Students are within two points of meeting RTA on their BOG 3 Projected for EOG Grade 3 ELA: 88% proficient 2019-2020 BOG 3 Data Met 44% Not Met 56% 2018-2019 Met 40% Not Met 60% Our goal is to ensure that 80% of our 3rd grade students meet RTA. - CogAT testing has been completed for grades 3-5. This data is assisting our classroom teachers, EC team and admin team in determining the needs of our students to ensure that all students' needs are met. Our testing data shows that we are not growing our highest ability students at the level we have set as our goals. A serious look at classroom best practices and an enhancement of EC program will assist in ensuring that we are serving the needs of all students at Tiller School.

Technology Data: - Tiller school will purchase 100 additional chromebooks to ensure 1:1 for all students, devices will be used at home and at school - There are necessary upgrades needed for all classrooms (16 classrooms) due to the need to replace aging presentation equipment (this includes LCD projectors, document cameras, screens, and speakers) -Tiller School's internet service has been assessed by local and state agencies and the required upgrades to ensure a boost to our internet have been planned. WE will be replacing cable with fiber to ensure that our internet is stable and reliable. -The loss of our Instructional Support personnel is a direct result of COVID-19. We will contract with a company to ensure that our teachers, staff and students have the support needed. -The maintenance of our website is imperative to ensure that our parents have the most up-to-date information and news. Since March 13, 2020, our website traffic has increased by 86% overall. Facilities Improvement / Prevention of Virus Transmission - Tiller School has completed two outdoor classroom areas that can safely accommodate full classes. We are in need of two additional outdoor classroom spaces so that there is sufficient outdoor space. This outdoor space is critical for our students. - The use of our outdoor entrances has been difficult on our gate system. The use of these entryways is imperative for a safe arrival and dismissal at our school. The safety and quality of our gates will assist us in keeping our physically distanced - Tiller will be in-person five days per week next school year. This will increase daily cleaning and weekly deep cleaning. To ensure cleaning is complete, we will contract our cleaning. - Touchless water bottle filling stations will ensure that students are able to safely refill their water bottles. This enhancement will assist in the prevention of virus transmission.

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.

\$ 75,000.00 * 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;

Tiller School will utilize high-quality assessments to accurately assess students' academic progress as well as inform teachers and instructional support staff on the impact of interventions and instructional methods. It is our goal to grow every child academically as well as socially. All lead teachers, instructional support staff, teacher assistants and administrators will be trained in the process and best practices of intervention strategies and our assessment tools. Reading and Math benchmarking will be completed with consistency and fidelity. An assessment timeline / calendar will be created for all students in all grade levels to assure that we are planning instructional time to meet the needs and goals of all learners. A calendar will also help in planning critical "data days" in which we analyze reading and math progress monitoring to ensure the success of our program.

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

The evidence-based teaching strategies to be utilized by Tiller School educators are grounded in solid research. These strategies will have an impact on student results that is substantially higher than typical strategies and can be applied across grade levels and curriculum areas. They are as follows: Tiller School educators will present clear lesson goals to their students. Clarity has a significant effect on student results. Tiller School educators will share information or knowledge with their students as well as model how to meet expectations. This practice is the essence of the phrase, I Do - We Do - You Do model and it is integral to teacher clarity. Tiller School educators will use questioning to check for understanding. This can be completed in a variety of ways including random sampling or all-student response methods. Teachers and teacher assistants will participate in professional development that will provide research based instructional methods for small group learning. Participation in this professional development

is additional responsibilities and participants will receive a stipend for attendance in the workshops. Tiller School educators will assist students in summarizing their learning in visual and graphical ways including mind-maps, concept mapping, flow-charts and Venn diagrams. These are used to help students summarize what they have learned and understand the interrelationships content. Tiller School educators will use targeted practice to help students retain the knowledge and skills to show mastery of content. This will allow for personalized feedback to individual students. Practice will be presented as a part of lessons as well as stand-alone sessions. Students will have multiple opportunities for practice and practice will be spread out over time. Tiller School educators will provide students with targeted feedback. This will include information on how they perform on a particular task and ways that they can improve. Students will have a firm understanding of what they did well, where they are at and how they can improve. Feedback is different to praise. Praise focuses on the student rather, but feedback focuses on what your student did. Tiller School educators will be flexible and reflective in their lesson planning. Students or classes may need more time to master standards. Tiller School educators ensure productive collaboration among students. To ensure group productivity educators will only ask groups to do tasks that all group members can do successfully and ensure each group member personally responsible steps in the task given to the group. Tiller School educators will teach strategies as well as content. Teachers can increase how well students do in any subject by explicitly teaching them how to use relevant learning strategies. Students will learn about strategies. Teachers will model strategies and provide opportunities for students to have guided practice and feedback when learning strategies. Teachers will provide feedback on students' use of strategies. Tiller School educators will nurture meta-cognition by providing students options in what strategies they can use, allow them to choose their own strategies, reflect on their choices and determine whether to continue or change their strategies. Tiller School is planning for a possible summer program for students that are considered at-risk due to learning loss. This is labeled as unbudgeted reserves in the BAAS budget.

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

During the 2021-2022 school year, Tiller School will practice the following communication strategies to ensure that all parents and families can effectively support their students during in-person learning as well as distance learning. - Parent Orientation will take place at the beginning of the school year to open all lines of communication between parents and educators at Tiller School. Parents will also be educated on the expectations of their children, the educational plan for their students as well as specific ways parents and families will interact and engage with the school. - Parents will receive weekly updates from teachers as well as weekly emails from the school to provide information on resources and activities, news and information related to the success of their students. This information will come in two ways, 1. nightly and weekly communication folder 2. Weekly Monday Message from the school. - Parent / Teacher conferences will be conducted after the 7th week of school. These will be held in person or virtually. - Parent / Teacher conferences will be held as needed to support students and their families. - Parent workshops on

evidence-based activities and strategies to assist their children at home will be conducted four times throughout the school year. These will be recorded and shared on the school website. - Parent workshops on technology use and Google Classroom will be completed during the first few weeks of school. Videos and slideshows of the workshops will be located on our school's website to assist parents and families. - Parent and student resources will be updated regularly on our school website. - Materials distribution days will be held each week so that parents can receive school supplies, school work and other resources for students that are not in-person. - Lead teachers, teacher assistants and administrators will have "buddy families" that they will assist throughout the year. School educators will check in with these families periodically to ensure they are well informed and have the resources they need for their students' success in school.

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

During the 2021-2022 school year, Tiller School will practice the following communication strategies to ensure that students are attending and engaging in-person learning as well as attending and engaging in distance learning. Parents and families will be educated on the expectations of attendance and engagement of in-person learning as well as distance learning. Parents and families will understand the role they play in ensuring that students are ready for school whether in-person or online. Attendance is monitored daily by administration to look for trends in absenteeism. Lead teachers, teacher assistants and administrators will have "buddy families" that they will assist throughout the year. School educators will check in with the families of any students that exhibit chronic absenteeism whether in-person or distance learning. Administrators will facilitate discussions with all local agencies that can assist with the needs of any student that is not engaging in in-person or distance learning.

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

During the 2021-2022 school year, Tiller School will practice the following student academic progress tracking systems to identify students that experienced learning loss. To implement student progress monitoring and tracking, teachers will determine the student's current performance level on skills that the student will be learning during the school year. Reading benchmarking utilizing our school-wide reading program's system as well as our math program's system. The teacher provides students with clear examples of how different assessment types are used to demonstrate proficiency of the learning target. Teachers will then work in grade level teams to set achievement goals that the student needs to reach by the end of the year, and will establish the rate of progress the student must make to meet those goals. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Daily progress tracking will take place to address misconceptions that occurred along the way. This practice allows the teacher to adjust instruction or provide in-the-moment support while instruction is still happening before misconceptions lead to achievement gaps. Mastery measurement approaches, such as teacher-made unit tests, will indicate whether the student has learned the particular skills covered in a unit. Student-centered tracking systems will be utilized and will

offer more student investment since students are driving the tracking and trend discoveries, and making connections of their own to their learning. Tiller School students' tracking systems will center around individual goal setting, and chart that progress using various forms of student-friendly organizers such as big idea/objective inventories, unit by unit graphs, or objective by objective charts. This practice will promote self awareness and provide the opportunity for students to focus their attention and efforts on key skills and concepts that require additional practice or instruction. Students will be provided the opportunity to visually track their progress and therefore invest them. Some examples of student-centered tracking will include: Homework turn-ins Objective mastery percentages Proficiency levels Quiz scores Unit test scores Time spent reading Behavior Data will be tracked as often as possible. Tiller School educators recognize that the more up to date our data is, the more invested our students will be in the learning. Additionally, the more knowledgeable our educators will be about their students' strengths and areas of need-both individually and class by class.

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
		Facilities Needs - In an effort to			\$ 80,000.00

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	prevent virus transmission, Tiller School is currently utilizing outdoor classroom space. However, we only have two spaces that are large enough to safely accommodate a class. We have the area to create two additional spaces. It is important that we have this space so that we are providing the safest learning environments possible. - Students no longer enter our classrooms through the main building. We now utilize two side gates (K-2 students enter one gate and 3-5 students enter another). This	Repairs and improvements will be scheduled in July for work to begin in August 1, 2021.	Data tracking use of outdoor classrooms Data collected on number of positive COVID cases Data collected on number of students and staff required to quarantine	

		another). This keeps our students spaced safely apart upon arrival and at dismissal of school. Our gates need repairs so they are easy to utilize and to ensure that security measures are addressed. - The school will need to contract for daily cleaning and deep cleaning services. - Touchless water stations are needed to ensure that students have easy access to refilling water bottles.			

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	- Tiller School is not currently 1:1 in technology, however we are close. We currently have			\$ 60,250.00

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.		currently have 185 chrome books. We need additional devices to ensure that all students have a device dedicated to them for the school year to use in school and at home. - All classrooms are in the process of the necessary upgrades to technology to assist with virtual learning, sound and sight in classrooms where students are 6 feet apart - The school is also in need of upgrades to boost our internet service - Technology support is needed for the maintenance of our devices as well as overseeing the	All devices and equipment to be ordered July1,2021 in preparation for the start of school	Data collected on the number of chromebooks issued to individual students for in-person and online learning Qualitative data collected on improved sight and sound of technology and curriculum in the classroom due to internet improvement and equipment replacement Data collected on monitoring of internet speed and connection Data collected on website traffic	

		infrastructure of our school's technology service - Maintenance of our school website to ensure that all stakeholders have the most updated news, information and resources			
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 \$ 140,250.00

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)

Tiller School (16B) 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.

Contacts

Tiller School (16B) 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>Kelly Amanda Riley</u> .

Substantially Approved Dates

Tiller School (16B) 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

Friday, July 30, 2021

New Applicant Summary

Tiller School (16B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - New Applicant Summary

There are no new applicants.

Tiller School (16B) 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.

GAN Organization Data

Tiller School (16B) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 0 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

933008849

*** Address:**

1950 Live Oak Street Beaufort, NC 28516

*** Superintendent:**

Mrs. Kelly Riley

Key Personnel:

* Kelly A Riley

History Log

Wilmington School of the Arts (65H) Charter 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 9:57:03 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Wilmington School of the Arts (65H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Allotments

	(1) <u>PRC181</u> CFDA: 84.425U	Total
Allotment	\$237,836.00	\$237,836.00
Carryover	\$0.00	\$0.00
Total	\$237,836.00	\$237,836.00

Budget

Wilmington School of the Arts (65H) 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
65H	181	1	No	Yes	0.00 %

Fiscal Information

	NCDPI Finance	LEA Budget
Allotment Type:		LEA Allotment
Allotment Amount:	\$237,836.00	\$235,313.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$237,836.00	\$235,313.00
Total Budgeted:		\$235,313.00
Total Remaining:	\$2,523.00	\$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
11/9/2021 3:45 PM	Denied	☒	Admin, NCCCIP			Budget/Amendment Marked as Denied By Program Consultant - Evans, Allie
		☒		3-5110-121-000-000-00	0	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
11/9/2021 11:44 AM	Denied (Pending)		Evans, Allie			
11/9/2021 11:44 AM			Evans, Allie	3-5110-121-000-000-00	0	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
10/14/2021 9:57 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 9:50 PM	Approved (Pending)		Eddy, Melissa			
6/14/2021 8:11 AM	Received		Admin, NCCCIP			

☒ Highlight Amended Rows

All ▼

000 - Wilmington School of the Arts

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	\$50,000.08	\$50,000.08	Budget Amendment 10.13.21	Budget returned to allow for adjustment to reflect final 1/3 installment amount.
	Salary	3	5110	142	000	00	\$50,000.08	(\$50,000.08)	\$0.00	Budget Amendment 10.13.21	
	Other	3	5110	211	000	00	\$3,825.00	\$0.01	\$3,825.01		
	Other	3	5110	221	000	00	\$1,500.00	\$0.00	\$1,500.00		
	Other	3	5110	231	000	00	\$7,500.02	(\$0.01)	\$7,500.01		
	Salary	3	5210	121	000	00	\$86,000.20	\$7,999.68	\$93,999.88	Budget Amendment 10.13.21	
	Other	3	5210	211	000	00	\$6,579.02	(\$1,553.50)	\$5,025.52		
	Other	3	5210	221	000	00	\$2,580.00	\$240.00	\$2,820.00		
	Other	3	5210	231	000	00	\$12,900.04	\$1,199.94	\$14,099.98		
	Salary	3	5830	131	000	00	\$45,000.02	\$0.00	\$45,000.02		
	Other	3	5830	211	000	00	\$3,442.50	\$0.00	\$3,442.50		
	Other	3	5830	221	000	00	\$1,350.00	\$0.00	\$1,350.00		
	Other	3	5830	231	000	00	\$6,750.00	\$0.00	\$6,750.00		
	Other	3	8200	399	000	00	\$7,886.12	(\$7,886.12)	\$0.00	Rounding Difference	
Total:							\$235,313.00	\$0.00	\$235,313.00		

Grant Details

Wilmington School of the Arts (65H) 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.

The 2020-2021 school year was Wilmington School of the Arts first year of operation. They currently serve 176 students in grades KG-5. Due to learning loss experienced as a result of the pandemic, WSA will be using 181 funds for additional staffing needs that will specifically help address this loss through the use of additional EC staff and an additional highly qualified 3rd grade teacher to reduce class size. WSA will also be addressing SEL learning and needs that have arisen due to the pandemic for a full time guidance counselor. During our fall and mid-year I-Ready testing we found many students were critically behind grade level expectations in grades 1 and 2 after experiencing long term closures last year. Fall data 2020-2021 data showed we need to Decrease the number of students more than 1 year below grade level expectations in Math First grade 15% to 5 % Second grade 18% to 8% And GOAL: Increase Grade Level Reading proficiency based on I Ready Kinder from 58% to 75% First from 48% to 70% Second from 45% to 68% Through School Improvement Team Meetings, faculty meetings, Parent Collective Group Meetings, and curricular team meetings, WSA involed all stakeholders in the process of addressing learning loss related to the pandemic. Together the above mentioned groups selected targeted intervention and other strategies to help ensure remdiation and learning loss is addressed thorught the additon of two full time highly qualified EC teachers as well as

addressing SEL learning and needs of the students through the hiring of a full time highly qualified guidance counselor.

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 our fall and mid-year I-Ready testing we found many students were critically behind grade level expectations in grades 1 and 2 after experiencing long term closures last year. Fall data showed we need to Decrease the number of students more than 1 year below grade level expectations in Math First grade 15% to 5 % Second grade 18% to 8% And GOAL: Increase Grade Level Reading proficiency based on I Ready Kinder from 58% to 75% First from 48% to 70% Second from 45% to 68% Through School Improvement Team Meetings, faculty meetings, Parent Collective Group Meetings, and curricular team meetings, WSA involed all stakeholders in the process of addressing learning loss related to the pandemic. Together the above mentioned groups selected targeted intervention and other strategies to help ensure remdiation and as well as a reduction in class size can occur in oder to implement eveidence based strategies and individualized instructional needs of students WSA plans to use their ESSER III funds selected targeted intervention and other strategies to help ensure remdiation and learning loss is addressed thourght the additon of two full time highly qualified EC teachers as well as addressing SEL learning and needs of the students through the hiring of a full time highly qualified guidance counselor.

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.

\$ 92,770.28 * 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;

Wilmington School of the Arts will be utilizing the majority of ESSER III to hire additional staff to address learning loss due to the pandemic and based on the K-2 Cohort I-Ready scores for students attending the school during the 2020-2021 school year. The school will be hiring two additional EC Teachers to address the large increase in the volume of the number of students currently in the MTSS Referral Process or being served by the triple volume of EC IEPs that the school now serves that are due to learning loss and loss of instructional time due to the pandemic. The school will also be hiring an additional 3rd Grade Teacher to reduce the class size as the I-Ready scores of the students in the 2nd Grade in the 2020-2021 school year reflect that the majority of WSA 2nd Graders were a falling a year behind grade level. The school will be utilizing I-Ready, MCLASS, Dibbles, Dial 4 and BOG, EOG, RTA and testing on good cause data for the present 2021-2022 school year. With the remainder of the ESSER III Funds, Wilmington School of the Arts is hiring a full time, highly qualified guidance counselor to address any SEL needs and learning that are a direct cause of the pandemic.

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

Wilmington School of the Arts will be utilizing the majority of ESSER III to hire additional staff to address learning loss due to the pandemic and based on the K-2 Cohort I-Ready scores for students attending the school during the 2020-2021 school year. The school will be hiring two additional EC Teachers to address the large increase in the volume of the number of students currently in the MTSS Referral Process or being served by the triple volume of EC IEPs that the school now serves that are due to learning loss and loss of instructional time due to the pandemic. The school will also be hiring an additional 3rd Grade Teacher to reduce the class size as the I-Ready scores of the students in the 2nd Grade in the 2020-2021 school year reflect that the majority of WSA 2nd Graders were a falling a year behind grade level. The school will be utilizing I-Ready, MCLASS, Dibbles, Dial 4 and BOG, EOG, RTA and testing on good cause data for the present 2021-2022 school year. With the remainder of the ESSER III Funds, Wilmington School of the Arts is hiring a full time, highly qualified guidance counselor to address any SEL needs and learning that are a direct cause of the pandemic.

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

Wilmington School of the Arts provides all students with Chromebooks as well as WiFi services if needed and utilizes Seesaw to continue rich, effective instruction in the event that the school has to return to a virtual or hybrid model.

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

Wilmington School of the Arts will be tracking attendance and engagement in distance learning through Powerschool and teacher and administrative contact to troubleshoot any virtual needs or questions should WSA have to return to a virtual or hybrid model of instruction.

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

Wilmington School of the Arts opened this year and does not have prior pre-academic information and data on their student population as they are currently serving students in grades K-2.

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	To address the increased volume of service of children with disabilities or who are in the 3rd stage of MTSS, Wilmington School of the Arts will be hiring two additional highly qualified full time EC Teachers.	2021-2022	I-Ready testing data, MCLASS, MTSS paperwork, Dibbles, BOG, EOG, RTA scores as well as documented progress or program exit on active IEPS.	\$ 86,000.20

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	To address any mental health or SEL learning needs that have arisen due to the pandemic, Wilmington School of the Arts is hiring a full time highly qualified guidance counselor.	2021-2022	As an impact measure, WSA will track student attendance and time in class, reduction in discipline and/or any other SEL crisis need or incident	\$ 56,542.52

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 \$ 142,542.72

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, <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)

Wilmington School of the Arts (65H) 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

Wilmington School of the Arts (65H) 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)]	<u>Susan Hogan</u>

Substantially Approved Dates

Wilmington School of the Arts (65H) 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	

	Thursday, September 30, 2021

New Applicant Summary

Wilmington School of the Arts (65H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - New Applicant Summary

There are no new applicants.

Wilmington School of the Arts (65H) 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

Wilmington School of the Arts (65H) Charter District - FY 2022 - FPMS-ARPA ESSER III PRC 181 - Rev 1 - Grant Award Notification (GAN)

*** D.U.N.S. Number:**

116990262

*** Address:**

1306 Floral Parkway Wilmington, NC 28403

*** Superintendent:**

Edie McDowell or Susan Hogan

Key Personnel:

* Edie McDowell

* Susan Hogan